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OAKLAND COMMUNITY SCHOOLS

WHERE ALL STUDENTS GRADUATE COLLEGE, CAREER, AND COMMUNITY READY



Oakland Community Schools
1000 Broadway, Oakland, CA 94612
510.434.2000

CENTER FOR HEALTHY SCHOOLS & COMMUNITIES



CITY OF OAKLAND
HUMAN SERVICES DEPARTMENT



City of Oakland Education Partnership Committee Report
Oakland Unified School District
May 20, 2019

Update and Early Impact of Community Schools, Attendance & Restorative Justice in OUSD Schools

Introduction

In 2010, OUSD launched a community informed Strategic Plan to achieve our goal that all students graduate college, career and community ready, and became the first district nationwide to adopt a districtwide vision for Full-Service Community Schools. Today, OUSD is integrating a strong academic program with social, health, and other services addressing student and family needs and moving closer to our goal to disrupt the predictive power of race and demographics on student achievement. OUSD and its partners continue to coordinate and scale programs under the following core elements of the community school model, to engage students and families in school, remove barriers to learning, and ensure that schools are equitable, safe, healthy, and caring learning environments (**See Attachment 1**):

- Health and Wellness
- School Culture and Climate
- Youth Leadership
- Family Engagement
- Expanded Learning
- Social and Emotional Learning
- School Readiness and Transitions

Partnerships are at the core of the Community Schools framework, which provides a city-wide model for ensuring that all Oakland youth and families thrive. Through the Joint Powers Authority, Alameda County, the City of Oakland, and OUSD have leveraged public and private funding and aligned around a Collective Impact model to address social determinants, including education, health, wealth, safety, and housing.

Oakland Community Schools - Funding Overview

OUSD Investments to Sustain Community Schools

OUSD prioritizes site based decision making for budget related items. For the past several years sites have contributed site dollars for non-mandated services, such as Restorative Justice and Community School Managers. In 2018-2019 almost all of the Restorative Justice and Community School Managers were funded by 50% site contributions and 50% grant or central matches. The Community Schools and Student Services Department partners with schools to help them prioritize a budget contribution prior to placing a new position at the site.

2018-2019 Central Contributions include:

- LEA Medi-Cal revenue funding for behavioral health/school psychology intervention, school nursing, school-based health centers - \$1,000,000 annually
- School Nursing ~ \$1,000,000 Annually
- Network Attendance Liaisons to facilitate attendance interventions in school networks ~ \$500,000 annually (\$100,000 salary and benefits x 5 networks).
- Restorative Justice Leadership ~ \$450,000 annually (1 Restorative Justice Coordinator, 2 Restorative Justice Program Managers)
- Behavioral Health Program Managers ~ \$450,000 annually (1 per elementary network)

External Funding to Sustain Community Schools including priority areas of chronic absence and restorative practices

Key Funders	Description	Community School Elements	Amount (2018-19)*
Alameda County Health Care & Behavioral Health Care Services	School-Based Health Centers, School-Based Behavioral Health (including Education Related Mental Health Services), Dental Outreach/Coordination, Support for Unaccompanied Immigrant Youth, Youth and Family Engagement, Central Family Resource Center, Alcohol & Other Drug Prevention and Treatment	Health & Wellness, School Climate & Culture	\$20M*
ASES / 21st Century	State and federal funds to implement free or low-cost after school in 75 schools graders K-12.	Expanded Learning	~\$13M*
Kaiser Hospital Fund	Provides core funding for strategic planning and organizational effectiveness and culture, community schools and health and wellness staffing, School-Based Health Centers, wellness programming, African-American Male Achievement, Social and Emotional Learning	Coordination, Health & Wellness, Social Emotional Learning, Academics	\$4M*
San Francisco Foundation Donor Advised Fund	Provides funding to support Community Schools Implementation and Restorative Practices	Coordination, School Culture & Climate	\$850K*
Prop 47, California Department of Education	Funds Restorative Justice Program Managers and Restorative Community Schools Mangers, Attendance focus	School Readiness & Transitions, School Culture & Climate	\$790K*

PEP Grant	PE, Recess program at 10 elementary schools	Health & Wellness, Academics	\$741K
Oakland City Council	Funds 0.5FTE each for 14 Restorative Justice Facilitators (new one-time city grant allocation)	School Climate & Culture	\$700K
OFCY	Peer Restorative Justice Program at 3 comprehensive high schools, early childhood transitions, and Wellness Center at Oakland International, Exploring College & Career Options for high school students. Note: Does not include OFCY after-school funding granted to CBOs.	School Climate & Culture, School Readiness & Transitions	\$624K*
Full Service Community Schools Grant - Department of Education	Provides funding for Community School pipeline at 2-elementary schools and 2 middle schools with a focus on chronic absence, increasing health access, family engagement, and supportive transitions (pre-k to k and elementary to middle)	Coordination, Health & Wellness, Family Engagement	\$498K
Alameda County Nutrition Services	Safe Routes to School, Nutrition and Garden Education	Health & Wellness	\$447K*
Centers for Disease Control and Prevention	Sexual Health Education, Safe and Supportive Environments for LGBTQ Students, Access to Sexual Health Services	Health & Wellness, Student Engagement	\$410K*
California Department of Education	Tobacco Use Prevention Education	Health & Wellness	\$300K
TOTAL			\$42.4M

*Funding will continue in 2019-20

Nearly 150 Community Based Organizations operate after-school and summer learning programs, school-based health centers and mental health programs, central and site-based family resource centers, and provide a range of other support services to remove barriers to learning (**See Attachment 2**).

Since the launch of the Community Schools strategy in 2010, we have:

- More than doubled the number of School-Based Health Centers from seven to 16 and dramatically increased student access to health services.
- Increased the number of schools supported by Community School Managers from just five to forty.
- Scaled Coordination of Services Teams (COST) to the entire school system, with 100% of schools implementing COST with coordination, referral, and triage systems in place to connect students to critical support services.
- Established a Central Family Resource Center, in partnership with Alameda County Health Care Services Agency and East Bay Agency for Children, to serve families across Oakland and to-date we have enrolled thousands of families in health insurance programs and CalFRESH.
- Launched the first department in the nation that specifically addresses the needs of African American male students (African American Male Achievement) within a school district, and deepened this commitment through the new Office of Equity. Today, AAMA serves the interest of all 4,800 African American male students within OUSD, and 20% of OUSD's AAM population is enrolled in or supported by AAMA programming.
- Increased access to quality community schools and built strong infrastructure to support site level implementation of Community Schools. At the district-level, OUSD designed the Community Schools and Student Services Department (CSSS), bringing together district and community leaders to support school site implementation. Community School Priorities have been established for all schools with CS Managers to create a foundation and standards across the district. CSSS also leads a monthly professional learning community, helping support CS Priorities and building staff capacity around best practices and shared learning across sites. Additionally, OUSD's Partnership Process has been established for aligning partnering community organizations.
- Integrated Social and Emotional Learning (SEL) for students and adults is now a central tenet of OUSD's organizational systems and structures. SEL is named in every schools' site plan for the year, it is embedded in every district agenda and professional learning event, it is named in the Superintendent's Work Plan, there is a district supported three-person SEL Team, and it is part of the performance assessments for both teachers and leaders.
- Organizational effectiveness is prioritized in collectively developed districtwide values: Students First, Equity, Excellence, Integrity, Cultural Responsiveness, and Joy. To date, more than 2,200 OUSD employees have participated in values-based development sessions ranging from workforce, leadership, and student leadership development to executive-level and team-focused improvement. We are also focused on supporting classified staff, often the most overlooked employee groups in the organization.
- Systems change and policy is central to all of the work we do. OUSD has adopted a number of key policies that will move forward our central vision and mission, including the recently adopted Equity Policy that outlines systemic equity work from the classroom to the board room. Several Community School policies have been designed, adopted, and implemented including those in Social Emotional Learning, School Discipline (restorative practices), student and family engagement, school site governance, and the revised Health and Wellness Policies (overarching District Wellness Policy and Condom Availability Policy).

2018-19 Program & Data Highlights

- **Graduation is up and dropout rates have declined.** Over the past seven years, OUSD has cut the dropout rate in half. In 2011-12, one in four students dropped out before graduating. In 2017-18, the cohort dropout rate has decreased to 12.9%. Cohort graduation rates have also improved significantly. In 2011-12, the cohort graduation rate was only 59.3%. In 2017-18, cohort graduation rate was 73.5%. The past two years have seen the largest gains in graduation rates in many years. Furthermore, four OUSD high schools now have four-year cohort graduation rates of 91% or higher.
- **Subgroups graduation and dropout rates have also shown significant gains.** In 2011-12, only 55.7% of African American girls were graduating high school and almost 27% were dropping out altogether. In 2017-18, the dropout rate has decreased to only 7% and more than 80% of AA girls are graduating high school. Similarly, we have seen clear gains for African American male students over the past seven years. Only 51% of African American male students were graduating in 2011-12, and one in three AA males were dropping out of high school. In 2017-18, the cohort graduation rate had increased to nearly 70% and the dropout rate decreased by nearly two-thirds (11%).
- **Reading at grade level has increased significantly.** Since the baseline year of 2012-13, Scholastic Reading Index assessment rates have increased by 12.2% for 3rd grade, 8.9% for 6th grade, and 11.3% for 9th grade. In 2011-12, overall rates of students reading at or above grade level were only 22.4%. In 2017-18, nearly 37% of students are reading at or above grade level. This shows both progress and certainly opportunity for continued growth.
- **Suspensions have gone down overall.** Suspensions have declined by half since 2011-12 -- from 7.2% down to just 3.9% of students receiving out of school suspensions in 2017-18. Yet, we still have serious work to do in supporting all students and decreasing disproportionality, since rates for students of color, particularly African American students, are still more than double that of their peers (10.8% AA males and 6.9% AA females) and have shown very little change over recent years.
- **Doubled the number of students in Pathways.** As a strong indicator for college and career readiness, from 2011-12 to 2017-18, OUSD doubled the percentage of students participating in career pathway programs in high schools. In 2011-12, only 38% of high school students were enrolled in Pathway programs. By 2018-19, aligning with our whole district approach, nearly 83% of high school students participated in Pathway programs.
- **Chronic absence remains flat.** Over the past few years, we have not seen the improvement we would like, and are now engaged in a larger city wide effort to address chronic absence with a broad partnership of stakeholders. More information on this approach is provided below.
- **Significantly increased ELL reclassification rates in elementary.** ELL classification rates at the elementary school level increased from 11.4% to 17.5% between 2015-16 and 2017-18. Overall, fluency among English Language Learners increased from 11.2% in 2016-17 to 14.3% in 2017-18.
- **Reduced consumption of sugar-sweetened beverages and fast food.** In the last year, we have seen a 7% decrease in high school students and 5% decrease of middle school students who report drinking one or more soda or other sugar sweetened beverages in the past 24 hours. Also in the last year, there has been a near 4% decrease in high school students and middle school

students who report eating fast food in the past 24 hours.

