STUDENT BOARD DIRECTORS' REPORT

December 14, 2011

New Student Director Introduction

Donovan Reid, senior at Bunche, involved with MSE student action research team "DTR", and excited to have been elected by peers to serve and represent student voice on behalf of all OUSD students.

All City Council High School Update

On November 17th we had our second Elections, held at Oakland High where we elected a second student director, media director, secretary, historian, treasurer, parliamentarian, president and vice president. Our governing board is now complete with students from Oakland High, McClymonds, Fremont, Bunche, Met West, and Street Academy. This was the largest meeting we've had with 49 delegates representing 11 schools. We also had the support of 4 leadership teachers, and 2 district staff at this meeting. Besides elections, we had a guest, Diana Kampa from the CCRO office come and report back on the answers to questions students brought up at the last meeting about how our A-G policy is being implemented.   I've attached those questions and answers to my report, and have brought extra copies. We also had a workshop led by MSE ally and AYPAL student organizer Vay Hoang, where we talked about the occupy movements so that we can help our students further understand the issues raised by this historic movement and the connection to the budget situation in our schools. After the workshop, students were inspired to attending the Nov 30th after school rally organized by Youth Together, to get corporations to pay their share of taxes for our education. Overall, the meeting was for a lack of a better word AWESOME!!! Our next meeting will be held on December 15th at McClymonds.

All City Council Middle School Update

On November 15th we held our middle school meetings at Westlake Middle School where we ran a workshop showing our students how the schools get funded. We talked about how we have to make best with the little bit of money we have. We also went over how to report to your principal and/or school staff members when students have issues or concerns on campus. I have also attached the document we used in that meeting. Our next meeting was held on December 13 at Edna Brewer. I will include an update from that meeting at our next Board meeting.

Trip to CSBA in San Diego, Nov 30-Dec 3

Over the past couple of days I attended the California School Board Association Annual Conference at the Convention Center in San Diego where Oakland won awards for 1) most active student engagement in the state of California, and the role of student voice in improving high schools, and 2) our district's earth-friendly practices, as in our Green Gloves program with custodians and students. I got the chance to meet other student directors and find out things we can learn from one another. I was surprised to learn that other districts do not have the level of student involvement that Oakland has. I was surprised because I think we have the minimum level of student voice. I also learned what my part is as a student board member and what some things I can and cannot do. My chaperone and I took some time to visit Lincoln High School, a school that is considered a quality community high school. We saw how students got credit for a lot of the things our students have to do as after school electives—U. S. History credit for taking an Ethnics Studies class. We visited the wellness center, where students can see a nurse, and get checkups, or get confidential referrals to outside services, i.e., Planned Parenthood. Students are able to use these services during school, unlike some of our schools. We also visited their Family Resource Center, where parents visit any time during school to wash their clothes (they have washer and dryer), get groceries if they need food at home, or attend a parent workshop. The parent center and the parent coordinator are paid for by the school. The Vice Principal told us that they value family engagement so much that they chose to fund the parent coordinator instead of having 2 office clerks and a full time registrar. They cut those positions in half so they could hire the parent coordinator. They also pay their history teacher to teach leadership during school as one of his classes. This was a true example of how big schools can serve a quality education to all its students. This school has 2,000 students. The students also had a kind of integrity and pride in their school because it is one of the friendliest and cleanest schools I have seen.

Overall I feel this trip was every useful to me and it also gave me the chance to do things I haven't done before, like get on a plane. I have to thank all of the board members, their staff and the Superintendent for sending me on this trip.

Legislative File Number	
File ID Number	11-3190
Introduction Date	12-14-11
Enactment Number	
Enactment Date	

Student Questions re: Linked Learning & "a-g" for All Implementation

1) What are the "a-g" Requirements?

(see Handout provided by CCRO)

2) What kind of messaging already exists for students/families to know about what Linked Learning opportunities are available to students across the district?

The soon to be distributed 2012-13 Options brochure has several pages about the different academy options throughout the district; there are many other handouts that are available and are passed out at teacher/counselor and family meetings at high schools and middle schools. There are websites for both Linked Learning (www.linkedlearningousd.org) and for the College & Career Readiness Office (www.ousd.k12.ca.us/ccro). Staff who work at the Family & Community Office (21ˢᵗ & International, where all students who are new to the district go to enroll) have been trained about the academies and are helping to spread the word about them to families who are new to the district. Some academies/pathways send principals/teachers/students to middle schools to recruit, although it does not happen that often currently.

3) Why are there limitations at school sites about when students can visit College & Career Centers (i.e., some are only open during instructional day, forcing students to miss class if they need help)?

This was a tough one for CCRO to answer. It may be an issue of budgets at a particular high school. Sometimes after school programs can help with this. Students are encouraged to talk to their principals/assistant principals; After School programs may be able to help with staffing/supporting extended hours. Students and families are encouraged to advocate for hours that are more convenient.

6. Why is there an uneven distribution of academies (different number at sites, different industry sectors, etc.)?

Over the last 24 years, the academies/pathways have been established mainly based on funding opportunities and interest/passion on the part of a team of teachers interested in pursuing Linked Learning for their students. CCRO/ROP is attempting to set standards, develop best practices, create and manage partnering opportunities based on labor market demand, and measure and evaluate the effectiveness of each academy/pathway through the use of data. California Partnership Academies are established after an application process that is specific to a site – CCRO continues to look at inequities that exist; in the meantime, CA state law does not allow for CPAs to be re-located without having to re-apply.

