



# Special Committee on Fiscal Vitality



September 18, 2018

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@OUSDnews

# Norms

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- Honor Time - No Sidebars, Technology Aligned to Meeting Purpose, Start and End on Time
- Act as a Collective Body - Honor Confidentiality
- Check for Understanding, Surface Assumptions
- Share Divergent Views - Value as a Learning Opportunity
- Celebrate Successes and Each Other's Contributions
- Presume positive intent
- No personal attacks

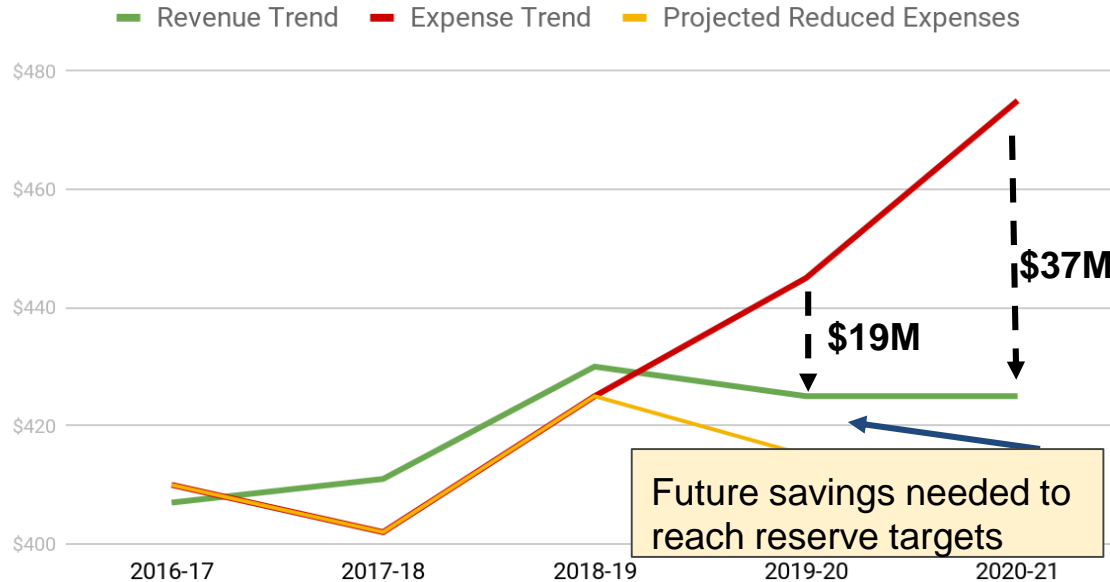
# Commitment to Doing Better

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We are committed to doing better going forward to ensure that we aren't in this situation again. We have begun and will continue closer monitoring of trends, building board capacity to provide oversight in alignment with best practices, and working with staff to address the issues identified by FCMAT and others.

# Expenses outgrowing Revenue

Unrestricted Revenue vs. Expense (For Illustration Purposes Only)



- ⇒ Without changes, Unrestricted Expenses are expected to exceed Revenue by \$60M by 2020-21.
- ⇒ To reach Board targets for reserves, Revenue must exceed Expenses enough to replenish reserves
- ⇒ Expense increases are driven primarily by declining enrollment/charter school growth, increased STRS and PERS pension costs, and special education growth.

# Goals of the Special Committee

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1. **Explore Depth of Budget Deficit:** Committee will recommend a target goal for budget reductions needed for 2019-20 and 2020-21 school years.
2. **Build Shared Knowledge:** In order to better support our community of stakeholders, the Committee will build a citywide understanding of (1) OUSD's deficit and strategies being explored to address it; (2) Board Policies and theory of action; (3) Central allocations, (4) Base funding allocations; and (5) Academic Return on Investment.
3. **Alignment with Theory of Action:** Committee will reinforce Board of Education's theory of action around school-based decision-making.
4. **Student-centered Budgeting:** Committee will introduce and engage with the idea of academic return on investment for student achievement with emphasis on closing equity gaps and educating the whole child.
5. **Recommendations to Move Forward:** Committee will adopt a resolution, for consideration by the full board, providing directional guidance regarding the budget reductions for the 2019/20 and 2020/21 school years to the Superintendent for improving equity, quality, and sustainability for the district.

# In Review

## 8/29 Meeting

- OUSD is facing a structural deficit of +27 M (which does not include a teacher raise or addressing depleted funds).
- Drivers - Rising Pension and Special education costs and declining enrollment (charter growth).
- Reviewed OUSD Theories of Action
- Discussion with Network Supts.

## 8/30 Meeting

- Review of three key board policies and implications for making adjustments
- Defining Core v. Strategic initiatives and Administrative spending
- Measuring effectiveness of initiatives



# In Review

## 9/06 Meeting

- OUSD has higher than average staff turnover and it is costly both educationally and fiscally
- There is evidence that 'growing your own' approaches might be effective for OUSD
- Salary is among reasons for leaving, but several others
- Discussion with teachers and district staff on retention efforts.

## 9/13 Meeting:

- Focus on site allocation formula (history and current)
- Specific issues: 8 period day; need to further integrate SPeD; balancing pool, alignment with BOE policy
- Discussion with principals and OEA president to discuss implementation challenges.