- **Increased access to healthcare through school-based health centers.** Over the last 8 years, Oakland's school-based health centers have provided more than 250,000 total visits. Medical and behavioral health were the most common services provided. While frequent users of the school health centers were more likely to report academic, social, emotional and sexual health risk factors, indicating that school clinics are reaching students with higher need, these students also reported being more likely to know where to go for help when feeling sad or depressed and always getting mental health care when they needed it.

Attendance - Addressing Chronic Absence

Overview

OUSD's approach to reducing chronic absenteeism is for every school site to create and implement a Multi-Tiered System of Support through the site's Attendance Team. This work is supported centrally through our partnerships with Community School Managers, Network Attendance Liaisons and the Attendance & Discipline Office. Key partnerships are included below. For more information, **See Attachments 3-6).**

Attendance Teams: Attendance Teams meet regularly, examine student data, and create, implement and review the sites Multi-Tiered Support System for attendance.

Members of the attendance team should/can include: an administrator, community school manager, attendance secretary, after school coordinator, community based organizations (i.e. Oakland Housing Authority), parent representative, other school staff, central office partners (i.e. family engagement)

Community School Managers: About half of OUSD school sites have a Community School Manager on site. One of their primary roles is to lead the site's Attendance Team.

Network Attendance Liaisons: These are new positions to support each of our 5 networks in reducing chronic absenteeism. Each Network Attendance Liaisons will be the "point person" for their network. They may have a set of identified schools within the network that they provide intensive support to. They will support school sites that do not have Community School Managers.

Attendance & Discipline Office: Provide a series of Professional Developments to principals on how to build an Attendance Team and create a MTSS plan for Attendance. This office also provides one on one consultation and PD for Administrators who make outreach to gain further support of building out their Attendance Teams. The Attendance & Discipline Office also houses social workers that are assigned to students and families who come through our SARB (Truancy Hearing) process. In partnership with the City of Oakland we have leveraged two City of Oakland allocated social workers and two OUSD funded social workers to provide individual and group case management of students with attendance challenges.

2018-19 Program & Data Highlights

Half of our school sites have reported to have functioning Attendance Teams at their sites in the 18-19 school year. This is an increase from 25% of our sites reporting this the prior year.

SCHOOL	% REDUCTION
Sankofa	10.6%
Brookfield *	8.9%
Madison Upper *	8.2%
Claremont *	8%
Madison Lower *	6.6%
PLACE *	6.1%
EnCompass *	5%
Rise *	4.8%
Korematsu *	4.7%
ICS *	4.3%

Data compares week 24 of 17/18 school year to week 24 of 18/19 school year.

School sites marked with a "*" have a high functioning Attendance Team

Restorative Justice/Practices

Overview

In support of OUSD's commitment to Full Service Community Schools, the Restorative Justice team implements the Whole School Restorative Justice model (See Attachment 7) to create a positive, equitable, and inclusive learning environment in schools. Restorative practices utilize effective community building and conflict resolution processes that foster empathy and repair harms to relationships. The use of restorative practices at school has been shown to impact (See Attachment 8):

- Referrals for suspension and expulsion
- Feeling of safety at school
- Attendance rates and teacher retention

- Equitable conditions for learning
- Student leadership, youth development and social emotional learning

RJ Goals/Priorities 2019-20

- Intensify and expand training for school teachers, administrators, and classified staff to deliver restorative justice practices in K-12 schools
- Increase partnership with Special Education to bring restorative community building to SPED classrooms and boost referrals of students with disabilities to restorative alternatives to suspension
- Increase attendance and reduce suspensions of students receiving restorative justice services
- Expand Peer Restorative Justice Leadership training to engage and empower more middle and high school students
- Develop strategic plan to sustain and expand district-wide restorative justice
- Diversify funding base through grants, philanthropy, City and County partnerships, and strategic school site and district investments

Restorative Justice Programs and Services

The Restorative Justice initiative includes:

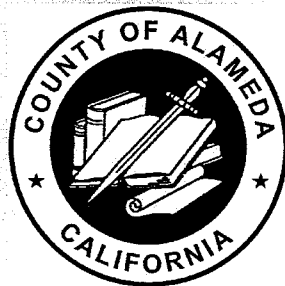
- Training and coaching for RJ Facilitators at RJ schools throughout the district (2019-2020 15 site-based RJ Facilitators)
- Tier I Community Building Circles training and ongoing coaching for teachers in elementary and secondary schools
- Professional development for site administrators, assistant principals, case managers and other classified staff on Tier II harm circles and Tier III welcome (re-entry) circles
- Partnerships with City of Oakland, Alameda County, and local CBO's to interrupt violence and re-engage students in OUSD schools (**See Attachment 9**)

Key Highlights from School Year 2018-19:

- 2373 students participated in Tier I Classroom Community Building Circles
- 2395 students received Tier II Conflict Resolution (Harm) Circles
- 171 students received Tier III supported Re-entry (Welcome) Circles
- 2110 staff trained in restorative justice practices
- High school suspensions dropped by 25%
- Suspensions of African American males declined by 29% district-wide

For More Information Please Contact...	
Community Schools	<p>Andrea Bustamante Title: Executive Director, Community Schools & Student Services Phone: 510.879.2901 Email: andrea.bustamante@ousd.org</p>

	<p>Ali Metzler Title: Coordinator, Community School Leadership Coordinator Phone: 510.879.2906 Email: ali.metzler@ousd.org</p>
Chronic Absence	<p>Misha Karigaca Title: Coordinator, Attendance & Discipline Phone: 510.879.4026 Email: misha.karigaca@ousd.org</p>
Restorative Justice	<p>Barbara McClung Title: Director, Behavioral Health Phone: 510.879.3636 Email: Barbara.mcclung@ousd.org</p> <p>David Yusem Title: Coordinator, Restorative Justice Phone: 510.879.3636 Email: David.yusem@ousd.org</p>



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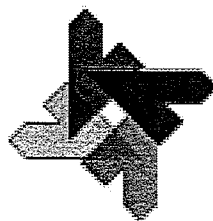
ALAMEDA COUNTY
OFFICE OF EDUCATION



Addressing Chronic Absence (CA) in Oakland: A Collective Impact Strategy (Updates)

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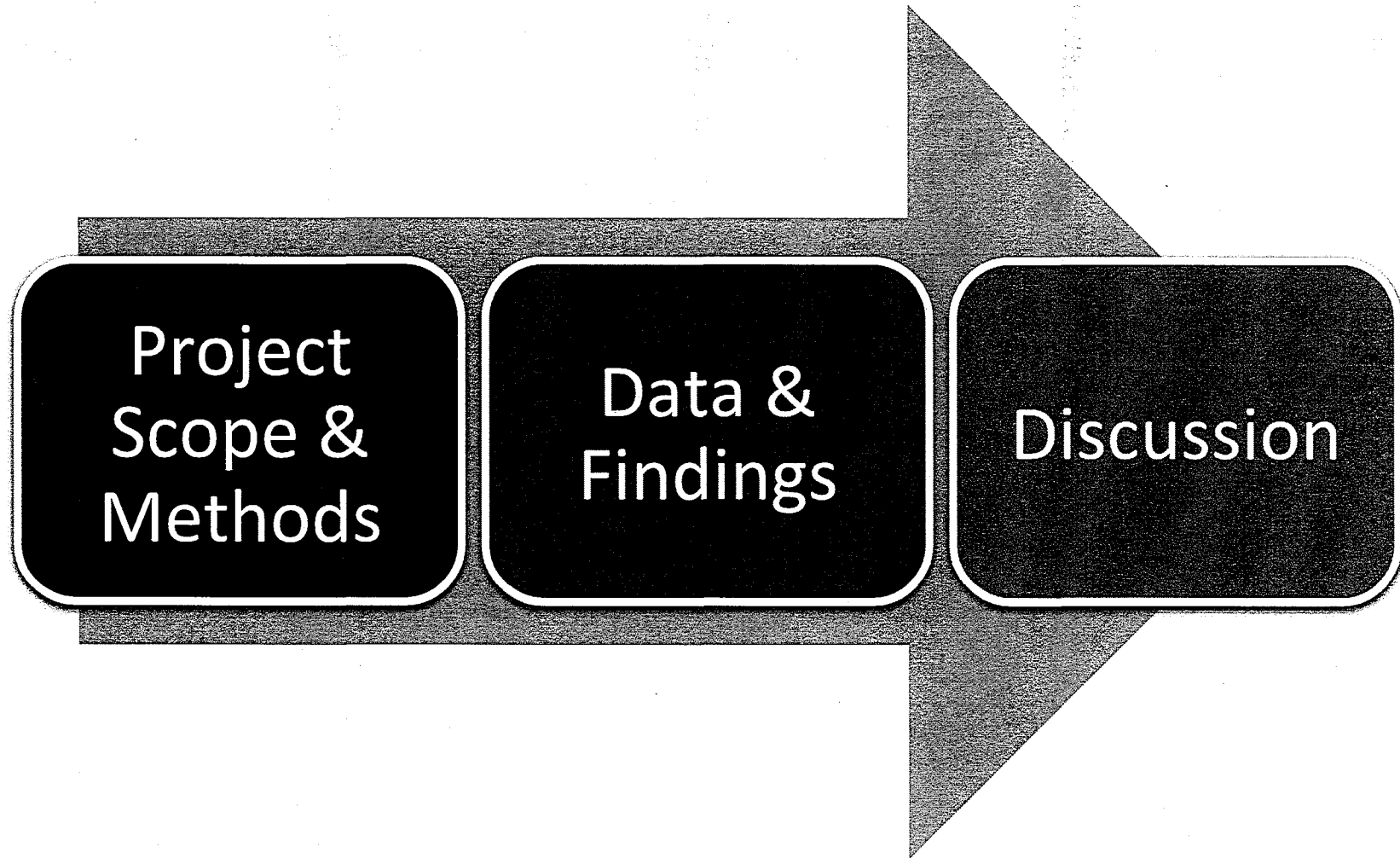
Jacqueline C. Perl
Perry Chen
May 2019



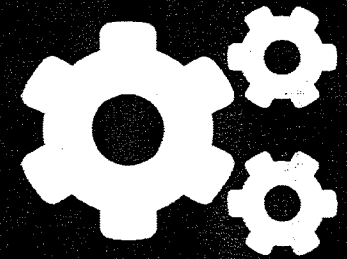
YOUTH VENTURES
JOINT POWERS AUTHORITY

OAKLAND THRIVES LEADERSHIP COUNCIL
(OTLC)

Road Map • JPA Updates May 2019



PROJECT SCOPE & METHODS



- * Goal & Description
- * Report Table of Contents
- * Interviewees
- * Limitations (for phase 1)

I. INTRODUCTION

- **GOAL:** In January 2019, the Youth Ventures Joint Powers Authority, with generous funding from Kaiser Permanente, commissioned a report on chronic absence in the Oakland Unified School District. The goal is to inform recommendations for a cross-sector, cross-industry collective impact effort.
- **METHODS:** This research effort involves – reviewing the literature on collective impact efforts to address chronic absence, reviewing relevant student, family, and social sector data sources (e.g., from OUSD & City of Oakland), and interviewing systems level leaders (e.g., for history, analytical observations, current efforts).
- **REPORT:** The full report will include root causes of chronic absence drawn from the literature, stakeholder interviews, and relevant data sources. It will also present a series of tiered opportunities for actions aligned with root causes and the literature on best practices.
- **ACTIONS:** Engaging the YVJPA Impact Table Co-Chairs and Project Managers in evaluating all of the recommendations, and developing a final list of recommendations.

