



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

All City Council Student Union Meaningful Student Engagement 2016-17 End of the Year Report



Presented by
All City Council Student Union Governing Board & LCAP Student Advisory Committee

June 14th, 2017

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Agenda Overview



- ❖ **Overview of ACC, MSE, and LCAP Student Advisory Committee**
- ❖ **Key Accomplishments in 2016-17**
- ❖ **Review ‘Making A-G Real’ Campaign**
- ❖ **Results from Student Action Research & Updates**
- ❖ **How to Support All City Council?**
- ❖ **New Governing Board**



ACCSU Mission & Vision



ALL CITY COUNCIL Mission & Vision Statement



All City Council (ACC) seeks to create positive change in our schools. We amplify student voice by serving as a bridge between adult decision makers and the student body. We are a diverse team of student leaders who represent or are elected by the masses of students at our schools. ACC organizes campaigns and activities to serve the assessed needs of our constituents; including addressing internalized, interpersonal, and institutional oppression in our daily lives and the daily functioning of our schools and working towards solutions.

Meaningful Student Engagement



The MSE collaborative is a group of organizations and individuals that work in partnership with the school district to engage, uplift, and empower students, parents, and families by lifting up our voices and needs. The collaborative came out of the *Organize Da Bay* movement (2006), and continues that legacy today.

2016-17 MSE Collaborative Partners : Californians For Justice (CFJ), Oakland Kids First!/REAL HARD, OUSD Restorative Justice, Youth Together, All City Council Governing Board.

LCAP Student Advisors

LCAP Student Engagement is a subset of the District's Meaningful Student and Family Engagement office. LCAP student advisors are elected at their school site leadership class, to represent at the All City Council Student Union HS meetings. We currently have 5 student advisors who serve as voting members of the Parent & Student Advisory Council.

This year LCAP advisors, alongside the All City Council Governing Board, did a cycle of inquiry that further refined the 2015-16 LCAP student recommendations and budget implications, as well as conducted additional research on Credit Recovery, their top recommendation.

2016-17 Key Accomplishments



- **Implemented district-wide, student-led engagements advancing the "Making A-G Real - 100% Prepared for Graduation, College, Career, and Life" campaign**
- Established a Culture and Climate Committee and a Nutrition and Wellness Committee within ACC
- Led Student Action Research project with LCAP Student Advisors
- **LCAP Student Recommendations approved by Parent Student Advisory Committee (PSAC)**
- Led 7 ACC High School organizing meetings & Led 3 ACC Middle School organizing meetings
- **Led 20th Annual Oakland M.S. Peer Resource & Ethnic Studies Conference with 300 students**
- Designed, organized and facilitated Youth Action Summit
- **Designed Meaningful Student Engagement in the New Superintendent Hiring Process**
- Training for Student on SSC on Roles, Responsibilities, and LCAP - middle and high school students

Making A-G Real Campaign - Year 8



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ACCESSIBLE CREDIT RECOVERY

Campaign Overview:

- “Making A-G Real” Campaign
- Campaign History
- 3 Pillars = Quality Teaching, Student Support, & Safety





ACC Culture and Climate Committee

2016-17 Participating Students and Schools:

15 Students served on the committee (Representing Castlemont, Dewey, Fremont, Oakland High School, Madison Park Academy, Metwest and Skyline)

Students from Castlemont, Oakland High and Fremont served on the Culture and Climate Committees at their schools

Focus of the committee:

Deepen Understanding of Culture and Climate and Restorative Justice

Map School Culture and Climate Committees in High Schools and Middle Schools that work in partnership with students.

Assess what support site based Culture and Climate Committees need to strengthen youth-adult partnerships

Build relationship with PBIS and RJ Facilitators at schools and attend RJ Trainings



ACC Culture and Climate Committee

Action Steps:

- Summer Interns will research and put together a 1 page recommendation sheet on how to have healthy youth adult partnerships on culture and climate committees.
- Create a mini training for culture and climate committees on how to work together and strengthen youth adult partnerships
- Work with PBIS to map committees for next year and give awards to teams who work in partnership with youth.