# Additional Ways to District will Engage

Group/Event	Date	Location	Time
<b>DBAC</b> <b>Audience: Community Partner Organizations, Unions, Principals &amp; OUSD Staff (will report out at Budget Special Committee)</b>	Monthly Meetings: contact Troy.Christmas@ousd.org	Location Varies	Time varies
<b>PAC</b> <b>Audience: Lead Principals (will report out at Budget Special Committee)</b>	Monthly Meetings:	Location varies	Time varies
<b>PSAC</b> <b>Audience: Parents and Students</b> contact Cintya.Molina@ousd.org	10/17/18 12/19/18 2/20/18	Location TBD	Time TBD
<b>BOE Budget Study Session</b> <b>Audience: parents, staff &amp; community members</b>	11/27/18	Location TBD	5:30-8:30 pm
<b>More to Come (i.e. survey, Board sponsored town halls, survey, etc.)</b> <b>Audience: Neighborhood parents &amp; community members</b>	TBD	Location TBD	5:30 pm



# Today's Agenda

Item
Welcome and Review Committee Goals and Meeting Goals
Learn about our central expenditures on Linked Learning and College & Career Readiness
Hear an Update on Process for Budget Reductions from Chief Business Officer Marcus Battle
Preview Upcoming Session and Review Next Steps
Public Comments
Adjourn

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# Goals for Dept. Presentations

1. **Scope of activity and initiatives:** Description of the duration and scope of the department's activities and initiatives.
2. **Alignment to District's Theory of Action:** Explanation of strength and weaknesses in department's alignment to Theory of Action
3. **Alignment to District's LCAP goals:** Explanation of the department's contributions to achieving OUSD's LCAPs Annual Measurable Objectives and sub goals.
4. **Overall effectiveness and impact on students and schools:** Department/initiative level metrics of success



LINKED LEARNING®

# Linked Learning High School Office

Presented by

Preston Thomas, Executive Director of College and Career Readiness

Rebecca Lacocque, Director of Linked Learning

Young Whan Choi, Manager of Performance Based Assessment

Kennan Scott, Manager of Computer Science

Vinh Trinh, Manager of Comprehensive Student Supports

Emiliano Sanchez, Coordinator of Skilled Trades and Apprenticeships

# Section 1:

## Background Information

- a. Strategic Priorities and Tactics
- b. Operating Budget
- c. Funding
- d. FTE

# Linked Learning Creating Pathways to Excellence

## College, Career and Community Readiness



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

### OUSD's Goals for 2020

80% of high school students are in Linked Learning Pathways  
100 % of rising sophomores are in Linked Learning Pathway  
85% Cohort graduation rate across the city

### OUSD's Goals for 2020

75% of graduates will meet UC/CSU's A-G criteria.  
60% of African-American, Latino, Special Education, English Language Learner (ELL), and Foster Youth meet A-G requirements.



**Graduate Profile**

## Pathway Essential Elements

### Design

Pathway Theme  
Pathway Outcomes  
Graduate Capstone  
Interdisciplinary Projects  
Community Partnerships

### Beliefs

High Expectations for All  
Equity and Access  
Social Emotional Learning  
Personalization  
Restorative Practices  
Data Based Inquiry

### Structures

Master Scheduling  
Student Cohort Scheduling  
Teacher Cohort Scheduling  
Teacher Collaboration Time  
Community of Practice

4 Pillars

### Rigorous Academics

### Integrated Student Supports

### Work Based Learning

### Career Technical Education Sequence



Pillar  
Components

Project Based Learning  
Authentic Assessment  
Effective Instructional Strategies  
Common Core Standards  
Next Gen Science Standards  
Dual Enrollment, IB & AP Courses

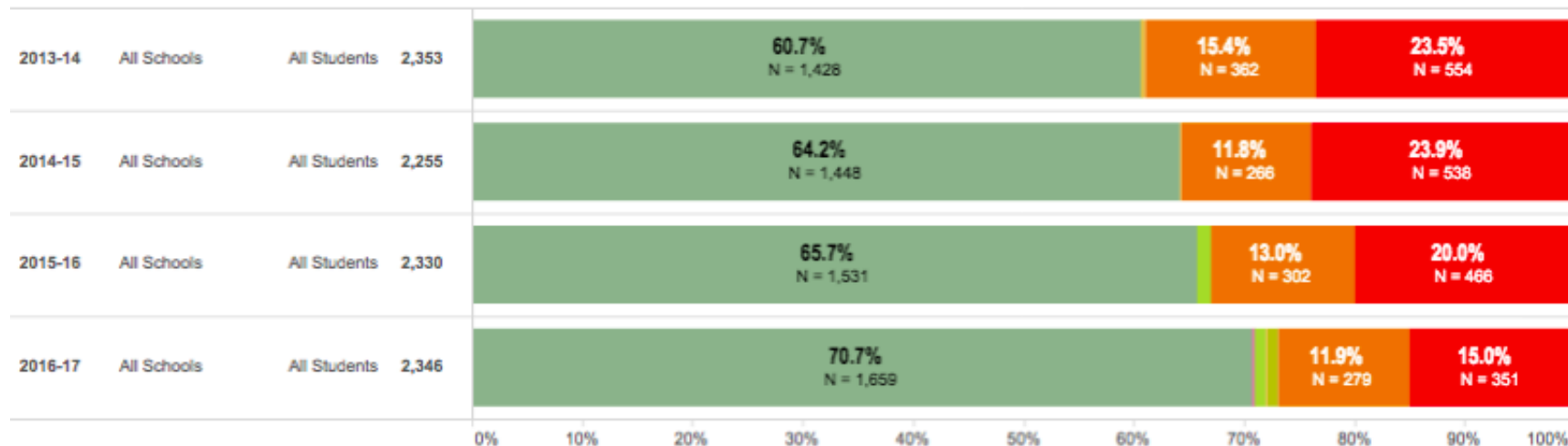
College & Career Plans  
Advisory Structures  
Personalized Relationships  
Mentoring  
Access to Healthcare  
Expanded Learning