II. FORTHCOMING REPORT • Table of Contents

Abstract	5
Executive Summary	6
Introduction	9
<i>The Report</i>	9
<i>Methods</i>	10
<i>Limitations</i>	11
Chronic Absence: A National and Local Crisis	12
<i>Why are students chronically absent?</i>	13
<i>Why is chronic absence so problematic?</i>	14
Unpacking Chronic Absence in Oakland	16
<i>Who is Chronically Absent?</i>	16
<i>Why are OUSD students chronically absent?</i>	17
Past and Current Efforts to Address Chronic Absence in Oakland: Successes and Challenges	32
<i>The School District</i>	32
<i>Public Sector Partners</i>	35
<i>Non-Profit Organizations</i>	37
<i>Private Sector & Philanthropy</i>	38
National Efforts to Address Chronic Absence: Best Practices	39
Opportunities for Collective Action to Address Chronic Absence	43
<i>Opportunities for Action</i>	44
Tier 1 (<i>universal; accessible to all Oakland students and families</i>):	45
Tier 2 (<i>targeted; accessible to Oakland students and families with more than average need</i>):	45
Tier 3 (<i>intensive; accessible to Oakland students and families with greatest or most severe need</i>):	46
Analysis of Opportunities & Proposed Actions	46
Final Recommendations	48
<i>Organizational Structure</i>	48
<i>Project Scope and Scale</i>	49
<i>Conditions for Successful Implementation</i>	50
Appendix	53

III. Key Systems Leaders and Stakeholders

Phase 1 Field Interviews

- Misha Karigaca, OUSD Attendance
- Shelia White, OUSD Attendance
- Andrea Bustamante, OUSD Community Schools
- Ali Metzger, OUSD Community Schools
- Raquel Jimenez, OUSD Office of Equity, Family & Student Engagement
- Christie Herrera, OUSD ECE
- Monica Thomas, OUSD Regional Superintendent (Elem, Region 3)
- Vinh Trinh, OUSD High School Network
- Neena Bawa, OUSD Special Education
- Jennifer Tam, OUSD Foster Youth
- Trish Anderson, OUSD McKinney Vento Program/Homeless Youth
- Cliff Hong, Roosevelt Middle School
- Nima Tahai, Formerly Garfield Elementary School
- Lisa Warhuus, Center for Healthy School and Communities
- Theresa Drenick, District Attorney's Office
- Eric Johnson, Oakland Housing Authority
- Jennifer Caban, Formerly City of Oakland
- Sandy Taylor, City of Oakland,
- Sanam Jorjani, Oakland Literacy Coalition
- Chris Stoner Mertz, Lincoln Child Center
- Dr. Nyeisha Dewitt, Oakland Natives Give Back

- | |
|-------------------------|
| ■ OUSD |
| ■ Public Sector Partner |
| ■ Non-Profit Partner |

IV. Key Limitations for Phase 1

Scope, Confidentiality, Maturing Systems, etc...



- Did not have access to **attendance clerk notes** (i.e., reasons for absence)
- Did not have **student intervention notes**; OUSD has limited and fragmented student data collection systems
- Was not able to conduct **cross-agency data analysis of chronically absent students**; data sharing is extremely limited
- Was not able to interview **Community School Managers, students, or families** (planned for phase 2)

DATA & FINDINGS



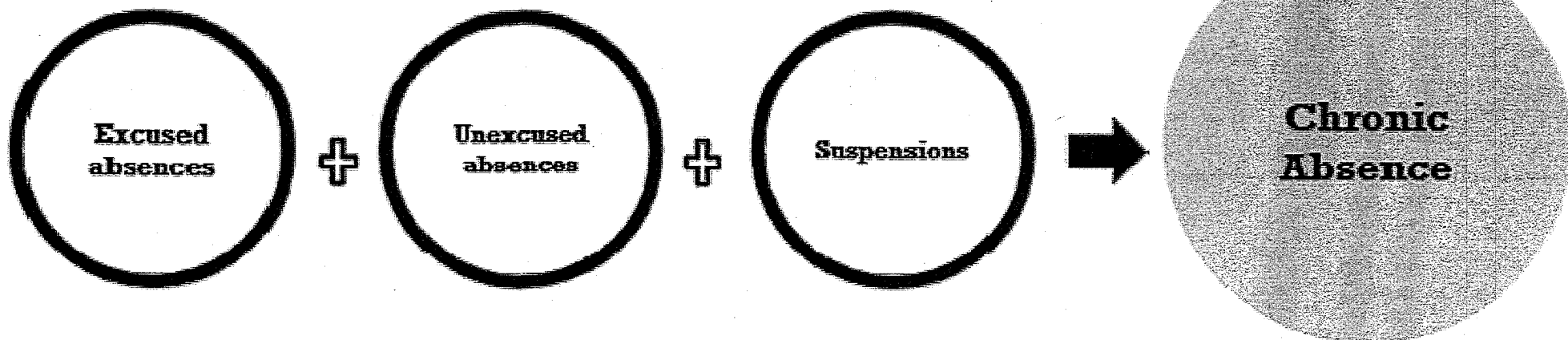
- * Literature Review
- * OUSD Information
- * Interviews

I. DEFINITION of CHRONIC ABSENCE (CA)



What is Chronic Absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it as missing 10% or more of school for any reason.



Chronic absence is different from truancy (unexcused absences only) or average daily attendance (how many students show up to school each day).

II. SCHOOL AGE IMPACT & EFFECTS



Student Attendance is Strongly Associated with Academic Success

Chronic Absence = Warning Sign of Academic Risk

PK-1st Grade: Students who attend regularly in the early grades perform better on measures of academic and social and emotional capacities.

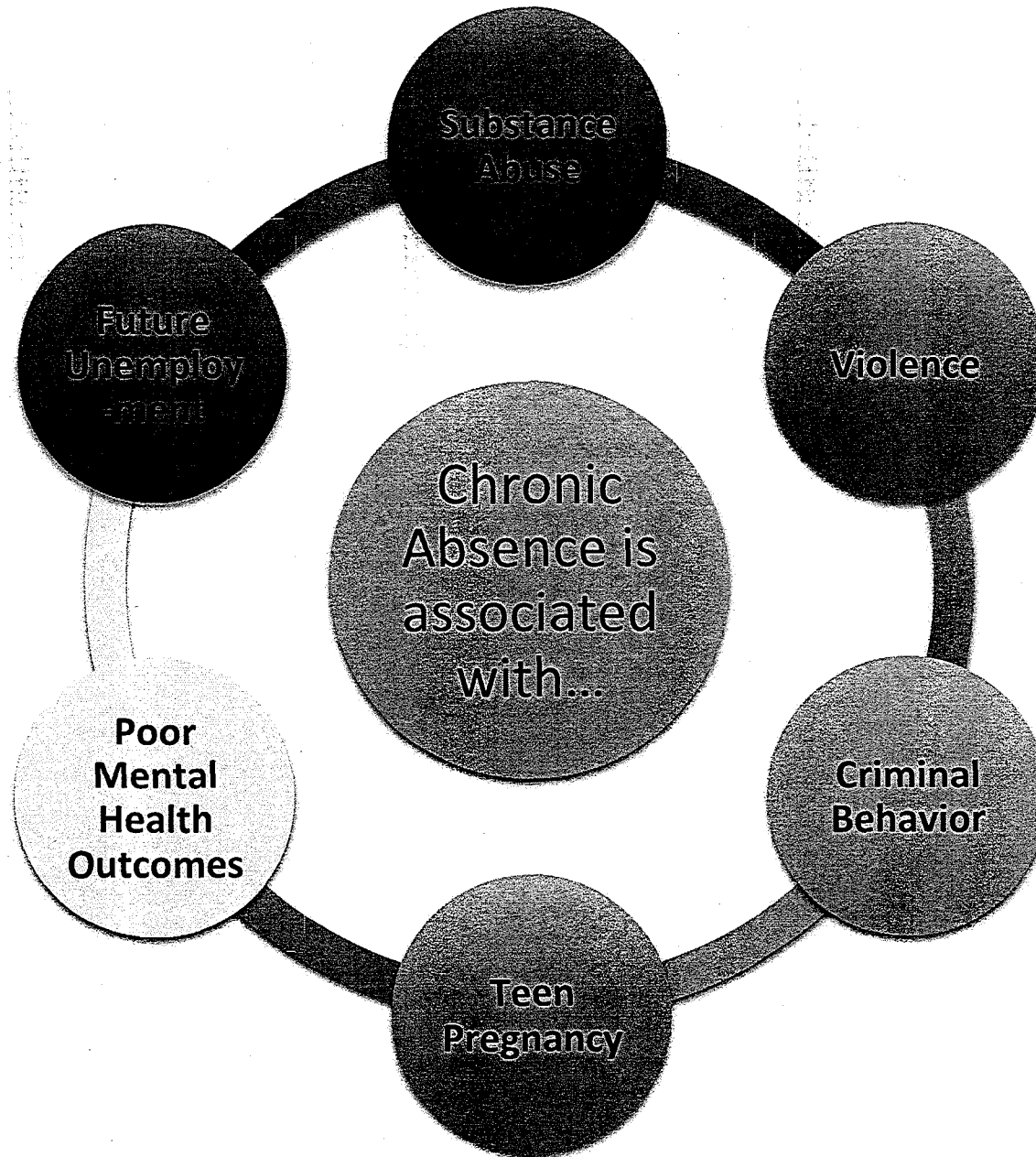
3rd Grade: Students who attend school regularly are more likely to be able to read proficiently by the end of 3rd grade.

