

Administrative Regulation

AR

Instruction

Equity Plan

The Oakland Unified School District (OUSD) serves an ethnically, linguistically and economically diverse student population and is committed to providing both equity of opportunity and equity of outcome for all students.

While the District has the goal of equity, this goal has not yet been achieved. Disparate achievement remains the reality. Despite continuing disparity, progress has been made. The progress toward equitable achievement and the current district status will be detailed each year in two separate annual reports to the Superintendent and Board of Education, the Equity Report: Voluntary Resolution Plan (VRP) and the Equity Report: English Language Learners (ELL). The Equity Report: VRP will focus on the academic progress of students from historically under-achieving ethnic groups. Its content is detailed below. The Equity Report: ELL will discuss the academic progress of English Language Learners and is described in the ELL Master Plan.

The Voluntary Resolution Plan

In 1993, the Oakland Unified School District entered into a voluntary agreement with the Office of Civil Rights to address issues of tracking, disparate discipline and equitable expenditure of resources. The academic portion of the Voluntary Resolution Plan includes 8 elements:

- I. Uniform course offerings and academic content
- II. Equitable access to Honors and AP courses
- III. Graduation requirements that will ensure the access of students to higher education
- IV. Uniform content and performance standards
- V. Supplemental services for students not achieving at grade level
- VI. Effective dissemination of information to parents
- VII. Training to effectively implement the VRP
- VIII. Internal data collection and accountability

These elements remain germane to the equity challenges facing the district and therefore serve as the underlying framework for the District Equity Report: VRP.

Equal Access to Standards Based Instruction

Access to standards-based textbooks

A key component of equal access to high quality instruction is the provision of standards-based textbooks for every student in every school.

Pacing guides and syllabi to ensure consistent, comprehensive coverage of core standards

Historically courses with similar titles have actually provided very different content coverage. To ensure consistency and equity across schools, the district must put in place pacing guides and syllabi that tailor textbook adoptions to Oakland's needs and students. In addition, mandatory expectations for daily language arts and math instruction must be adopted and monitored through classroom observation, again addressing the wide variability of exposure to standards-based instruction that has historically occurred.

Standards-based assessments to guide implementation of the core curriculum and monitor students' acquisition of key standards

In order to ensure that all students have access to a comprehensive, standards-based curriculum, teachers must have timely information on how well students are mastering key standards. To do so, the district must develop and implement standards-based benchmark assessments with readily accessible data reports. The uniform assessments, in tandem with the pacing guides / syllabi, provide another tool to ensure access to a comparable curriculum across the district.

Intervention Programs for Students not Achieving at Grade Level

The traditional approach to intervention programs has been through extended day supplemental services. However, a variety of issues have impacted the success of this approach:

- At the secondary level - jobs, extra-curricular activities, home responsibilities, and motivation to participate in an extended day
- At the elementary level – transportation and sibling pick-up
- At both levels - the lack of consistent, qualified staffing for a limited assignment as well as logistical programs coordinating with regular classroom instruction

For these reasons, the District must also put in place “in-school” interventions while continuing to refine and develop extended day academic programs..

To support the use of in-school interventions and referral to extended programs, all teachers must have access to data that helps them identify specific areas of weakness for students needing intervention.

Training to Ensure Access to a Standards-Based Curriculum

Due to intense effort, Oakland has virtually eliminated emergency credential teachers and teachers teaching out of subject area. This progress is central to the District's equity goals

because historically emergency credential teachers have filled positions in under-performing schools serving almost exclusively low-income students of color. This progress must be maintained. Having achieved this base, District professional development can now build upon a much stronger foundation.

Beginning with Open Court Reading, Oakland has instituted mandatory professional development in the core curriculum as a cornerstone of our equity plan. Under this plan, teachers participate in five-day summer training institutes with a stipend. If they are unable to attend or choose not to attend, they are released with a substitute to complete the training in early fall.

Level I Mandatory Training focuses on implementation of the standards-based program including understanding the textbook, pacing guide and assessments. Teachers new to the district are enrolled in the program when hired.

Level II Mandatory training deepens implementation of the standards-based program with a special emphasis on addressing the intervention and language needs for Oakland's English Learners and speakers of African American English.

In addition to mandatory training to ensure consistency of curriculum implementation, the District must provide differentiated professional development opportunities to address the needs of teachers with a range of background, training and student needs.