ACC Nutrition and Wellness Committee

2016-17 Participating Students and Schools:

- **6 students served on the committee** (Representing Castlemont, Fremont, Life Academy, Madison, Park Academy, Oakland International H.S., and Skyline) and were engaged in the monthly meetings/trainings about the OUSD Food System.
- Students from Life Academy, Madison, and Castlemont conducted research about the OUSD Food System.

Focus of the committee:

The All City Council Student Union **approved** the inclusion of **Health & Wellness Subcommittee** (including **Delegates** and a **Director** for the subcommittee) into our Constitution during the fall of 2016.

The Health & Wellness Subcommittee works to bring **attention** to, **advocate** for, and **educate** their peers on health and wellness issues directly on their school campus and throughout OUSD.

Each Health & Wellness Delegate created a **research question** and **distributed a survey** focused on how students access nutrition services or other food on campus a.k.a the **OUSD Food System**.





ACC Nutrition and Wellness Committee

Recommendations from the Process & Action Steps

The Health & Wellness Subcommittee

Continue to partner with Nutrition Services in the 2017/18 school year to advise, provide feedback, and share **student voice in school food** (i.e. continue the conversation). Collaborate with Nutrition Services to create an **action plan** for education and awareness about the OUSD Food System.

Nutrition Services

Incorporate **student voice** in the training of cafeteria staff and create opportunities for **student feedback** through taste tests, surveys, etc.

Partner with Health and Wellness Delegates share up-to-date information with students about the Central Kitchen to address concerns about **variety and equity in food at school sites** (i.e. taste tests, availability of the same food across school sites, timeline, etc.)

The School Board

Participate in a lunch at an OUSD cafeteria with Health & Wellness Director.

Work with Nutrition Services and Health & Wellness Delegates to **develop a policy for second chance breakfast.**

**Linking it all
Together:**

Hunger among students, is associated with lower grades, higher rates of absenteeism, repeating a grade, and an inability to focus (CDC, 2014).

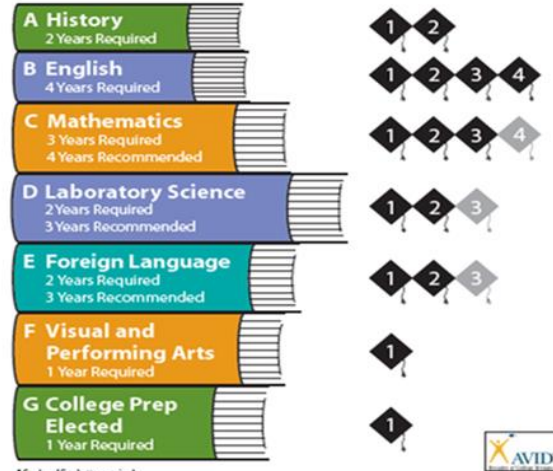


A-G Then & Now



You can go to **COLLEGE**

A-G Requirements*
California State University ♦ University of California



* Grades of C or better required.





Status of Credit Recovery in OUSD

- The counselor to student ratio in OUSD is approximately 1 : 500, while for Alameda County is 1 : 273, and the national recommendation is 1 : 250
- OUSD spends more on school security (\$2.1 million) than on academic counselors (\$1.7 million)
- Currently the district does not have a system to track how many or which credit recovery options are offered at each school (with the exception of APEX)



Status of Credit Recovery in OUSD Continues..

- In 2015-2016, 24.6% (645 students) of 9th graders and 31.9% (755 students) of 10th graders did not meet the credit requirements to complete that grade level.
- In 2015-2016, the 9th graders that did not meet their credit requirements only earned an average of 31.7 out of 50 credits and 10th graders only earned an average of 73.7 out of 110 credit.
- In 2016, 1200 students applied for Summer School, only 600 were accepted, Juniors & Seniors are prioritized.
- In 2016, only the following met their A-G Requirements: 33.9% of English Learners, 20.8% of Foster youth, 17.2% of students with Special Needs, 49.6% of Low Income students, 33.6% of African American students, and 53.3% Latino students; and



LCAP Student Advisors

Student's 'priority recommendations' were adopted by the LCAP Parent Student Advisory Committee (PSAC), which the district is accountable to, in December of 2016.