Middle School Success: Students who attend school regularly are more likely to have passing grades in middle school

High School Completion: Students who attend school regularly are more likely to graduate from high school

College Completion: Students who attend school regularly in high school are more likely to persist in college and graduate

III. FUTURE IMPACT & EFFECTS



IV. OUSD – CA PORTAL & ANNUAL #s



Attendance Rate Group

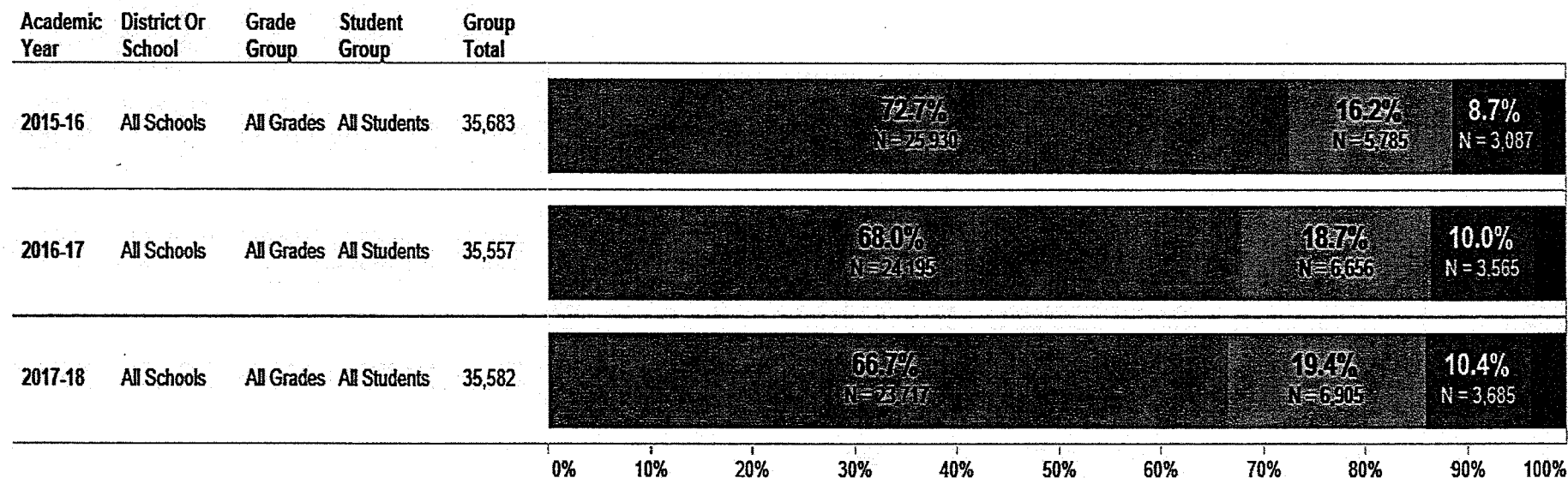
- Satisfactory
- At Risk
- Moderate Chronic Absent
- Severe Chronic Absent

Percent Of Students - By Attendance Group

As Of June 7, 2018

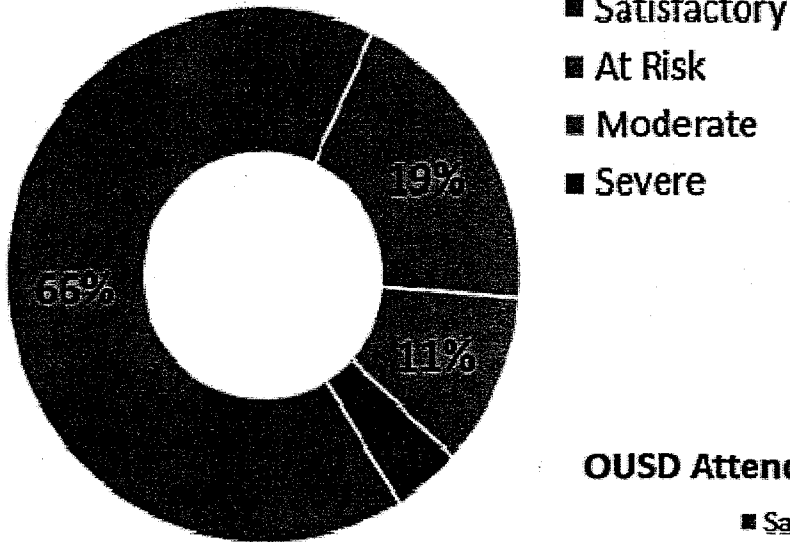
Data Last Refreshed On: June 27, 2018

Select Academic Year(s) <input type="text" value="(Multiple values)"/>	Individual Grade(s) Included <input type="text" value="(All)"/>	Individual School(s) Included <input type="text" value="(Multiple values)"/>	View by District Or School <input type="text" value="District"/>	View By Grade Group <input type="text" value="All Grades"/>	View By Student Group <input type="text" value="All Students"/>
Select School(s) <input type="text" value="All Schools"/>			Select Grade Group(s) <input type="text" value="All Grades"/>		Select Student Group(s) <input type="text" value="All Students"/>

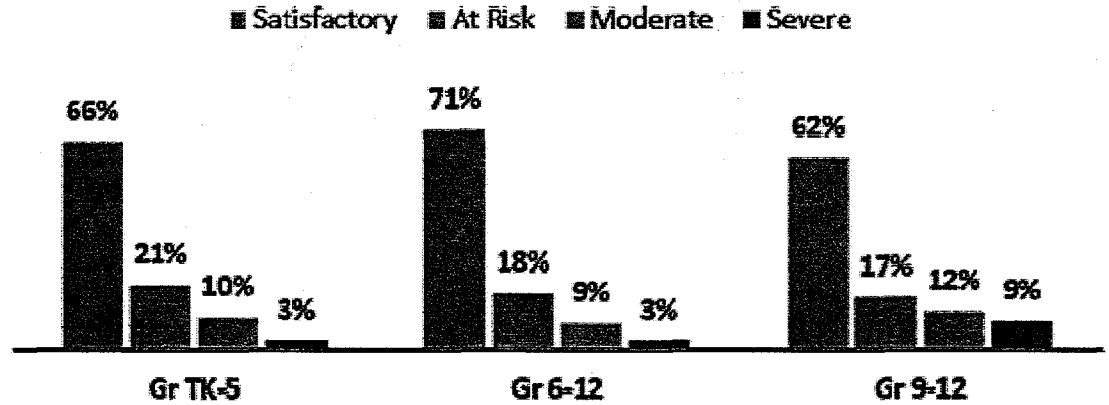


V. OUSD CA BY GRADE, BY RACE/ETHNICITY

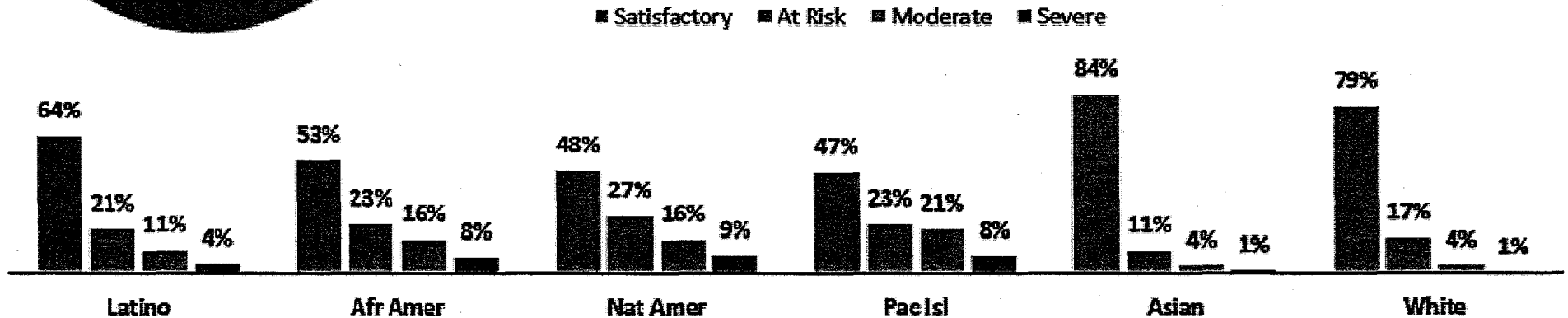
OUSD Attendance Status, Overall, 2017-2018



OUSD Attendance Status by Grade Group, 2017-2018



OUSD Attendance Status by Race/Ethnicity, 2017-2018



VI. MOST IMPACTED SUB-GROUPS



- 4.2% of OUSD students received special education services, but of chronically absent students, **23.2% received special education services**
- Whereas only 0.6% of OUSD students were Foster youth, 1.1% of chronically absent students were Foster youth. **25% of all foster youth are chronically absent.**
- 2.2% of all OUSD students were homeless, but of chronically absent students, **5% were homeless**

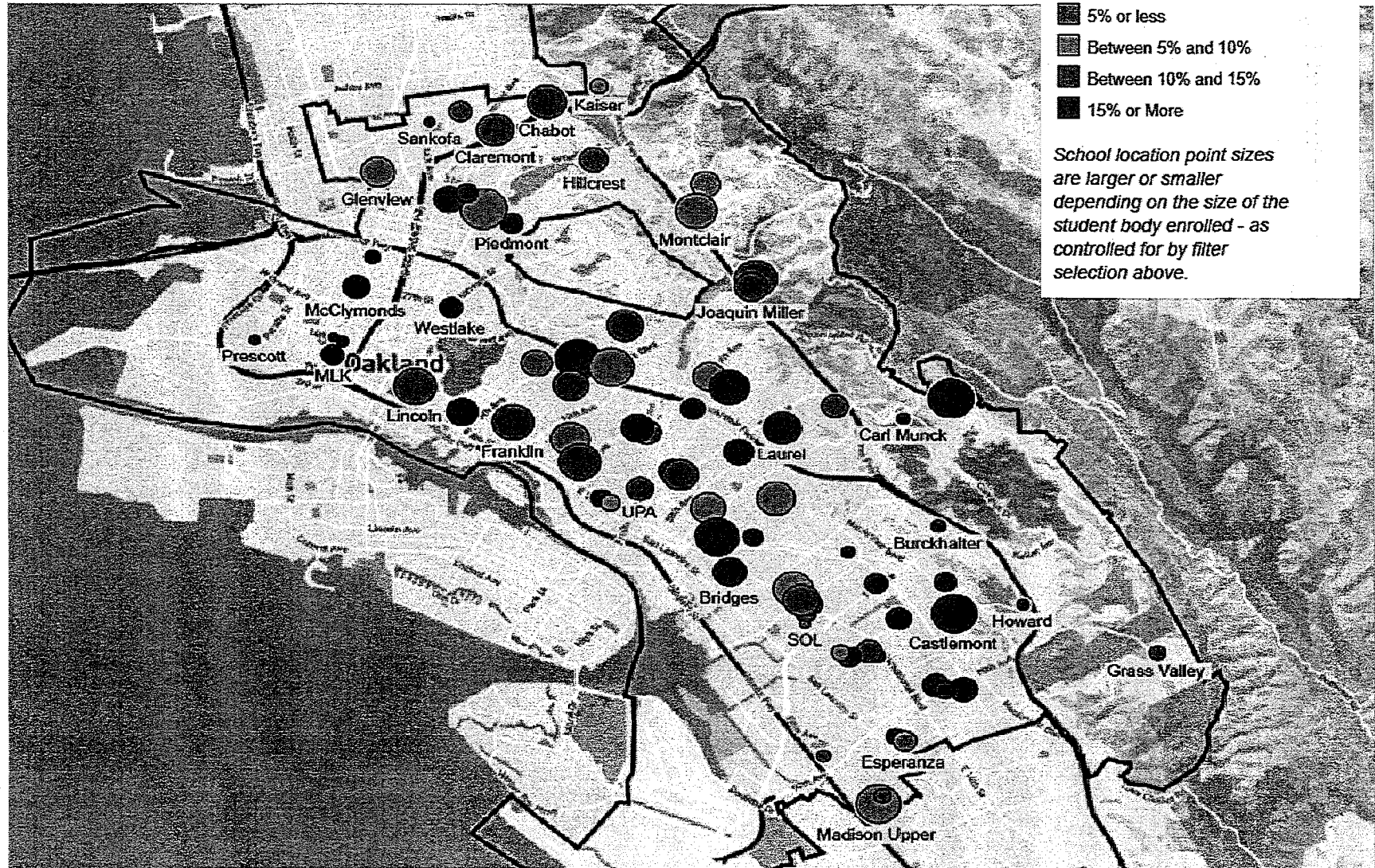
VII. OUSD CA – GEOGRAPHIC HEAT MAP

Chronic Absence Map: Schoolwide Percent

Percent Chronic Absent For 2018-19 As Of 1/29/2019 *(Use selections to the right to limit schools and students included)*

Network(s): All

School Type(s): All



Chronic Absence in Oakland (May 2019)

VIII. OUSD CA – FISCAL IMPACT #s

\$\$\$

2017-2018:

- 35,500 students in OUSD
- Average of **2000** students absent per day
- \$56 / day per student equals about **\$112,000** /day in missed revenue
- OUSD missed out on about **\$20,000,000**

2018 -2019:

- 35,000 students in OUSD
- Average of **1,645** students absent per day
- \$56 / per student equals about **\$92,000** / day in missed revenue
- OUSD is projected to miss out on **\$16,500,000** at this rate



www.ousd.org



@OUSDnews

IX. MAJOR CAUSES of CHRONIC ABSENCE (Attendance Works)

High and extreme levels of chronic absence are an alert that additional investment is needed to unpack and address common causes of missing school.