7. Is there anything about Pathways/Academies built into the High School Options process (events, materials, etc. for students & families)? Are academy

representatives sharing information about their programs to 8th graders and their families?

The Options brochure now contains a Linked Learning description, a map, a list of participating academies /pathways, and an effort is being made to coordinate the articulation for students who have chosen an academy /pathway in 8th grade so, that by 10th grade they are placed in the program of their 8th grade choice. CCRO would like to address this issue with the help of ACC, Family Schools Community Partnerships Office (FSCP), and other OUSD staff working with the Options process. Also, CCRO are in the process of developing a "Parents as Partner" type event like in a neighboring school district.

8. What kind of interventions are really available to students who are failing?
Within functioning academies and pathways, a team of teachers have a common prep period to serve a common cohort of students. Where this is instituted teams are able to support students with transcript analysis, social/emotional support, referrals to outside agencies, parent meetings, tutoring and additional academic support of the whole child. As far as interventions outside of the context of the Linked Learning work, it is extremely different, school to school. There are efforts being made to ensure basic services for all students – we still have some work to do before we are there, though.

11. How are students supposed to know all this information ("a-g" requirements, Pathway/Academy opportunities, graduation, college/career prep) without counselors or other people at schools who focus on this work?

Students have access to this information through their initial enrollment/intake process at the Student Assignment Office, through the Options process and its materials, family Information nights at middle and high schools, counselors/advisors at school sites who receive up to date information from CCRO and the UC/CSU system, after school providers, the OUSD, CCRO and Linked Learning websites.

Questions that still need some follow-up discussion with high school principals –

9. Is there information about Cyber High (who offers it, which classes are available, which ones meet "a-g" requirements) on the OUSD website anywhere?
10. Why are schools still giving kids "D" grades, when it doesn't count for UC/CSU admission?
4. Is Cyber High actually doing anything to help kids make-up credits AND be ready for college?
5. What kind of awareness campaign exists (if at all) to make sure that 9th graders know that freshman year grades **matter**?

Name	Contact Person for Building & Grounds Issue	Contact Person for Issues w Textbooks/Lab Equipment	Contact Person for Issues w Teachers
Business Information & Technology	Principal	Teacher/Principal	Principal
East Oakland School of the Arts	Main Office	Teachers/Main Office	Restorative Justice Person
Leadership Preparatory High	Principal	Principal	Principal
College Prep & Architecture Academy	Main Office	Administrators	Counselor/Administrator
Mandela	Main Office	Administrators	Counselor/Administrator
Media College Prep	Main Office	Teacher	Counselor/Administrator
Life Academy	Alicia Garibaldi/ Main Office	Alicia Garibaldi & Mr. Thomas	Their Advisor
McClymonds	Anthony Mc'Neil	Asst. Principal Mr. Namkung	Social Worker: Ms. Relonda McGee
Oakland High	Administrators	Teachers	Teacher/Administrator/ Principal
Oakland Technical	Vice Principal	Ms. Knocks	Ms. Willams/ Principal
Skyline	Administrators	Administrators	Administrators
Far West	Principal	Principal	Principal
Metwest	Mr. Edgar Nunez	Mr. Edgar Nunez	Principal
Oakland International High	Mr. Cormac Kilgallen & Principal	Mr. Cormac Kilgallen & Principal	Mr. Cormac Kilgallen & Principal
Street Academy	Administrators	Administrators	Administrators/ Principal

Bunche Continuation School	Asst. Principal	Asst. Principal	Asst. Principal
Dewey	Main Office	Textbook Clerk: Ms. Mennyoef	Counselor/ Principal
Rudsdale Continuation	School Security Officers	Teachers/Main Office	Counselor/ Principal

Contact Person with Cafeteria Service/Food	How can students report issues at school	Can they fill out work orders before filling an official OUSD complaint?	What is the process of resolving issues
School Security Officer/Principal	Verbal/Written Statement	Yes	Statement is directed to the assigned person. Submitting Work Orders
Main Office	Verbal/Written Statement	Yes	Statement is directed to the assigned person. Submitting Work Orders
Principal	Verbal/Written Statement	Yes	Statement is directed to the Principal
Administrators	Verbal/ Written Statement if no action has occurred	Yes	Statement is directed to assigned person. Submitting Work Orders
Administrators	Verbal/Written Statement	Yes	Statement is directed to assigned person
Administrators	Verbal/Written Statement	Yes	Statement is directed to assigned person
Main Office	Verbal/Written Statement	Yes	Alicia Garibaldi & Principal will address the issue
Mr. Namkung	Verbal/Written Statement	Yes	Statement is directed to assigned person. Submitting Work Orders
Administrators	Verbal/Written Statement	Yes	Does Not Know Process
Vice Principal	Verbal/Written Statement	Yes	Statement is directed to assigned person. Submitting Work Orders
Administrators	Verbal Statement	Yes	Statement is directed to assigned person to resolve
Principal	Verbal/Written Statement	Yes	Principal will address issue and solve as best as they can
Mr. Edgar Nunez	Verbal Statement	Yes	Statement is directed to assigned person. Submitting Work Orders
Mr. Cormac Kilgallen & Principal	Verbal/Written Statement	Yes	Statement is directed to assigned person.
Administrators	Verbal/Written Statement	Yes	Statement is directed to assigned person.

Asst. Principal	Verbal/ Written statement will follow	Yes	Statement is directed to assigned person, discussions will be made and changes occurring if needed.
Principal	Verbal/Written Statement	Yes	Statement is directed to assigned person.
Principal	Verbal/Written Statement	Yes	Assigned person will direct issue and make changes if needed.