Goal #1 - College & Career Readiness:

- **Ensure that every school has high quality credit recovery menu of program options-- including but not limited to APEX, that is accessible to all students, including ninth graders.**

Goal #5 - Engagement in School Everyday:

- Hire 1-2 additional staff members for the Family and Student Engagement office. These positions should model the Student Engagement Liaison job description.
- Hire more counselors to lower the counselor to student ratio to 1:100.

LCAP student advisors and governing board members conducted research to gather more student voice and refine recommendations to include cost and impact on students with the highest need.

Student Action Research

Methodology

Student researchers used a mixed method of RATING & FREE ANSWER to collect data from students, in the form of Focus Groups, Surveys, and RJ Fishbowls.



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Research Question: *What is needed to equitably support all students to access quality credit, content and skill recovery so they are best prepared for college, career and life?*

60 Focus Group & 75 Fishbowl

Participants:

9 High Schools

Castlemont
Dewey
Fremont
LIFE Academy
Madison
McClymonds
Oakland High
Oakland International
Oakland Tech



265 Survey Participants:

8 High Schools

Castlemont
Fremont
LIFE Academy
Madison
MetWest
Oakland High
Oakland Tech
Skyline

TOTAL # of participants

400

2017 Student Action Research: Key Survey Data



- 65% of 9th & 10th surveyed do not know their A-G status, compared to 39% of 11th & 12th graders
- 77% of students surveyed currently doing credit recovery are not or do not know if they are in a pathway.
- 54% of students surveyed currently doing credit recovery believe teachers & counselors would be most effective to help them stay on track with their credits.

Findings and Recommendations



PATHWAY CONNECTION to A-G's



Finding #1: There is a connection between pathway participation and having all credits. However, too many students did not know whether or not they were in a pathway.

- Over 70% of pathway students surveyed **are not** lacking credits and know their A-G status
- 77% of students doing credit recovery **do not** know if they are in a pathway, and 65% of them **do not** know their A-G status
- 50% of African American students and 75% of Latinx students surveyed **do not** know their pathway status

STUDENT & ADULT RELATIONSHIPS MATTER



Finding #2: Instructors that are engaging and knowledgeable, having strong relationships with students, greatly increases students' likelihood to be on track and recover credits.

54% of students doing credit recovery believe **teachers & counselors would be most effective** in helping them stay on track with their credits.

Over 70% of African American students, and 65% of LatinX students, chose **'lack of student engagement'** as the reason students fall behind in their credits.

65% of students overall chose **'lack of student engagement'** as the reason students fall behind in credits.

"I feel students are missing credits because some student don't feel motivated by teachers or staff." -*Student in Fishbowl*

"[Teachers help] by taking time out to help you with your personal needs when needed. To make things up you need help with" -*Student in Fishbowl*



ALTERNATIVES to ONLINE PROGRAMS

COMMUNICATION and ACCESS

COMMUNICATION and VARIED OPTIONS TO RECOVER CREDITS

Finding #3: Students prefer recovering credits, and **most importantly concepts**, interactively with an actual teacher and peers rather than simply on a computer and online programs.

Finding #4: Students express a **lack of communication and support** on their credit status; in particular students identified lack of accessibility, clarity, frequency, consistency, and individualized support.

Finding #5: Students need **more options** to recover credits. Students have little to no information on how to recover missing credits and there is a lack of intervention programs for students who are missing credits.

KEY FACTORS IMPACTING STUDENTS' CREDITS



Finding #6: Students identified 1) lack of support from adults at school, 2) lack of effective teaching, 3) lack of engaging curriculum, 4) challenges and responsibilities outside of school, 5) poor support structure for students lacking credits, 6) no knowledge they're missing credits, 7) no knowledge of how to recover credits and as factors impacting their ability to complete credits.

- 65% of students currently doing credit recovery **do not know** their A-G status.

Student Quotes from Fishbowl:

- “Teacher tells them they can't participate in programs or they have to go to summer school.”
- “The don't find out until later on, they don't get informed.”