Solutions Require Understanding What Factors Contribute to Chronic Absence

Barriers

- Illness, both chronic and acute
- Lack of health, mental health, vision, or dental care
- Family responsibilities
- Trauma
- Unsafe path to/from school
- Poor transportation
- Housing and food insecurity
- Frequent school changes
- Involvement with child welfare or juvenile justice systems
- Inequitable access to resources due to bias & discrimination.

Negative School Experiences

- Struggling academically and behaviorally
- Ineffective or harmful interventions
- Bored
- Social challenges
- Bullying
- Suspensions and expulsions
- Harsh, biased disciplinary practices especially for students of color
- Negative attitudes of parents due to their own school experience
- Undiagnosed disability
- Lack of appropriate accommodations for disability

Lack of Engagement

- Lack of or inequitable access to challenging, culturally responsive, engaging instruction & enrichment
- Lack of academic, emotional and behavioral support
- No meaningful or negative relationships to adults in the school
- Stronger ties with peers out of school than in school
- Unwelcoming school climate
- Failure to earn credits/ no future plans
- Many teacher absences or long-term substitutes

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions are not relevant

Source: Attendance Works "Seize the Data Opportunity in California: Using Chronic Absence to Improve Educational Outcomes"

incentives work, but resources for this are limited

for those who have experience trauma, particularly older students, larger comprehensive high schools can be overwhelming

communication is challenging when there is an absence of trust with schools or other institutional figures

language barriers exist; translation services limited

many older students feel that they need to make money

mental health challenges pervasive

many older students feel that their school doesn't provide opportunities aligned to their interests

X. What we heard from leaders...

Families worried about basic needs have a hard time tracking attendance

families in crisis often need emergency flexible dollars, which are very limited

for foster youth, too many placement transitions make school a low priority

transportation is a challenge

often hard to navigate public resources; no centralized source of information

XI. KEY FINDINGS FOR OAKLAND'S CHRONIC ABSENCE

(from the data & field research interviews)

Relationships &
Trust

Transportation

Mental Health,
Trauma, Anxiety

Crime & Safety

Communications

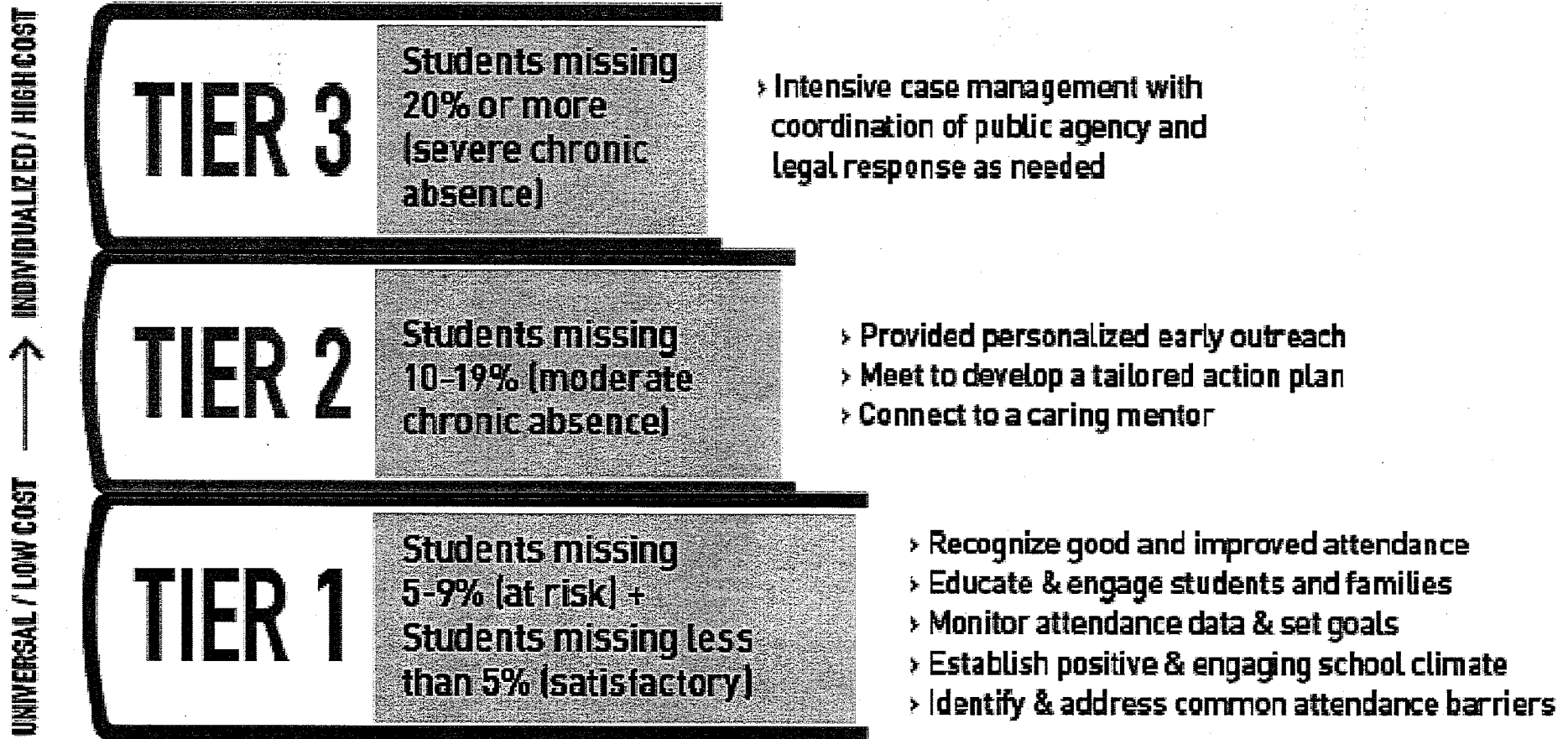
Navigation of
Resources

XII. IN/OUT SCHOOL FACTORS Oakland CA (primary framework)

	<i>In-School Factors</i>	<i>Out-of School Factors</i>
<i>All Students</i>	<ul style="list-style-type: none"> • Need for consistent, positive attendance recognition & incentives • Absence of trust in school personnel • Need for translation services to support in-person meetings and events • Disciplinary practices resulting in disproportionate rates of suspension 	<ul style="list-style-type: none"> • Need for citywide resource directory to support advocacy and navigation efforts • Absence of trust in public service providers/other partners • Need for translation services to support case-management, navigation and advocacy
<i>Elementary Students</i>	<ul style="list-style-type: none"> • Elementary students experiencing teasing, hitting or name-calling at school 	<ul style="list-style-type: none"> • Illness related absences in grades TK & K
<i>High School Students</i>	<ul style="list-style-type: none"> • High-school students do not feel school is engaging or relevant • High-school students do not feel engaged in decision-making processes • Lack of data to understand reasons for absence in grades 9-12 • Mismatch of school-site and student interests amongst high school students • High-school students find facilities are outdated and uninviting 	<ul style="list-style-type: none"> • High-school students not eating breakfast, or nutrient-rich fruits and vegetables on a regular basis* • Students experiencing depression • Involvement with Juvenile Justice System
<i>Families in East, West and Central Oakland</i>	<ul style="list-style-type: none"> • Students performing below grade-level in core subjects 	<ul style="list-style-type: none"> • Repeated exposure to violence and crime • Mental health challenges associated with trauma • Need for more tailored support for asthma management • Gentrification resulting in displacement
<i>Families Experiencing Poverty</i>	<ul style="list-style-type: none"> • Lack of adequate and/or affordable transportation (despite open enrollment system)* 	<ul style="list-style-type: none"> • Need for emergency flexible dollars during times of crisis • High school age students need to earn money to support family during school hours • Housing instability caused by rising housing costs, displacement & gentrification • Lack of opportunities for upskilling
<i>Students Receiving Special Education Services</i>	<ul style="list-style-type: none"> • Misconceptions related to discipline and IEP process • Delays in student accommodations or alternative placements 	
<i>Students Experiencing Homelessness</i>	<ul style="list-style-type: none"> • Placements often unaligned to interest or student-need (due to unique enrollment patterns) 	<ul style="list-style-type: none"> • Students have limited access to facilities for personal care and hygiene • Transportation challenges due to high-mobility
<i>Foster Youth</i>	<ul style="list-style-type: none"> • Placements often unaligned to interest or student-need (due to unique enrollment patterns) 	<ul style="list-style-type: none"> • High-mobility impacts incentive to invest in schools • Case-manager priority is often basic needs (food, shelter, safety), leaving little capacity for educational supports and advocacy

XIII. TIERED APPROACH to COMBATING CA

OUSD implements MTSS (a multi-tiered system of support)



DISCUSSION



Guiding Questions & Feedback (small groups)





OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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OAKLAND

19 MAY 16 PM 3:12

Community Schools in OUSD

City of Oakland
Education Partnership Committee



Mara Larsen-Fleming, Health & Wellness Director, Oakland Unified School District

Misha Karigaca, Attendance & Discipline Coordinator, Oakland Unified School District