Career Exploration  
Speaker Panels  
Job Shadowing  
Internships  
Teacher Externships  
Project Consultation

Industry Theme  
K-14 Pathway Design  
CTE Standards  
21st Century Skills  
CTE Dual Enrollment  
Certifications

# Graduation Rates on the Rise

**10% Growth in the last 4 years**



# Pushing a Little Farther: Metrics



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools. Thriving Students

<b>Graduation Rate</b>
<b>On Track Rate</b>
<b>GPA</b>
<b>Course Passage</b>

<b>Skilled Jobs</b>
<b>College Graduation</b>
<b>College Enrollment</b>
<b>Identity</b>

<b>SBAC Scores</b>
<b>Grad Capstone</b>
<b>SRI</b>

<b>Attendance</b>
<b>Pathway Enrollment</b>
<b>School Enrollment</b>

<b>Student Retention</b>
<b>Student Satisfaction</b>

<b>Teacher Retention</b>
<b>Teacher Satisfaction</b>



Graduate Capstone	Project Based Learning	Pathway collaboration	Dual Enrollment	Job Shadow
CoP	CTE Classes	Internships	Defense	Site Plans
Credit Recovery	UCO	vic Engagement	12th Grade Placement	9th Grade Bridge
Mentoring	Teacher Capacity	Linked Learning	Literacy	Visual Arts Pathways
Engineering	Computer Science	Apprenticeships	Health Pathways	Early College

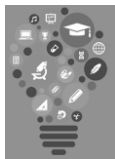
**EQUITY**

# Strategic Priorities and Tactics: Improve Graduate Outcomes



## Increase Graduation Rate and Decrease Dropout Rates

- Increase graduation rates to 85% by 2020
- Eliminate the dropout rate by creating a continuum of options that support all students



## Provide Quality Instruction within Linked Learning Pathways

- Quality, rigorous standards-based project-based learning experiences for students
- Vertically aligned performance based assessment system aligned to graduate profile
- Improved literacy outcomes and mastery of state standards



## Provide Academic Advising

- Academic intervention and advising
- Career and college readiness and identified career paths for students



## Develop systems and procedures that promote excellence

- Develop standard operating procedures and coherence across departments
- Create data environment that supports site and central decision making
- Master Scheduling Supports



## Work Based Learning Experiences

- Developing real world 21st century skills in students
- Developed industry partners to mentor students
- Professional development for teachers to integrate relevant skills into curriculum
- (Re)engagement for students



## Career Technical Education

- Develop programs of study, courses, units of study that create relevance for students and readiness for college and career
- Create facilities that support real-world learning



## High School Linked Learning General Funding

Revenue Source	2018-19
General Purpose-Linked Learning (912)	\$358,615
S&C-Linked Learning (912)	\$1,433,081
General Purpose-Linked Learning: Counseling (928)	\$2,563,347
S&C-Linked Learning: Counseling (928)	\$1,828,649
General Purpose-High School Supervision, Home and Hospital, Alt Ed (964)	\$837,198
S&C-High School Supervision, Home and Hospital, Alt Ed (964)	\$322,101
Total	\$7,342,991

# High School Linked Learning Operating Budget

Object Code Range	2018-19
1000s-3000s (Personnel)	\$7,189,865
4000s (Supplies, Books/Instructional materials, etc.)	\$4,321,918
5000s (Contracts, etc.)	\$1,598,271
6000s (Capital Purchases)	\$18,368
7000's (Interprogram & Indirect Costs)	\$143,486
Totals	\$13,271,907

# Grant Based Funding

Revenue Source	2017-18	2018-19 *
Salesforce		\$1,000,000
Intel	\$590,000.00	\$201,967
Atlantic Philanthropies **	\$3,361,752.72	\$2,605,760
CTEIG **		\$3,442,882
CPT 2 **		\$490,155
ALP **	n/a	\$100,000
Oakland Fund for Children and Youth	\$150,000	\$150,000
Perkins CTE Funding	\$418,234.00	\$474,334
CA Apprenticeship	\$499,000	\$172,002

\* Reflects carryover from previous year(s)

\*\* Grant sunsets after 2018-19

## Employees - Centrally Funded

Position	2018-19
Director (S&C)	1
Managers	4
Coordinators (S&C, Measure N)-1 Vacancy	6
Teachers/TSA	10.52 (Salesforce)
Program Managers (Measure N)	1
Business Manager (GP)	1
Administrative Assistant 1	1
Site Based Staff (Counselors, CCRS's)	50

## Employees - Grant Funded

Position	2017-18	2018-19	Change
Classified Staff	6.5	6.5	none
Pathway Coaches	3.5	3.5	none
CTE Coaches	3.5	3.5	none
Work Based Learning Liaisons	3	3	none
Computer Science Teachers (Salesforce)	9.52	9.52	none

## Employees - High School Supervision Team

Position	2017-18	2018-19	Change
High School Superintendent	1	1	none
ED of Alternative Education	1	1	none
ED of Instruction <ul style="list-style-type: none"> <li>1 Dedicated to Elevation Schools</li> </ul>	2	2	none
Network Partner	1`	1	none
Program Manager of Home and Hospital	0	1	+ 1 FTE
Executive Assistant	.5	0	-.5 FTE

