



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Aspire Golden State Prep

2016-17 Measure N Commission Presentation



Presented by Cohort 2 Charter/Aspire Golden State Prep

Presented to Measure N Commission

May 18, 2017

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Design Process Narrative



- June 2016: Applied for and received planning year funds
- August 2016: Assembled design team and articulated purpose of Measure N and purpose within GSP context
- September 2016: Began data dive
- September 2016: Meeting and visit with Lionel Wilson Prep
- October 2016: Measure N Commission visit
- October 2016: Reviewed school data and began drafting comprehensive student survey
- November 2016: Reviewed and finalized survey for all high school students
- November 2016: Reviewed data and began to disaggregate
- November 2016: Analyzed results from high school survey; continued disaggregating school data
- December 2016: Developed research question and began root cause analysis
- December 2016: Research and deep dive into English Language Learners
 - read “Double the Work”

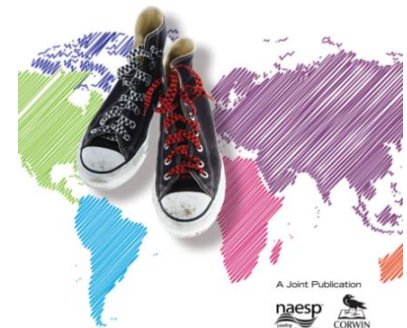
Design Process Narrative



- January 2017: Regrounding in Linked Learning and began thinking of action plan
- January 2017: Linked Learning Conference
- January 2017: Visit to Envision Hayward
- January 2017: Read World Class Learners by Yong Zhao
- January 2017: Began drafting application
- January 2017: Went to Leading for Equity Retreat with National Equity Project
- February 2017: Family and student meeting to present root cause analysis and get feedback on application
- February 2017: Research of entrepreneurial pathway; identified core competencies
- February 2017: Visit to Cristo Rey San Jose --work based learning program
- February 2017: Discussed pathway development with BUILD
- February 2017 - March 2017: Read Creating Innovators by Tony Wagner
- March 2017: Finalized application



World Class
Learners
Educating Creative and
Entrepreneurial Students



Yong Zhao

Focus Areas We Want To Shift

What are the specific needs of EL students, and what strategies can be implemented to increase EL students' achievement levels, including a reading level beyond 5th grade?

| Focus Areas | Shifts |
|---|--|
| Students who leave before graduation begin getting off track in 9th grade | Strengthen cohort culture in 9th grade through Entrepreneurial Pathway, Challenge Day |
| Low exit reading levels | Reading intervention courses Provide more EL support and teacher PD for ELs Build intervention time into the master schedule |
| Suspension rate is 10% | Shift to restorative justice and multi tiered behavior intervention system, inclusion of advisory SEL curriculum |
| Students enter high school below grade level in reading and math, and do not receive the interventions needed to build skill levels so they are college-ready when graduating | Hire a Reading Specialist & math intervention teacher to provide support for all staff and additional intervention services in ELA and math Reading & math intervention courses taught by all ELA and math teachers Provide more EL support and teacher PD for ELs Build intervention time into the master schedule |
| Pathway is not developed | Continue developing partnership with BUILD Expand partnership with Laney College for Early College High School and align with pathway |

Root Causes and Goals



Root Causes

- Students who are not on track to graduate by the end of 11th grade tend to transfer out. Almost all of these students first got off track in 9th grade
- Low exit reading level (1140L for seniors)
- Suspension rate is 10%
- Students enter high school below grade level in reading and math, and do not receive the interventions needed to build skill levels so they are college-ready when graduating
- Pathway is not developed

Goals for Next Year

- Revise master schedule and make time for intervention, for reading and math
- Revise master schedule to allow for more class options so students can do pathway
- Provide explicit PD around EL strategies
- Coordinate a multi-tiered system of supports and have an individual focused on implementing restorative justice practices
- Restructure advisory so it is smaller and more manageable for teachers to keep track of advisees
- Implement social-emotional curriculum in advisory



Instructional Focus and New Design Features

•Rigorous Academics & Post Secondary Readiness

–Address Academic Gaps

- Intervention period for target math and reading skills
- PD for teachers around EL strategies
- Math intervention teacher
- Reading specialist

•Pathway Development

–Entrepreneurship Pathway

- Expand partnership with BUILD
- Expand partnership with Laney College--align courses with Entrepreneurship pathway
- Grade level based exhibition projects that align with Entrepreneurship core competencies

•Climate and Culture

–MTSS and Restorative Justice

- Restorative justice coordinator
- Multi-tiered supports system
- Advisory and build cohort community amongst rising 9th grade class with 9th grade retreats and community activities



Action Plan

1. Revise master schedule to allow for intervention and more course options
 - Program of Study & Master Scheduling
2. Hire reading specialist
 - Equity/Access/Achievement; Personalized Student Support
3. Hire math teacher/math intervention teacher
 - Equity/Access/Achievement; Personalized Student Support
4. Hire restorative justice coordinator
 - Equity/Access/Achievement
5. Invest in 9th grade community with specific activities and retreats to help build cohort community amongst students
 - Build a Rigorous Academic Core: Student Conditions
6. Expand partnership with BUILD and Laney for pathway development

○ Program of Study & Master Scheduling

Budget Allocations

| Strategic Action | Dollar Amount |
|---|------------------|
| Hire a Reading Specialist | \$83,000 |
| Partially fund an additional math teacher and create math intervention course | \$58,000 |
| Hire Restorative Justice coordinator | \$70,000 |
| Hold Challenge Day and 9th grade Retreat--build community amongst 9th grade cohorts | \$20,000 |
| BUILD partnership | \$17,000 |
| TOTAL | \$248,000 |



2017-18 Measure N Budget Allocations

Root Cause Analysis

- Ss who are not on track to graduation begin falling off in 9th grade
- Low exit reading level (1140L for seniors)
- Suspension rate is 10%
- Ss enter 9th grade far below in reading and math skills
- Pathway is not developed

| Strategic Action | Dollar Amount |
|---|---------------|
| Hire a Reading Specialist | \$83,000 |
| Partially fund an additional math teacher and create math intervention course | \$58,000 |
| Hire Restorative Justice coordinator | \$70,000 |
| Hold Challenge Day and 9th grade Retreat--build community amongst 9th grade cohorts | \$20,000 |
| BUILD partnership | \$17,000 |

Implementation Year 1

What we will progress monitor:

- Reading levels
 - monitor progress of EL students closely --Reading Specialist
- Performance on math interim assessments
- Student surveys on climate and culture
- Suspension rates
- Participation in BUILD events
- 9th grade students' progress toward graduation

EVERY STUDENT THRIVES!



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