RECOMMENDATIONS

STUDENTS' TOP QUALITY PREVENTION STRATEGIES

Prevention Strategies:

1. 9th and 10th grade support
 - a. 9th/10th grade training on A-G, school resources & navigating H.S.
 - b. Strengthen outreach for 9th graders to be in a Pathway
2. Peer Mentors
 - a. Pair struggling students with adult and peer mentors
3. Support Our Teachers
 - a. PD for teachers to meaningful student engagement, how to engage different learners, and how to support students who are failing
4. Student Voice on Hiring
 - a. Institutionalize meaningful student voice for all hiring
5. Master Schedule to Meet Students' Needs
 - a. Include elective period in Master Schedule for credit, concept, and skill recovery
 - b. Create a modified Bell Schedule for students who are struggling academically
6. Pathways
 - a. Increase effort to ensure all students are enrolled in pathway or academy
 - b. Increase variations for pathway and academy focus areas
7. Community Partnerships
 - a. Further develop partnerships with academic programs like PASS2, College Track and Upward Bound

RECOMMENDATIONS

STUDENTS' TOP QUALITY INTERVENTION STRATEGIES



Quality Intervention Strategies:

1. Increase Credit Recovery Options
 - a. Institute a Credit Recovery School (during school year)
 - b. Establish partnership w/ Community College for credit recovery
 - c. Add interactive and accessible alternatives to online programs. (Instructors who can speak students' first language, 15:1 student/teacher ratio, tutoring from older peers, and field trips related to content being recovered).
2. Master Schedule to Meet Students' Needs
 - a. Include an Internship prep / Pathway prep class
 - b. Create a modified Bell Schedules for students who are missing credits
 - c. Add more A-G course offerings (other UCOP elective "g" credits)
3. We Need More Counselors
 - a. Increase number of academic counselors to decrease district-wide counselor to student ratio
4. Strengthen Access to Credit Status
 - a. Increase online options for students to access credits; provide resources and equipment to ensure ALL students have access.
 - b. Provide accessible communication for students on how to recover credits
5. Uplift and Reward
 - a. Hands on activities outside of school & rewarding systems
6. Increase Quality & Support Our Teachers
 - a. Increase engaging instructors familiar with credit recovery programs, who are adequately trained, and receive adequate pay; to improve online credit recovery effectiveness.

Updates

All City Council student leaders have already begun doing research on some of the recommendations and established partnerships with key stakeholder

- OUSD Office of Postsecondary Readiness
- Peers Advising Students to Succeed 2
- Oakland High School's Engagement Center





How can you continue to be a CHAMPION of Meaningful Student Engagement?

- ENGAGE your schools with our All City Council Student Union
- Allocate time to ATTEND our student engagement events and meetings
- More FUNDING for student engagement office and stipends for student leaders
- Consider SUPPORTING the All City Council Student Union's proposed policy on Credit Recovery:
 - **Resolution to Increase Graduation Rates and Strengthen Student Access to A-G Completion Through the Implementation of the Student Equity Student Credit Recovery & Prevention Program**
- We worked really hard this year and we hope that as a Board you will consider supporting these recommendations.

Thank you to the 2016-17

All City Council Student Union Representatives



**OAKLAND UNIFIED
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Student Director: Bianca Ramirez

Student Director : Darius Aikens

President: Ty'Jeare Hunter

Vice President: David Contreras

Media Director: Nehemiah Vaughn

Historian: Karla Verde

Health and Wellness Director: Gema Quetzal

LCAP Director: Kathryn Quijada-Polanco

LCAP Director: Zhihao Guo

2016-17 LCAP Student Advisors:

Alex Alvarez, Daniela Reynosa, &
Diamond Greer-Green





Welcome 2017-18 All City Council Student Union Governing Board

Student Director: Bianca Ramirez

Student Director : Gema Quetzal

President: Mariah Rolling

Vice President: Dora Martin Martin

Media Director: Nehemiah Vaughn

Historian: Dave Rivera

Health and Wellness Director: Cameron Thomas

Parliamentarian: Aparicio Lorenzo

Secretary: Diego Piceno

LCAP Student Budget Director: Zhihao Guo

LCAP Student Budget Director: Alex Alvarez

EVERY STUDENT THRIVES!

Thank you for your
attention!



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