*Responsible for coaching and supervising the development of school leadership in order to support high-quality Linked Learning pathway development across all high schools*

# Major Contracts over 25 K

Contract	2017-18	2018-19	Change
Always Be Learning-Master Scheduling Support (Measure N)	\$25,000	\$40,000	+\$15,000
Seneca Center for Community Day School (Title 1)	\$100,000	\$100,000	0
CYO for Justice-Involved Youth in Alt Ed Schools (Measure Z Grant)	\$167,500	\$167,500	0
Oakland Children's Hospital (GP)	\$115,000	0	-115,000
College Board for AP Exams for LCFF Students	\$0	\$125,000	+\$125,000
College Board-PSAT 9/10, Same Day SAT	\$151,225	\$47,207	-\$104,018
UC Berkeley-DCAC Counselors	\$128,000	\$0	-\$128,000
Linked Learning Alliance Data Sharing and Certification (Measure N)	\$11,500	\$15,000	+\$4,500
APEX Credit Recovery Contract (S & C)	\$162,475	\$95,000	-\$67,475
Alameda County Health Care Services Agency (Last Atlantic Grant Payment)	N/A	\$648,440	N/A
Y-Plan Support Graduate Capstone (Grant)	N/A	\$45,000	+\$45,000

# Strategic Priorities and Tactics

## **a. Ongoing Initiatives**

- i. What are the benefits?
- ii. Highlight successes currently being achieved

## **b. New Initiatives**

- i. What are the benefits?
- ii. How are they linked to your overall plan? OUSD's priorities?



## Section 2: Alignment

- a. Alignment to OUSD Theory of Action
- b. Alignment to LCAP Major Goals and Annual Measurable Outcomes

Goal: To provide rigorous and engaging standards based learning opportunities within A-G courses that prepare students for college, career and community.

### **LCAP Goals:**

A1.1 Pathway Programs

A1.3 A-G Completion

A2.9 Targeted School Improvement

A3.2 Reading Intervention

# Rigorous Academics and Career Technical Education

# Computer Science Team

Job and Job Classification	Status
Director of Linked Learning	Filled
Manager of Performance Based Assessment	Filled
CTE Pathway Coach-Visual Arts (CTEIG Grant)	Filled
CTE Pathway Coach- Digital Media (CTEIG Grant)	Filled
CTE Pathway Coach- Health (CTEIG Grant)	Filled
CTE Pathway Coach- Social Justice (CTEIG Grant)	Filled



# Graduate Capstone's Impact on Students and Teachers

## Schools Using New CCSS Standards District Graduate Capstone Rubrics in 2018-19

Oakland High, Skyline, Tech (Fashion, Computer, Health Academy), Fremont, Castlemont, Life Academy, CCPA, Bunche

### Some of the Key Skills Assessed:

Credibility & Bias

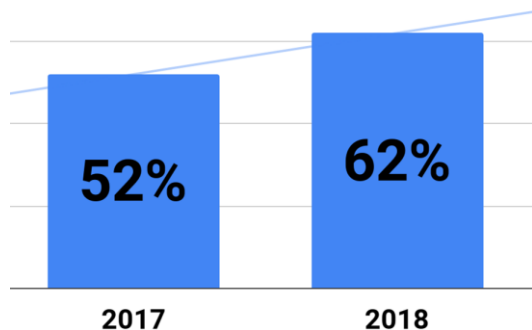
Argument, Evidence, & Analysis

Organization & Language Use

Presentation

**Valuable/Very Valuable to Writing Skills  
(600+ Seniors Surveyed)**

**PD Impacts Teacher's Instruction**



**100%**

**Strongly Agree - 87%**

**Agree - 13%**



# CTE Coaches Impact Teachers' Instruction in CTE Pathways

School Years 2017-2019

**94**

**Teachers**

**39**

**PBL INSTITUTE**

**23**

**COACHING**

**22**

**CTE CREDENTIAL**

**10**

**EXTERNSHIPS**

**7**

**A-G COURSES WRITTEN/ADOPTED for 18-19**

**9**

**CTE SEQUENCES IN DEVELOPMENT**



## 9th Grade Ethnic Studies Reaches More Students

*The goal of Ethnic Studies is to humanize and empower all people by honoring histories and cultures of historically marginalized groups, by employing multiple disciplines and perspectives to critically analyze systems of oppression, and by promoting action in solidarity with others to transform students' lives and communities.*

Oct 2015  
(Board Policy passed)

School Year  
2018-19

# of students  
enrolled

341

1615

# of schools  
offering

3/15

8/15

# of district  
approved units

0

3

Goal: Improve the overall relevance of the instructional core by increasing the number and quality of Oakland students' work based learning experiences allowing them to develop 21st century skills and a vision for their future.