Barbara McClung, Behavioral Health Director, Oakland Unified School District

MAY 20 2016

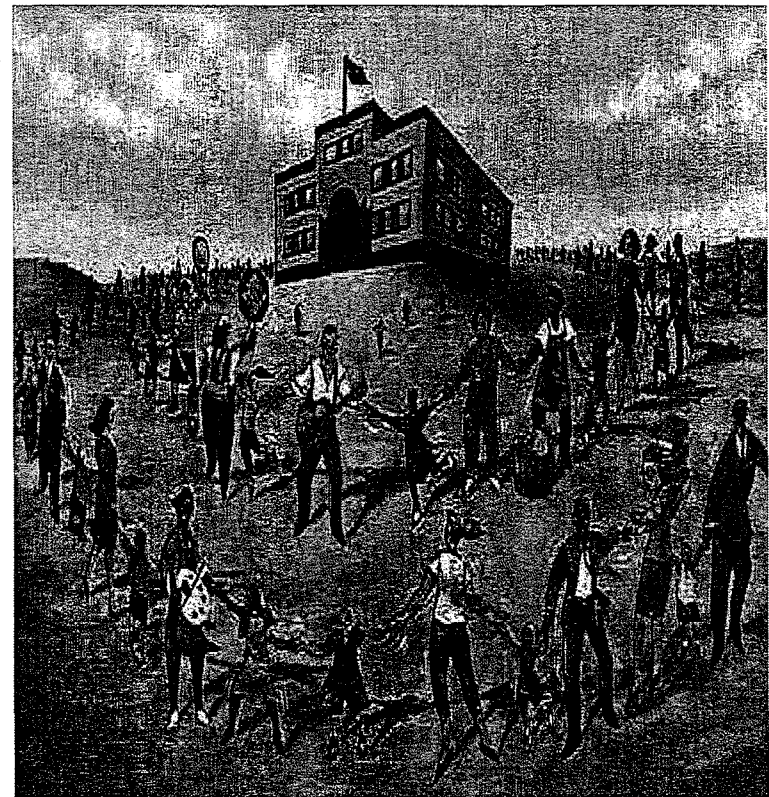
Agenda & Objectives

1. OUSD & Community Schools Overview
2. City-District Collaboration Highlights
3. Chronic Absence Update
4. Restorative Justice Update

Our Vision And Mission Ground Us

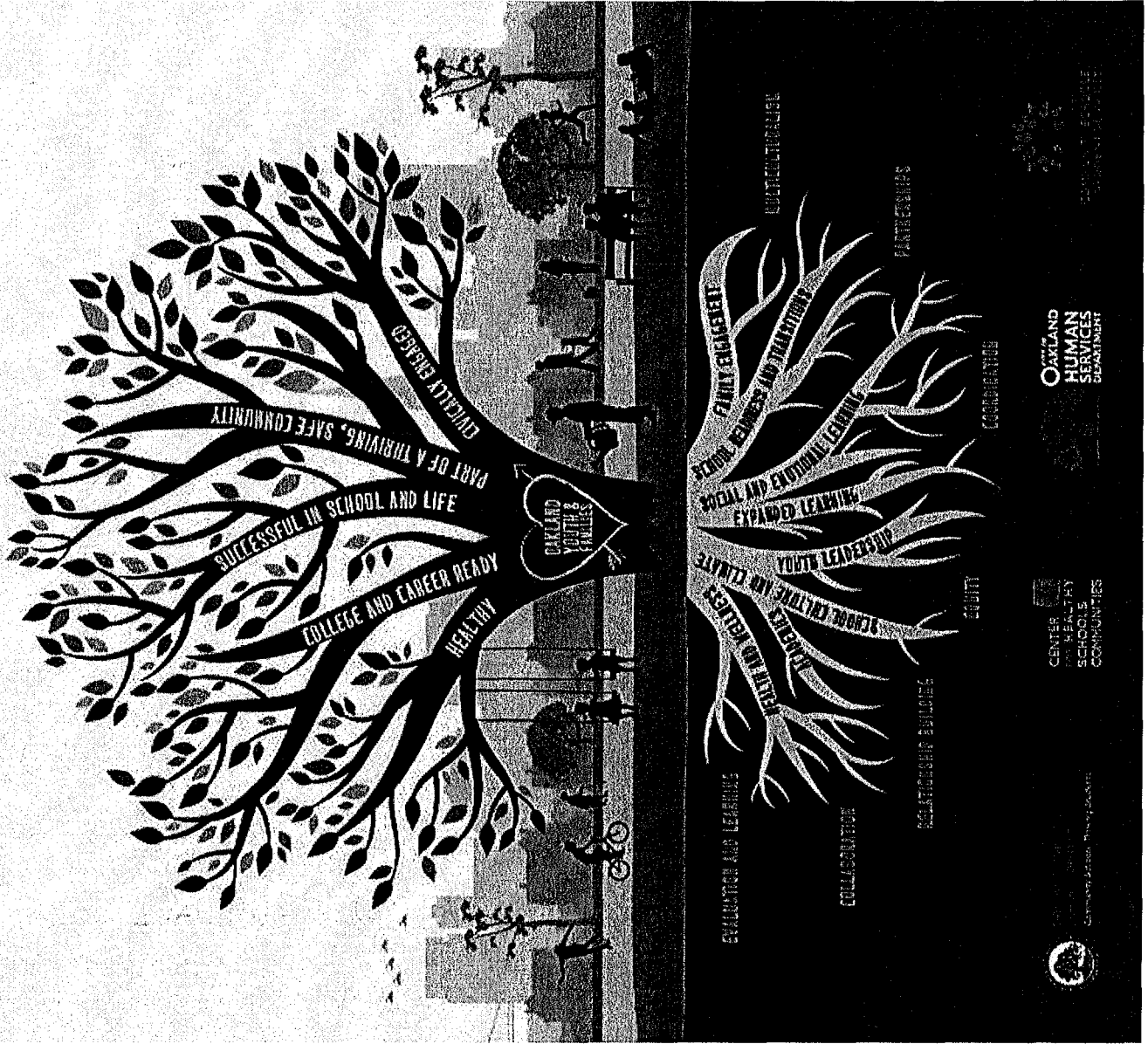
Vision: All OUSD students will find joy in their academic learning experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Mission: To become a **Full Service Community District** focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



OAKLAND COMMUNITY SCHOOLS

WHERE ALL STUDENTS GRADUATE COLLEGE, CAREER, AND COMMUNITY READY



City-District Collaboration Highlights

CS Element	Partnership	Description
Expanded Learning	After School Programs	Funding from OCFY supports community based organizations to increase the number of students able to participate in school-based after school.
Expanded Learning	Summer Programs	City of Oakland Recreation provides after school programming at some OUSD summer schools using OFCY funds. OFCY Provides stipends for Exploring College & Career Options high school summer intern programs.
Readiness & Transitions	Oakland Unite	Supports students returning from Juvenile Justice Center to succeed in school.
College & Career Readiness	Oakland Promise	Partners to implement early childhood, elementary and secondary college readiness
Health and Wellness	SSB School Food, Water Stations and Wellness	SSB Tax funding for water stations at all OUSD sites. Commission has recommended 20% of tax revenue to support school lunch, supper programs, and health and wellness programs to address obesity.
Culture & Climate	Peer RJ	OFCY funds a Peer Restorative Justice Model that builds student leadership in secondary schools.
Readiness & Transitions	Early Childhood Education - 0-5	Supports Summer Pre-K programs and coordination for students entering kindergarten with limited pre-school exposure..
Readiness & Transitions	Chronic Absence Social Workers	Funds two city hired social workers to address chronic absence in OUSD.

SSB Tax Investment

OUSD Proposal & SSB Advisory Board Recommendation

Program Area	Area of Focused Investment	Est. Cost (approx 20%)
School Meal Program	<ul style="list-style-type: none">● School Breakfast Program● After-School Hot Supper Program● Summer Meal Program● New central kitchen launch support	\$1,200,000
Physical Activity/Active Lifestyle	<ul style="list-style-type: none">● High Quality Physical Education● High Quality Recess● High Quality After School Sports	\$400,000
Nutrition/Wellness Education	<ul style="list-style-type: none">● Programming at The Center (Central Kitchen, Instructional Farm and Education Center)● School Site Nutrition, Cooking, and Garden Education	\$300,000
Clinical Health	<ul style="list-style-type: none">● Obesity Prevention & Early Intervention through School-Based Health Centers	\$100,000

Thank you to City of Oakland for Supporting 2019-2020 Programs

- **Restorative Justice program** - \$700,000 for RJ Facilitators
- **Foster Youth Case Managers** - \$306,000 (\$102,000 ea case manager x 3 = \$306,000)
- **Foster Youth Site Liaison Stipends** - \$42,135 (to support foster youth at more school sites)
- **Libraries** - \$151,865 (for schools with 75%-84% LCFF unduplicated which would add 5 schools at \$30,373 each: Sankofa, Met West, Piedmont, Grass Valley, Emerson)

Chronic Absence - Overview

Chronic Absence: When a student is absent (excused or unexcused) for 10% (18 out of 180 days) of the school year.

Chronic Absence Data in OUSD:

2016 -17: **12.5%**

2017 - 18: **13.9%**

2018 - 19: **14.9%**

Note: Chronic Absence Data is for YTD - First Semester

Factors That Contribute to Chronic Absenteeism:

- Students who live in communities with high levels of poverty are four times more likely to be chronically absent than others (Source: *attendancesworks.org*)
- Housing
- Transportation
- Familiarity with US school system
- Childcare
- School connectedness

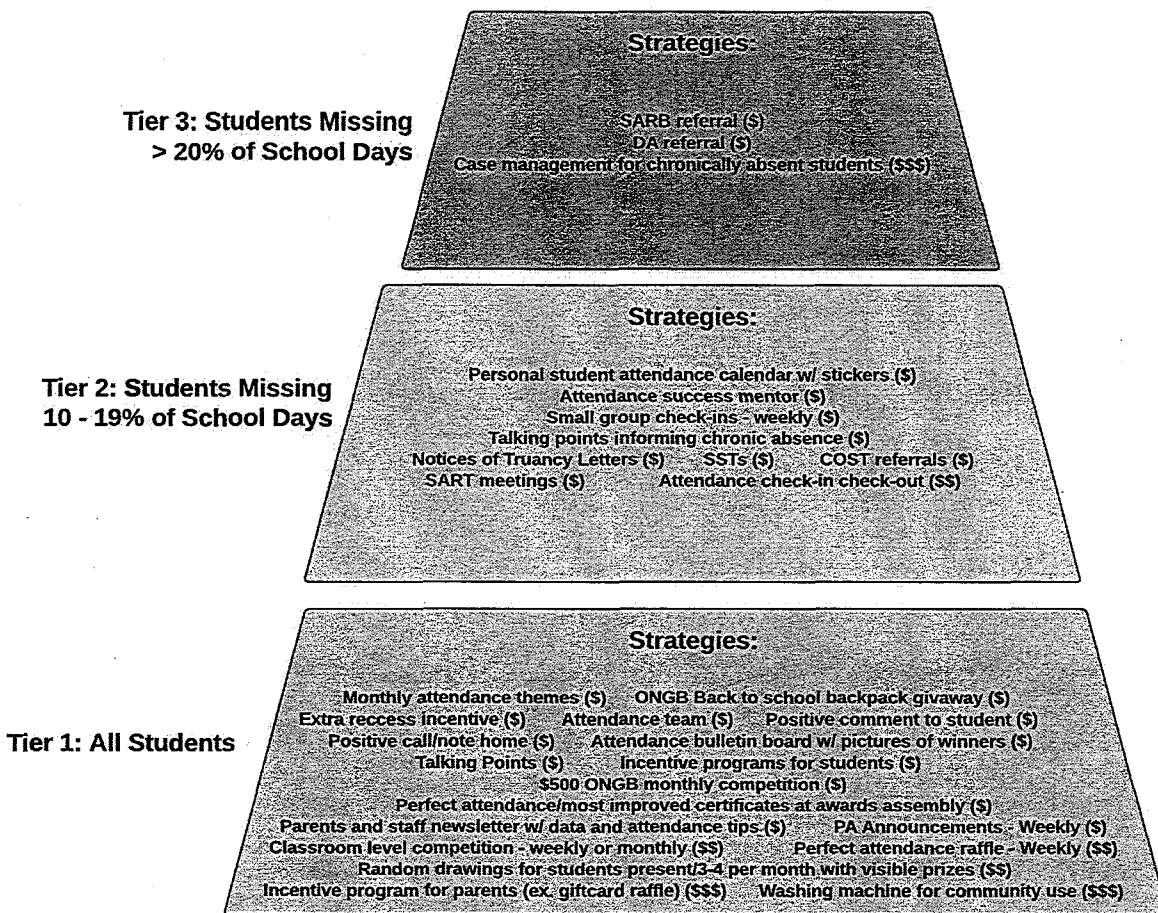
Implications of High Chronic Absenteeism:

- **Academic Impact**, poor attendance can influence whether children read proficiently by the end of third grade or be held back.
- **School completion**, by 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.
- **Financial Impact**, in 2017-18 absences accounted for a loss of close to \$20 million in revenue.
- **School Connection**, as students miss academic time, they are increasingly disconnected from the school experience and access to support services.

Source: *Attendanceworks.org*

Chronic Absence - OUSD Approach

Implement a MTSS (Multi-Tiered Support System) attendance plan through a high functioning Attendance Team at each school site.



Attendance teams include:

Admin, attendance secretary, community school manager, after school coordinator, Oakland Housing authority, community partners

Functions of an attendance team:

meet regularly, examine student data, create and implement MTSS plan

Chronic Absence - City & District Partnership

For the past three years, the city of Oakland and OUSD have partnered in providing social workers/case managers to work with identified students and families who have come through the SARB process (truancy hearings). In the 2018-19 school year:

- 41 students and/or families received case management after being referred to and attending a district truancy (SARB) hearing.
- Of students who have been exited from case management in the 18-19 school year, 78% had an improved attendance rate.
- The average change in attendance rate for exited students was 12.6% more school days attended (an average of 22 additional days attended).
- 7 of the 41 students who received case management were submitted to the DA.
- Students at 21 schools were served through SARB case management.

Chronic Absence - Most Improved

SCHOOL	% REDUCTION
Sankofa	10.6%
Brookfield *	8.9%
Madison Upper *	8.2%
Claremont *	8%
Madison Lower *	6.6%
PLACE *	6.1%
EnCompass *	5%
Rise *	4.8%
Korematsu *	4.7%
ICS *	4.3%

Data compares week 24 of 17/18 school year to week 24 of 18/19 school year.

School sites marked with a "*" have a high functioning Attendance Team.

Restorative Justice - Model/Overview

Relate – classroom and school wide circles to build, maintain, and sustain a positive community. Honoring individual values, creating shared values & guidelines. Circles may include large group discussions, celebration, etc.

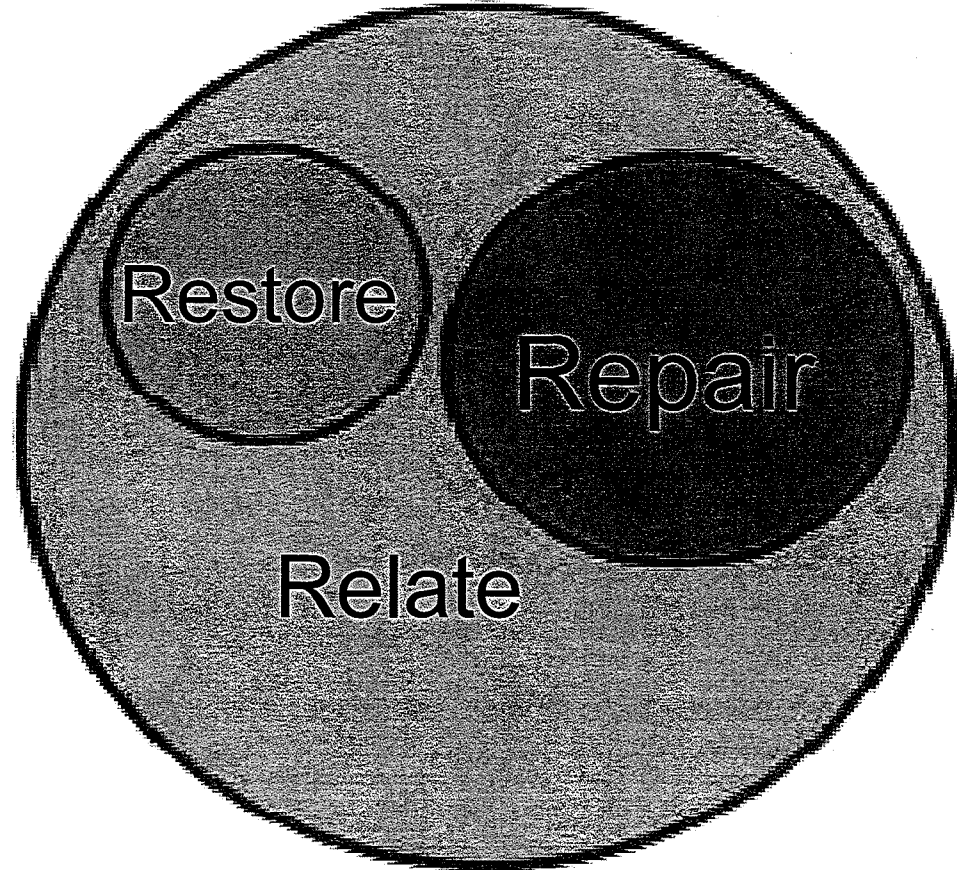
Integrate – welcoming an individual(s) into (new students, staff, & families) the community.

Repair – using RJ practices (restorative conversations, individual prep/check-ins & circle) to address the root cause of conflict & harm that has affected individuals in the community.

Restore - welcoming an individual back into the community (individuals who are gone for an extended period of time or returning from suspension).

Brief support circles – reset circles, skills building groups, small group talking circles.

On-going support circles - circles of support & accountability (Individual or small group)



Restorative Justice - City & District Partnership

Youth Engagement in Restorative Justice

- 370 Peer RJ Leaders trained & holding circles in schools
- Over 350 All City Council students, including RJ Leaders, conducted research and subsequent campaign to identify and promote student budget priorities including restorative justice
- Over 50 student leaders met or held circle with city, district and county officials to advocate for student priorities and build partnerships
- 2 Peer RJ Leaders alumni on Oakland Youth Advisory Commission (OYAC) and supported RJ Training for commission
- RJ integration into OUSD Middle & High School student governing bodies
- Provided RJ Training for approximately ~100 staff from city of Oakland funded organizations
- Bridge funding for RJ in 19-20 allows for 14 schools to sustain RJ with City match

Restorative Justice - Data Highlights

Restorative Justice Report: All
Academic Year: 2018-19
Month: All

Academic Year: Select School: Select Grade(s): Select Month:

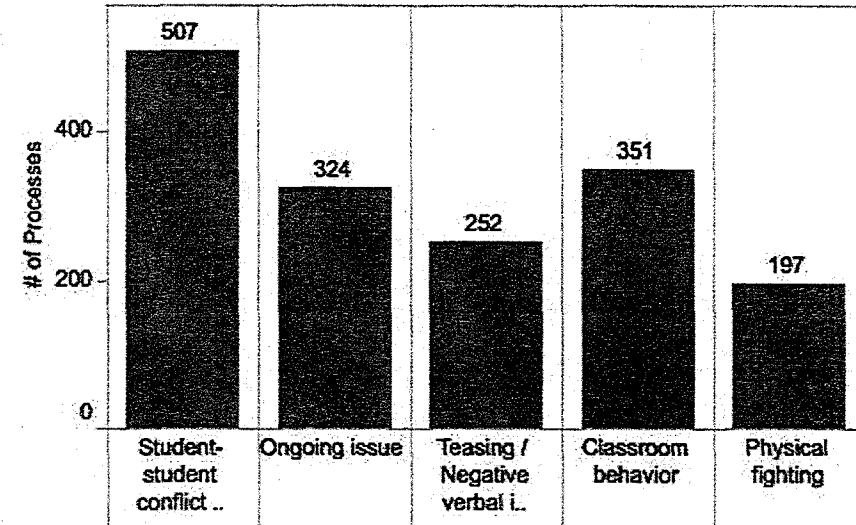
Student Participation

44,295

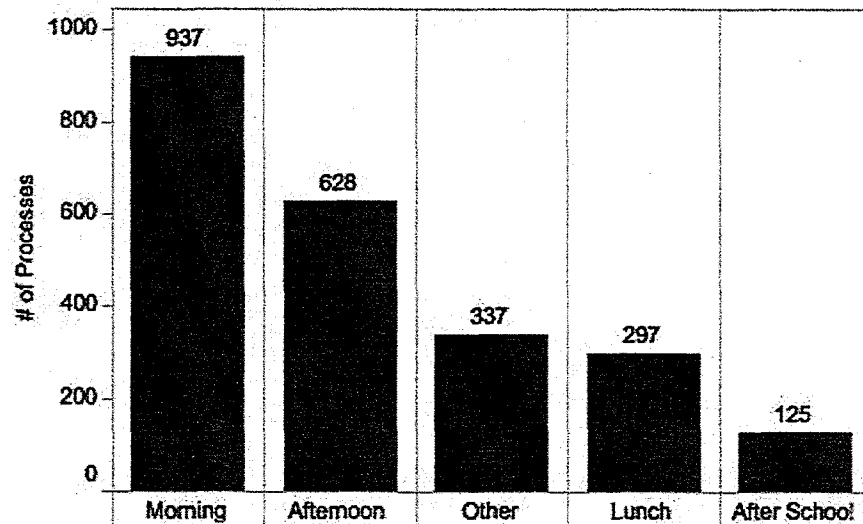
Number of Restorative Processes

Tier 1: Community Building	2,373
Tier 2: Conflict Processes	2,395
Tier 3: Welcome and Support	171
Total	4,939

