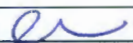


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Memo

To Board of Education

From Nina Senn, Vice President Board of Education
Bianca Ramirez, Student Director

Board Meeting Date June 28, 2017

Subject Resolution to Increase Graduation Rates and Strengthen Student Access to A-G Completion Through the Implementation of the Student Equity Credit Recovery & Prevention Program

Action Requested Approval by the Board of Education of Resolution 1617-0228 to Increase Graduation Rates and Strengthen Student Access to A-G Completion Through the Implementation of the Student Equity Credit Recovery & Prevention Program

Background The OUSD Office of Postsecondary Readiness has identified that OUSD does not have enough opportunities to support the amount of students who need to recover missing credits. The 2016-17 All City Council student action research team found that 1) OUSD's current counselor to student ratio is approximately 1:500 while the national recommendation is 1:250, and our local county ratio is 1:273[1], 2) 65% of students currently doing credit recovery do not know their A-G status, and 3) 24.6% of 9th graders and 31.9% of 10th graders did not meet the credit requirements to complete that grade level[2], 4) the quality of connection and relationship a student has with their teachers, and counselors, can be either an important support factor or obstacle for students to be on-track with their credits, 5) and students identified lack of support from adults at school, lack of student engagement and engaging curriculum, challenges and responsibilities outside of school, lack of communication and access on credit status and how to recover credits, and lack of credit recovery options as factors impacting their ability to complete credits.

Discussion To address the findings of the Office of Postsecondary Readiness and the All City Council, this Resolution provides that an implementation team will be created in the 2017-2018 school year to develop a detailed plan and budget for the Student Equity Credit Recovery & Prevention Program. The program will include among other things: Every student having access to their transcripts, communication and support plans, student access to a comprehensive list of credit recovery options available and a core list to support different learners, sustainable resources, funding or otherwise, to support the implementation of this policy by the first day of school in 2018-19. In addition the plan will include a training process and curriculum, development of training and resources for prevention and intervention strategies relating to credit recovery, and identification of staff responsibilities in plan implementation.

Recommendation Approval by the Board of Education of Resolution 1617-0228 to Increase Graduation Rates and Strengthen Student Access to A-G Completion Through the Implementation of the Student Equity Credit Recovery & Prevention Program



Fiscal Impact

To be determined through 2017-18 planning for budget and implementation in 2018-19 school year

Attachments

- Resolution 1617-0228

RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1617-0228

Resolution to Increase Graduation Rates and Strengthen Student Access to A-G Completion Through the Implementation of the Student Equity Credit Recovery & Prevention Program.

WHEREAS, on June 10, 2009, the Board of Education adopted Resolution No. 0809-0228, to give an equitable education to all students by matching the A-G courses required to get into a California State University or a University of California and the high school graduation requirements; and

WHEREAS, Resolution No. 0809-0228 directs the Superintendent to align and dedicate resources to make sure all students are college, career, and community ready, through the implementation of meaningful counseling services, as this resolution will support students into having all credits necessary therefore granting students the opportunity to be able to go get into any college; and

WHEREAS, academic experts have identified that, in addition to information and options, students also need increased access to caring, mentoring relationships that provide ongoing emotional support and foster the academic and social connectedness students need to succeed in high school; and

WHEREAS, according to the 2011 National Center for Educational Statistics, it is recommended that districts should take a look at the numbers and type of students requiring credit recovery and personalize their learning as much as possible, and studies have shown correlations between the national increase in graduation rates and the increase in credit recovery options across the nation's school districts; and

WHEREAS, the All City Council Student Union and the Local Control Accountability Plan's Student Advisory Committee conducted student surveys and fishbowls, between Fall 2016 and Spring 2017 to collect data on experiences of students with credit recovery and to learn what is needed to equitably support all OUSD students in accessing quality credit, content and skill recovery in order to be best prepared for college, career and life; and

WHEREAS, the voter-approved Measure N initiative has identified the need to support students with College and Career pathways in an effort to increase student's being college, career, and community ready; and

WHEREAS, it is the intent of the school board to enact policy that will address equity and increase the graduation rates for all, yet in 2016 only the following met the A-G Requirements: 33.9% of English Learners, 20.8% of Foster youth, 17.2% of students with Special Needs, 49.6% of Low Income students, 33.6% of African American students, and 53.3% Latino students; and

WHEREAS, the OUSD Office of Postsecondary Readiness has identified that OUSD does not have enough opportunities to support the amount of students who need to recover missing credits; and