### **LCAP Goals:**

A1.1 Pathway Programs

A1.5 Summer Learning

A2.2 Social Emotional Learning

A5.1 School Climate and Culture

A5.4 Root causes of chronic absences

# Work Based Learning Team

## Work Based Learning Team

Job and Job Classification	Status
Coordinator, School to Business Partnerships	Filled
Coordinator, Work Based Learning	Filled
Coordinator, Skilled Trades and Apprenticeships	Filled
Work Based Learning Liaison	Intentionally Vacant





# Work-Based Learning: New Partnerships

*Targeted Universalism Approach of Student Support*



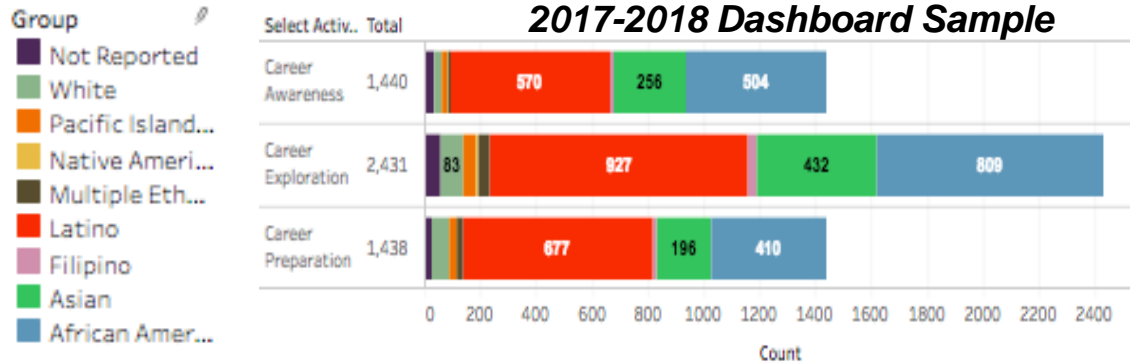
In 2017-18,  
HSLLO cultivated  
**100 +**  
**new industry**  
**partners**  
for pathways

Targeted strategy and  
prioritization of WBL and  
partners for  
**Elevation and**  
**Alt Ed Schools**

School	Sampling of New Industry & Community-Based Partners
Castlemont	Metro Golf Links, Alameda Health Services, Oakland Fire Department
Fremont	Cypress Mandela Training Center, Swinerton Construction, BART, Carpenter's Training Center, Oakland Housing Authority, Center for Youth Development through Law, Pilot City, Superior Court of CA
McClymonds	Port of Oakland, PG&E, Oakland Entrepreneurship Alliance, Oakland Housing Authority, Oakland Fire Department, TechHire Oakland
Bunche	Home of Chicken & Waffles, Sprouts Cooking Club, Dripline Restaurant, Americorps, T.S.A., Oakland Parks & Rec, Oakland Workforce Development Board, Chabot Space & Science Center, YMCA
Dewey	Alameda Health Services, LeadersUp, Oakland Workforce Development Board, Lincoln Family Services, LeMo Massage Therapy, Oakland Fire Department, Oakland Workforce Development Board, Harbor House Ministries
Rudsdale	Y.E.P., Youth Uprising, David Glover Center, Unity Council, Civicorps, Tech-Exchange, Oakland Workforce Development Board

# Work-Based Learning: Created Data System Development

<b>WBL Data Systems Development</b>	2017-18	<b>Dashboard Built for Tracking WBL Experiences at the Student Level</b>
	2018-19	<b>Data entry into Aeries for Linked Learning Certification</b> = allowing for more complete data and real-time dashboards & investigation into correlations with student performance measures



## Total # Students Experiencing WBL:

**Career Awareness: 1600+**  
**Career Exploration: 2,600+**  
**Career Prep (Internships): 1,060**  
**Work Permits: 708**

## Summer Internship Program Highlights

*Over \$400,000 in stipends to Oakland students*

*400 students earned 10 credits each*

*7000 hours of industry mentorship*

*\$565,000 value of mentoring time*

# Work-Based Learning: Summer Internship Growth [School Managed Internship Experiences Only]

Target Growth Subgroups	2016 Number	2017 Number	2018 Number	% increase 2016-2018
AA Male	16	44	60	<b>375%</b>
AA Female	23	75	83	<b>361%</b>
Latino Male	23	33	64	<b>279%</b>
<b>Total</b>	<b>150</b>	<b>304</b>	<b>400</b>	<b>267%</b>



## Key factors to increase in African American and Latino Male Student Participation:

- Strategic inclusion of underserved schools
- Schools creating dedicated Work-Based Learning Lead positions
- Deliberate outreach within schools by Teachers & WBL Leads
- Targeted & Strategic Partnership Development in the skilled trades

# Skilled Trades, Advanced Manufacturing and Pre-Apprenticeship Programs

Board Policy 1776

Exposure to the Skilled Trades <i>770 students</i>	Courses 2018-19
<ol style="list-style-type: none"><li>1. Women Can Build Day</li><li>2. Oakland MFG Day</li><li>3. 2 Skilled Trades Career Fairs</li><li>4. Summer Cypress Mandela</li><li>5. Summer BART</li></ol>	<p><u><b>MC3 Curriculum</b></u></p> <p>Fremont HS: 198</p> <p>Skyline HS: 128</p> <p><b>247% Increase in enrollment for 2 years</b></p>



California Apprenticeship Initiative Grant out of the California Community College Chancellor's Office funded creation/enhancement of spaces for Pre-Apprenticeship Programs, a two-year grant of almost **\$500,000**

Anai Melendrez is sponsored by Turner Construction and Girls Women Inc. to enter Carpenters' Union. 1st Direct Entry student into the trades from OUSD in over 20 years. Level 1 Apprentice



**Goal:** We will provide students exposure, training and preparation in computer science so more students of color will develop a positive and authentic identity within the tech sector and have access to the Bay Area's #1 Industry.