Ensuring Access to Higher Education

In order to ensure that all students have access to college, Oakland adopted UC compliant graduation requirements. This foundation must be supported by processes to ensure that all students can complete their A-G requirements within the school day. In order to ascertain the progress that is being made toward equitable access to higher education, each year a disaggregated report on progress markers to graduation and college admissions (ex: California High School Exit Exam pass rate) will be presented as part of the Equity Report: VRP.

Equitable Access to Honors and AP Courses

The District has set the following goals in relation to Advanced Placement and Honors courses and will report progress toward them in the Equity Report: VRP.

1. AP Calculus, English and at least one other AP subject at each comprehensive high school
2. A significant increase in the number of African American and Latino students taking AP classes and being exposed to advanced content
3. A significant increase in the numbers of African American and Latino students scoring 3,4 or 5 on the AP exam
4. All AP teachers trained in the Advanced Placement curriculum
5. Proportional representation of eligible vs enrolled students in Advanced Placement courses
6. Consistency and equity in the designation of Honors courses

7. Proportional representation of eligible vs enrolled students in Honors courses

Effective Dissemination of Information to Parents

The Oakland Unified School District must provide parents with two types of information, information about their child's school and information about their child's academic progress. This should be provided in hard copy and electronically as much as possible. In addition, steps must be taken to ensure that parents actually receive important progress and academic information.

Data Collection and Accountability to Ensure Equity

The District has placed a high priority on the collection and dissemination of student achievement data. The components of this data system are described in detail in the Assessment, Data and Accountability Plan of December 2003. They were designed specifically with equity and the Voluntary Resolution in mind and are based on the following premises related to equity:

- Equity is advanced by the wide public availability of comprehensive, disaggregated data that is easily accessible
- Equity is advanced by teachers having the information they need to improve their instruction and target support for individual students
- Equity is advanced when principals and district office personnel can monitor, intervene and support instruction in an ongoing way

Data tools are critical in that they provide ongoing processes to identify inequality and the information necessary to proactively promote equity. However, the District feels that they must be accompanied by explicit equity reports and sanctions. To this end, Oakland has instituted the following equity accountability strategies.

- Progress Reports on implementation of each of the areas of the Equity Plan to be included in the yearly Equity Reports
- Equity of Outcome Academic Progress Report on academic improvement and on standards-based academic achievement to be included in the Equity Report: VRP.
- Academic Reclassification Index. This school-by-school report is designed to provide a parallel recognition of academic progress to the English Learner reclassification process and to be used in conjunction with that process in assessing the equity status of an individual school. It identifies the percentage of English Speaking students who are Academically At Risk (Far Below Basic and Below Basic on the English and Math CST with, in grades 7-12, a core GPA below 2.0) to those who are reclassified as Graduation Bound (Basic or above on the CST and a 7th –12th grade GPA of 2.0 or

better). The reclassification rates are color coded with the index for color coding provided to the Board each year.

- School Accountability Process. This process is detailed in Board Policy 6091 and is designed to ensure that all schools are accountable for the progress of all students. It states

The Board of Education shall establish the following accountability criteria for the evaluation of the core and consolidated programs instructional programs using the State Academic Performance Index (API) as the primary measure. The accountability criteria shall include five performance bands:

<i>Blue</i>	<i>API 800+</i>
<i>Green</i>	<i>API 675-799</i>
<i>Yellow</i>	<i>API 600-675</i>
<i>Orange</i>	<i>API below 600</i>

Schools designated as “Orange” shall be further evaluated in the following areas reflective of the District Strategic Plan and the Voluntary Resolution Plan:

- *Satisfactory academic progress of the school as a whole and all significant ethnic groups*
 - *Satisfactory growth in Language Arts on the California Standards Test (CST) for the school as a whole and all significant ethnic groups*
 - *Satisfactory growth in Math on the CST for the school as a whole and all significant ethnic groups*
- *Satisfactory academic progress of individual students*
 - *Satisfactory growth in matched student scores on the Language Arts CST*
 - *Satisfactory growth in matched student scores on the Math CST*
- *Satisfactory progress in providing an environment conducive to learning*
 - *Satisfactory improvement in attendance*
 - *Satisfactory reduction in disciplinary actions*

Alternative and continuation schools and schools less than three years old shall be evaluated based on the progress of individual students in the areas of achievement, attendance and discipline.

Schools with instructional programs meeting four or fewer of these criteria will be moved into the school re-creation process. Schools may appeal their evaluation by presenting countervailing data to an Accountability Review Panel chaired by the Director of Research and Assessment.