WHEREAS, the 2016-17 All City Council student action research team found that 1) OUSD's current counselor to student ratio is approximately 1:500 while the national recommendation is 1:250, and our local county ratio is 1:273¹, 2) 65% of students currently doing credit recovery do not know their A-G status, and 3) 24.6% of 9th graders and 31.9% of 10th graders did not meet the credit requirements to complete that grade level², 4) the quality of connection and relationship a student has with their teachers, and counselors, can be either an important support factor or obstacle for students to be on-track with their credits, 5) and students identified lack of support from adults at school, lack of student engagement and engaging curriculum, challenges and responsibilities outside of school, lack of communication and access on credit status and how to recover credits, and lack of credit recovery options as factors impacting their ability to complete credits; and

WHEREAS, as a result of their research findings, the 2016-17 student action research team of the All City Council Student Union and the Student Advisory Committee recommend establishing the Student Equity Credit Recovery & Prevention Program in order to provide set standards for prevention and intervention support, and equitable credit recovery options that serve the needs of the students who need the most support, namely, foster youth, English Learners, students with special needs, Ethnic/Racial ethnic groups.

THEREFORE, BE IT RESOLVED, that Oakland Unified School District will develop quality and cost-effective student-centered support strategies that meaningfully engage students so that they (i) have access to multiple opportunities and options to prevent loss of credits and recover missing credits, (ii) are well informed, motivated, and prepared with clear goals, academic plans, tools to monitor their academic progress, emotional support, (iii) receive opportunities to build lasting and strong relationships with caring adults for the betterment of their experience as students and (iv) are able to achieve academic excellence and to stay on track for their college, career, and life pathways by eliminating barriers.

BE IT FURTHER RESOLVED, that the Oakland Unified School District will establish the Student Equity Credit Recovery & Prevention Program with its own budget, that follows the All City Council Student Unions' research recommendations, which outline the student-identified indicators for the most optimal prevention and intervention strategies.

BE IT FURTHER RESOLVED, that this policy sets a district-wide high school standard for every 9th, 10th, 11th, and 12th grader having non-competitive options available during, before and after school and in summer to recover credits, an individualized high school graduation and post graduation plan specific to the needs of students signed by their counselor or comparable advisor, as well as an accessible, clear and frequent system for students to review their credit status.

MOREOVER, in recognizing that fully implementing the tenets of this resolution will take time and must be achieved thoughtfully and in incremental stages, therefore;

BE IT FURTHER RESOLVED, that the Board of Education hereby directs the Superintendent to:

1. Create an implementation committee to review the student recommendations and create an action plan as soon as reasonably possible after the passage of this Resolution. The implementation committee will:

1.1 Be comprised of one counselor, one Board member, and one high school principal or administrative representative as well as one representative from each of the following OUSD departments/staff or similar: 1) Meaningful Student Engagement, 2) Post Secondary Readiness, 3) Peers Advising Students to Succeed, and 4) Measure N Pathway Coaches.

1.2 Convene its first meeting no later than September 30, 2017 and provide an implementation plan report to the Board no later than May 1, 2018, to be adopted by the Board of Education with specific resources and outcomes identified for program implementation. Such outcomes would include:

- Every student having access to their transcripts online and hardcopy, along with a school sites' support plan to ensure frequency and communication, through a tracking system that shows progress towards both graduation and college eligibility on or before June 1, 2018;
- Every student having access to a resource guide, accompanied by a school sites' communication support plan, to know what to do to get support if they are missing credits or in danger or failing a class by the first day of school in 2018-19;
- Creating and giving students access to a comprehensive list of credit recovery options available and identify a core list to support different learners as a standard for each secondary school by the first day of school in 2018-19; and
- Identifying and securing sustainable resources, funding or otherwise, to support the implementation of this policy by the first day of school in 2018-19.

1.3 Develop a student and staff training process and curriculum for professional development on the implementation of the policy.

1.4 Identify staff in the district and at the high schools who will be responsible for managing the prevention and intervention strategies and what roles they will play.

1.5 Provide training and resources to district and school staff on the prevention and intervention strategies and how they will operate in our district.

1.6 Design, in partnership with students, activities to build A-G and credit recovery options awareness and a college going culture at school sites.

Passed by the following vote:

AYES: Jody London, Aimee Eng, Jumoke Hinton Hodge, Roseann Torres, Vice President
Nina Senn, President James Harris

NOES: None

ABSTAINED: Shanthi Gonzales

ABSENT: None

I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held June 29, 2017.



Devin Dillon
Interim Secretary
Board of Education

¹ 2104-15, Education Data Partnership, (www.ed-data.org) We understand 'student services staff' to be certificated employees who provide direct services to students but are not teachers. Examples include counselors, nurses, psychologists, social workers, librarians, speech specialists, and other medical personnel.

² Data provided by OUSD Research, Assessment, & Data; Kaia Vilberg, Statistician. August 5, 2016.