**LCAP:**

A1.1 Pathway Programs

A2.5 Teacher Professional Development

A2.9 Targeted School Improvement Support

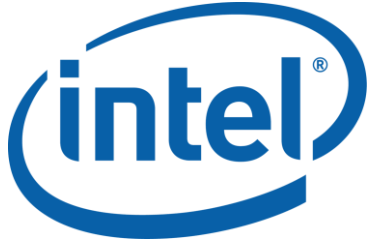
# Computer Science Team

# Computer Science Team

Job and Job Classification	Status
Manager of Computer Science (Intel)	Filled
Coordinator of Computer Science (Salesforce)	Filled
Middle School Computer Science Teachers (Salesforce)	Filled
Program Manager (Intel)	Filled
McClymonds Site Supports (Intel)	
College and Career Readiness Manager	Filled
Engineering Pathway Director	Filled
Parent Engagement Coordinator	Filled

# Computer Science Partnerships

Corporate and Community Based Organizations working with OUSD to help further students CS Education



KAPOR CENTER



hack<sup>the</sup>hood



#BUILTBYGIRLS



Tech  
Exchange



A PROJECT OF OCCUR

DAVID E. GLOVER

EDUCATION & TECHNOLOGY CENTER

A space for communal innovation



missionbit

# Outside Classroom Computer Science Opportunities



Mi'Quel Sapp at  
Code.org gala

## CS Education Week 2018

- 147 Volunteers
- 35 Schools
- 39 Tech Companies
- 32 middle school students teaching in elementary schools



Since 2016

- 182 student mentorships
- 125 student internships



Since 2016

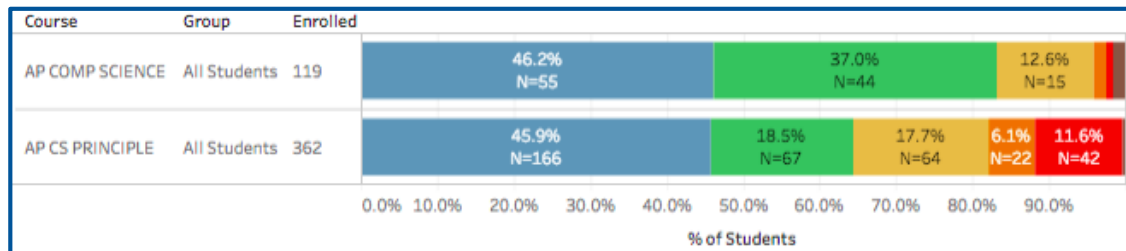
- Field trips for 8 schools



# Computer Science Outcomes

## Enrolled in CS Courses

	2015-16	2018-19	4-Year Growth
# of High School Students	704	1932	+174%
# of Middle School Students	82	1696	+1,968%
<b>AP Computer Science in OUSD</b>	<b>AP CSP Pass Rate = 53% District AP Pass Rate = 46%</b>		
# of students taking AP CS A	20	108	+440%
# of students taking AP CSP	0	222	Infinitely more!
# of school offering AP CS courses	2	6	+200%



**Goal:** We will provide more supports for students to increase overall graduation rates, A-G awareness, College and Career Readiness, and adequately prepare students for college, career, and community transitions.

### LCAP Goal:

A1.3 A-G Completion

A2.1 Implementation of CCSS

A3.2 Reading Intervention

# Counseling

# Employee's Comprehensive Student Team

Job and Job Classification	Status	Staffing Implications
Manager of Master Scheduling and Comprehensive Student Supports (Certificated)	Filled	Manages 42 Counselors and designs the professional development for department
Coordinator of College Access (Classified)	Filled	Coordinator FAFSA, Dream Act. CCRS
Coordinator of Postsecondary Readiness (Classified)	Vacant	Counselor Training, AP, UC Portal, NCAA, etc
42 College and Career Counselors (OEA)-(Site)	Filled	Counselors at sites
9 College and Career Readiness Specialists (Site)	Filled	Some of these positions are split funded between site and central. College Access

For 2018-19 budget we eliminated the following positions in order to meet the budget parameters of the Superintendent and the Board:

- Eliminated Executive Director of Counseling
- Eliminated Central District Registrar

# Comprehensive Student Supports and Counseling

## College Readiness Supports:

- **UC CMP Portal:** All A-G courses updated and aligned with courses offered in our high schools
- **AP Training and Operations**
- **Transcript Audits:** All senior transcripts audited by end of October, 2018 (then move to all juniors, sophomores)
- **APEX Credit Recovery:** 1,678 Courses Recovered by 673 Unique Students and 98% Passing Rate

## Postsecondary Transition

- **FAFSA/Dream Act Application Completion:** District Wide 80% Completion (*79% by March 2 deadline, 80% after March 2 deadline*)
- **FAFSA/Dream Act Application Completion:** Future Centers 91% Completion
- **Cal Grants A Awarded and Amount:** 360 Awarded and \$4.13 Million
- **Cal Grants B Awarded and Amount:** 617 Awarded and \$1.13 Million
- **2 and 4 year College Application:** TBD (December 2018 NSC)\*
- **College Enrollment and Transition Supports**
- **College Access Partners:** Center for Educational Partnership: Destination College Advising Corps, Upward Bound (Mills, Berkeley), East Bay College Fund, East Bay Consortium, College Track, One Goal, UCOP: Transcript Evaluation Services, Peralta Colleges, CSU East Bay (*Collaborative work in our comprehensive and alternative high schools with shared common goals*)

**Work in Progress:** Tracking and reporting systems with updated weekly/monthly data to monitor progress of college applications completed and submitted, FAFSA/Dream Act applications, APEX Credit Recovery, Transcript Audits, On Track to Graduate Dashboard, and adoption of **College and Career Plan** platform

**Goal:** Increase the number of students receiving college credit *during high school*, which streamlines the student's successful transition to college, increases overall student persistence in both high school and post-secondary, and increases # of students working towards CTE certificates.