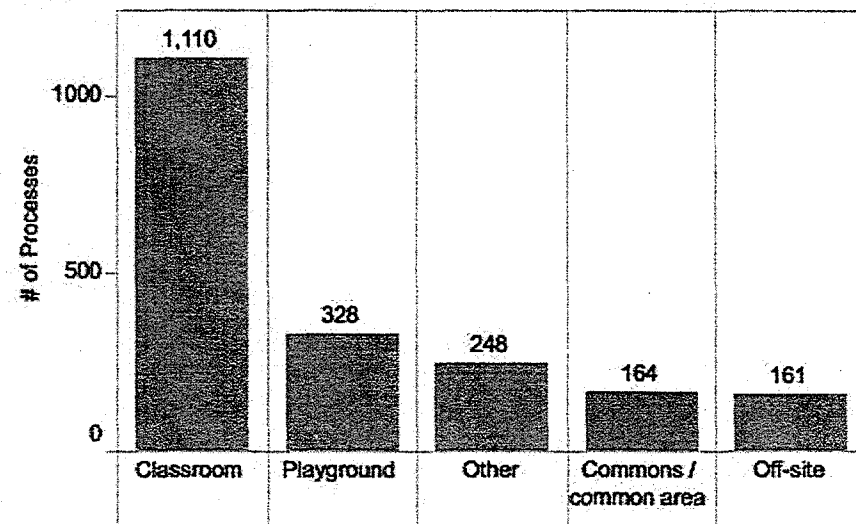
Top 5 Reasons for Conflict - Tier 2 Processes



Top 5 Times Conflict Occurs - Tier 2 Processes



Top 5 Locations Conflict Occurs - Tier 2 Processes



RJ Program Priorities 2019-20

- Intensify and expand training for school teachers, administrators, and classified staff on trauma informed restorative discipline practices
- Build the capacity of case managers to deliver restorative justice practices at secondary schools
- Increase partnership with Special Education to bring restorative community building to SPED classrooms and boost referrals of students with disabilities to restorative alternatives to suspension
- Develop sustainability plan to maintain staffing of RJ facilitators and Program Managers
- Increase attendance and reduce suspensions of students receiving restorative justice services
- Expand Peer Restorative Justice Leadership training to reach more middle and high school students
- Diversify funding base through grants, philanthropy, City and County partnerships, and strategic school site and district investments

RJ - School Spotlight - Fremont HS

Fremont High School example:

“The 9th grade team has embraced a method of tracking and supporting students who are flying under the radar (behavior or academic work that is not raising alarms but nonetheless the student is under-performing and not meeting their potential). They develop "interview" questions to assess the student's insights and self-awareness about how they are doing. The RJ Facilitator is part of this brainstorm, and then facilitates a restorative conversation that leads to how she designs a circle of success for the student. The student can invite 1-2 friends/support people to serve as peer advocates, witnesses, and participants in the circle”



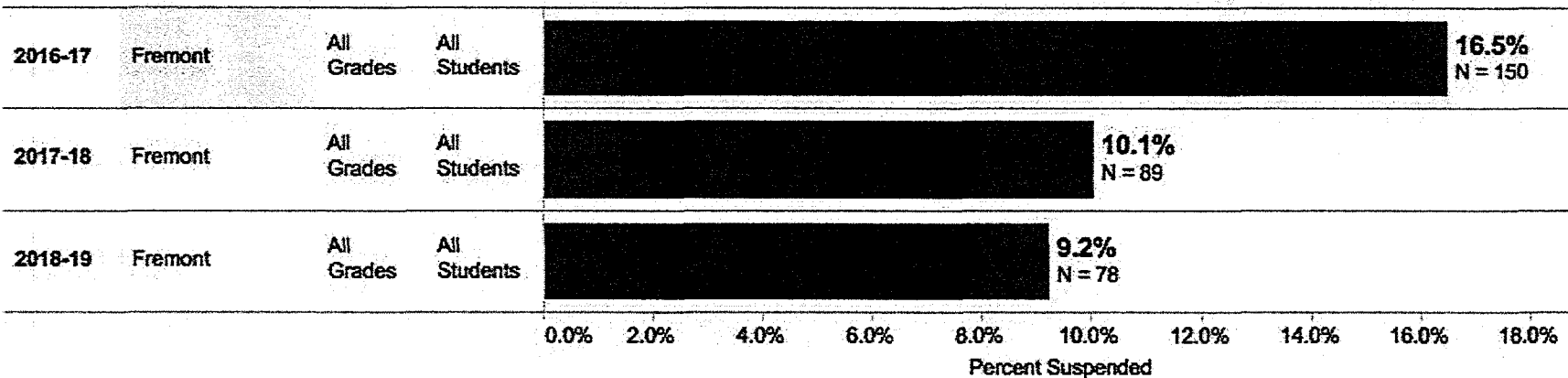
RJ School Spotlight Fremont HS

Fewer suspensions for ALL students

Select Academic Year: (Multiple val...
 View by Network/School: School
 Select Network/School: Fremont
 View by Grade: All Grades
 Select Grade(s): All Grades
 View by Group: All
 Select Group(s): All Students
 View EOY or YTD?: cut off at YTD

Suspended-Students Percentage (Out-of-School Suspensions) (on DAY 167)

Subgroup
 ■ All Students



RJ School Spotlight Fremont HS

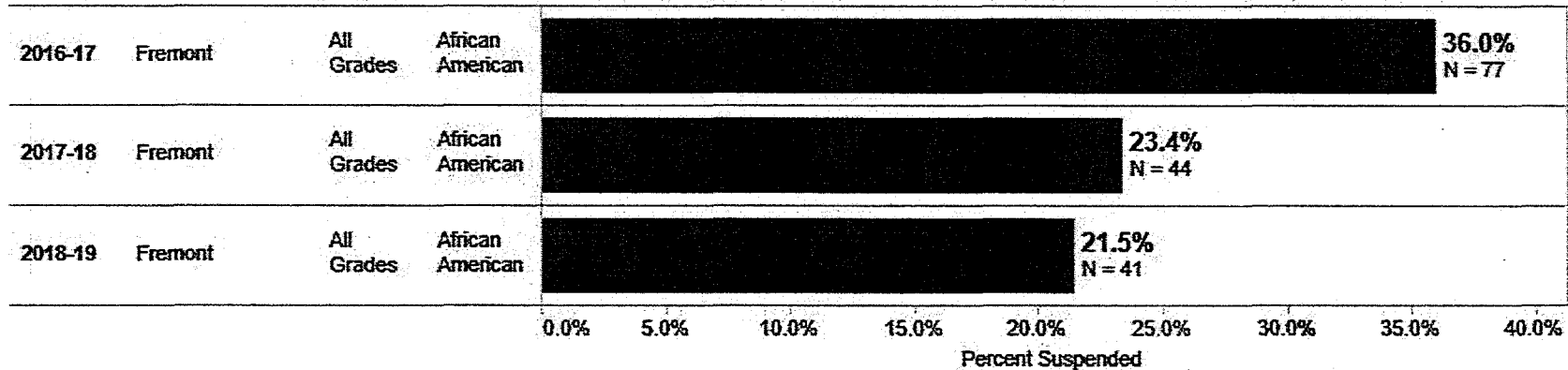
Fewer suspensions for African American students

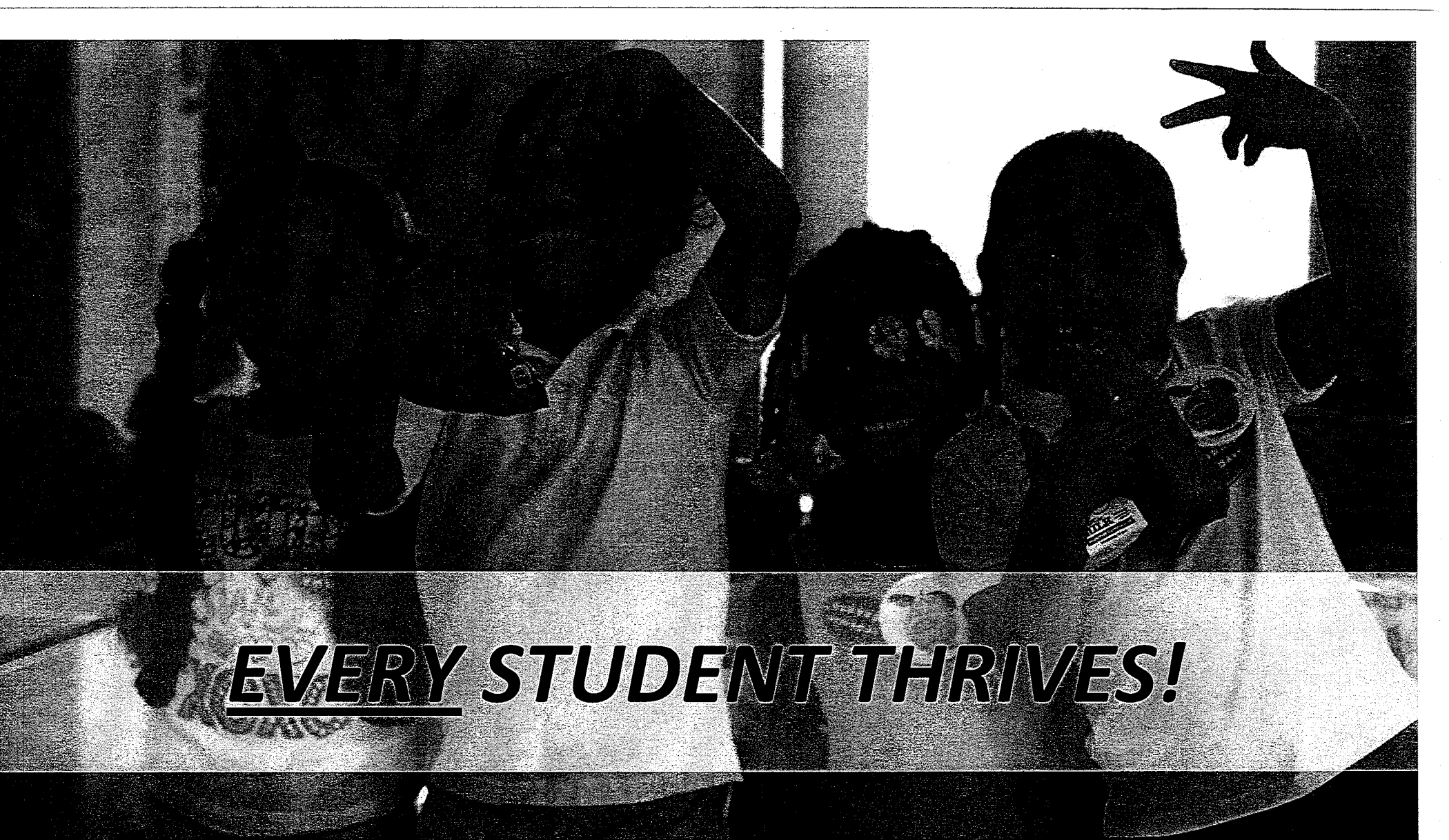
Students Receiving OSS Suspensions - Comparisons

Select Academic Year: (Multiple val...
 View by Network/School: School
 Select Network/School: Fremont
 View by Grade: All Grades
 Select Grade(s): All Grades
 View by Group: Ethnicity
 Select Group(s): African Ameri...
 View EOY or YTD?: cut off at YTD

Suspended-Students Percentage (Out-of-School Suspensions) (on DAY 168)

Subgroup
 ■ African American





EVERY STUDENT THRIVES!



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