**LCAP Goals:**

A1.1 Pathway Programs

A1.3 A-G Completion

A1.5 Summer Learning

A2.1 Implementation of the CCSS

A2.4 Teacher Recruitment &  
Retention

A2.7 Class Size Reduction

# Early College Credit

# Employee's Early College CreditTeam

Job and Job Classification	Status	Staffing Implications
Manager of Early College Credit (Measure N)	Filled	Works with Peralta to support OUSD to coordinate dual enrollment classes.
TSA Dual Enrollment	Filled	Supports students to pass DE classes

## The OUSD Dual Enrollment Program is:

- ✓ **College Curriculum taught by College Instructors**, while conveniently offered on the high school campus
- ✓ **FREE** to any interested and eligible 9-12<sup>th</sup> grader
- ✓ **Earn BOTH high school and college credit**  
(3 Peralta Semester Units = **10 OUSD Semester Credits**). DE can be used for Credit Recovery!
- ✓ **GPA Boost!** Extra weight (like an AP course)
- ✓ **UC/CSU transferable**, CTE/Pathway, and/or college readiness courses
- ✓ Accelerated path to & through college, **saving lots of time and money (satisfy GE requirements)**
- ✓ Explore, intro to, & prep for college and career!

# Dual Enrollment

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
18 month pilot MOU & OUSD Dual Enrollment Toolkit created <b>15</b> courses; 7 high schools <b>348</b> students	<b>16</b> courses; 8 high schools <b>458</b> students	<b>33</b> courses; 13 high schools <b>855</b> students	New MOU (6/30/19) <b>39</b> courses; 14 high schools <b>1054</b> students	<b>45</b> courses; 14 high schools <b>1124</b> students	<b>42</b> courses; 14 high schools <b>1080</b> students
<u>% students earning grade of C or better</u>	<u>% students earning grade of C or better</u>	<u>% students earning grade of C or better</u>	<u>% students earning grade of C or better</u>	<u>% students earning grade of C or better</u>	<u>% students earning grade of C or better</u>
<b>77.3%</b>	<b>86.3%</b>	<b>79.4%</b>	<b>75.3%%</b>	<b>76.3%</b>	<i>Pending</i>
<b>AA: 75%</b> <b>Latino: 86.7%</b>	<b>AA: 82.1%</b> <b>Latino: 90%</b>	<b>AA: 76.5%</b> <b>Latino: 80.4%</b>	<b>AA: 74.6%</b> <b>Latino: 72.4%</b>	<b>AA: 73%</b> <b>Latino: 73%</b>	<i>Pending</i>
<i>vs % students passing AP Exam with 3+ 8% (AA 1.6%, Latino: 6.8%)</i>		<i>vs % students passing AP Exam with 3+ 8.2% (AA 1.9%, Latino: 5.3%)</i>		<i>vs % students passing AP Exam with 3+ 8% (AA 1.7%, Latino: 7.1%)</i>	

Goal: By 2020, the percentage of high school students in Linked Learning Pathways will increase to 80 percent, 100 percent for rising sophomores.

LCAP:

A1.1 Pathway Programs

A2.8 Data and Assessment

# Measure N Team

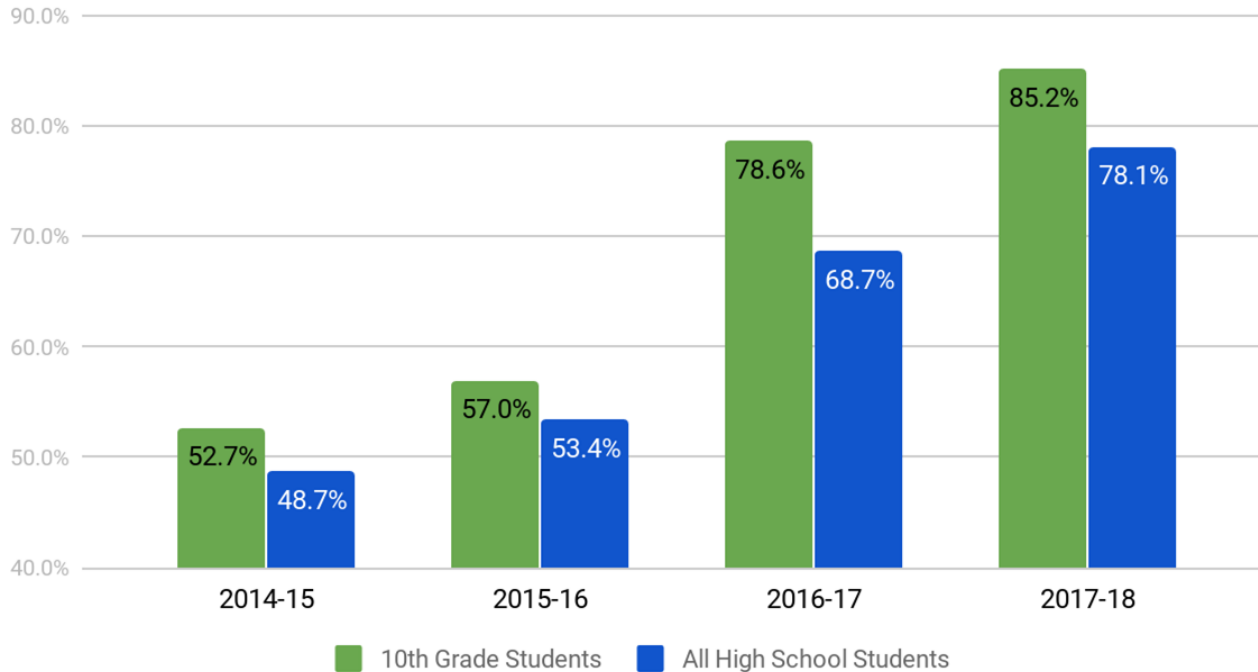


## Employees Measure N Team

Job and Job Classification	Status	Staffing Implications
Coordinator, Measure N and Action Research	Hired	Evaluation and Design (required)
Program Manager, Measure N and High School Operations	Hired	Operations and Fiscal Oversight

# Measure N - Fidelity to Purpose

## High School Students Enrolled in Linked Learning Pathways



OUSD 2020 Goal: By 2020, the percentage of high school students in Linked Learning Pathways will increase to 80 percent, 100 percent for rising sophomores.

### The Purpose of Measure N

The Oakland College & Career Readiness For All Act is established to pay for the implementation of a comprehensive approach to high school education in Oakland that integrates challenging academics with career-based learning and real-world work experiences. **This comprehensive approach creates small learning communities of career-oriented pathways**, and offers intensive, individualized support to create the conditions for all students to graduate high school prepared to succeed in college and career.

# Measure N - Fidelity of Oversight

## **Measure N Education Improvement Plans (SPSA) and Measure N Permissible Expenses**

The goal of the education improvement plan must be to equitably place all students in career pathways or academies that deliver challenging academics, career technical education, work-based learning, and personalized academic, social, and emotional support services.

**The Goals of Measure N** - The following goals are to be met through the implementation of quality career pathways:

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students' readiness to succeed in college and career
- Increase middle school students' successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

## **100% Approved Measure N Plans**

**District High Schools**

## **100% Full Funding Recommendations**

**District High Schools**

## **100% Implementation of Audit Corrective Actions**

**District High Schools**

# Measure N - Fidelity to Purpose

**Goal: 100% of OUSD Linked Learning pathways will receive Silver Certification by the end of the 2018-19 year.**

**Goal: 100% of OUSD Linked Learning pathways will receive Gold Certification by the end of the 10 year Measure N initiative.**



## Candidate Pathway

You have the basic program elements in place to provide students with a rich, integrated college and career prep experience. To get to Linked Learning Silver, the next step will be to integrate these components as part of a cohesive student experience.



## Linked Learning Silver Pathway

You have the core components of a Linked Learning pathway in place, and can use basic data about your pathway to inform program design and improve students outcomes. To get to Linked Learning Gold, you will need to focus on the quality of the pathway design to better prepare students for college, career, and life.



## Linked Learning Gold Pathway

You are going beyond the core components and providing an exceptional pathway experience. You can present clear evidence that your pathway is achieving impressive outcomes with students to effectively prepare them for college, career, and life.

# Alignment to OUSD Theory of Action

1. **Does this department's operations align to the BOE's adopted theory of action?**
  - a. Alignment of resources with equity goals, focus on underperforming subgroups, African American males in particular but also all underperforming sub groups
  - b. Buildout of data dashboards to support site- and centrally-based decision making with regards to college and career readiness and Linked Learning pathways
  - c. Alignment of instructional and student support services through Linked Learning pathways
  - d. CTE credentialing and course sequencing to bring additional resource to schools with greatest need
  - e. Standards-Based Project Based Learning in pathways
  - f. Expansion of Work Based Learning to Alt Ed and Elevation Schools
2. **In particular, please focus your analysis on areas 1, 2, 3, 6, and 8.**
  - a. See team slides for LCAP Areas

# Operating Environment

- a. Please include any additional key challenges and other issues about which the BOE should be aware.
- b. Operating Environment**
  - i. Have there been any changes or are changes imminent?
    - 1. Significant philanthropic investment sunsets 12/31/18
    - 2. College and Career Indicators are going to be added to the state dashboard
  - i. How will these changes affect your future plans?
    - 1. Pathway coaches directly funded by sites or not at all
    - 2. Need to stay focused on the Measure N Guidelines and Implementation Process and hold schools accountable for outcomes
    - 3. Align central offices to support overall pathway structures in high school.

# Long Range Needs

1. *What additional needs do you anticipate over the next five years?*
  - a. Sustainability and commitment to Linked Learning
  - b. Tighter alignment of other departments around a theory of action that aligned to Linked Learning
  - c. Facilities master plan that integrates pathway configurations and Career Technical Education
  - d. Ensure that proportional state funding aligns to support A-G
  - e. High-quality, strategic communications regarding student and teacher partnership and Linked Learning impact across the all communication channels
  - f. Greater vertical alignment PK through 12
  - g. Develop performance based assessment
2. **Anything else you would like to tell the Board of Education?**
  - a. Linked Learning is fundamental shift in how high school is done to increase personalization and student supports.
  - b. Structures and systems that support deep learning and seamless transitions require internal and external partnerships



**OAKLAND UNIFIED  
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*Community Schools, Thriving Students*

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# Insert Dept #1 Presentation