District Balanced Scorecard Results

OAKLAND UNIFIED SCHOOL DISTRICT

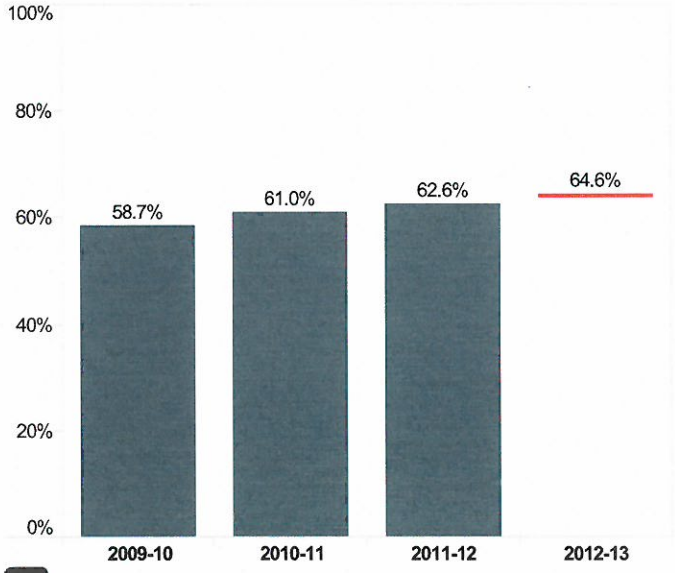
2013-14 DISTRICT BALANCED SCORECARD

GOALS FOR STUDENT ACHIEVEMENT

GOAL ONE: Every 9th Grader graduates High School prepared to succeed in college and career.

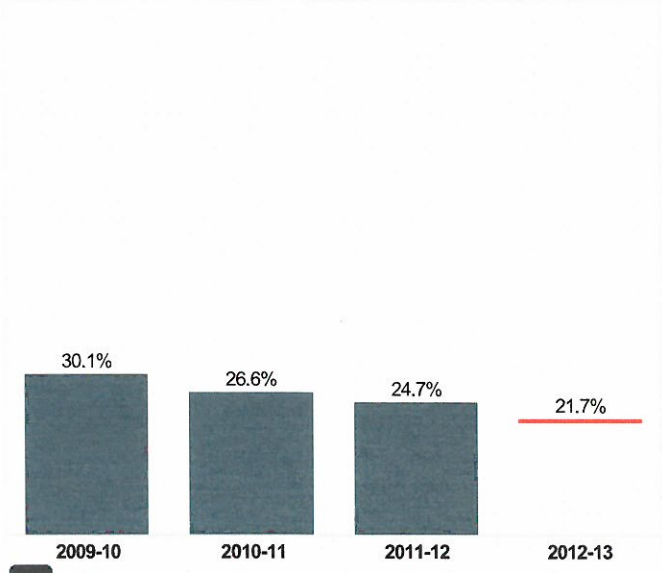
Graduation

Increase the cohort graduation rate according to the following schedule: 2 percentage points by 2012-13, 4 percentage points by 2013-14, 6 percentage points by 2014-15, and 8 percentage points by 2015-16. The four year target is 80%.



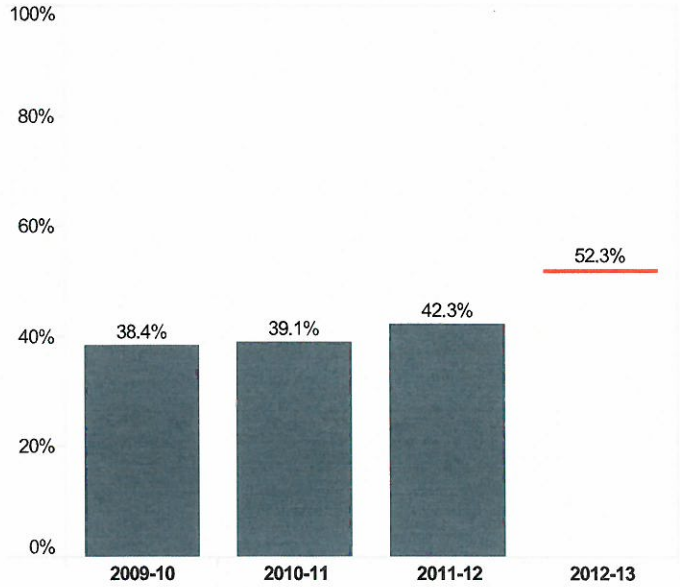
Dropout

Decrease the cohort dropout rate by 3 percentage points annually. An annual decrease of 3 percentage points would result in a dropout rate of approximately 13% in four years.



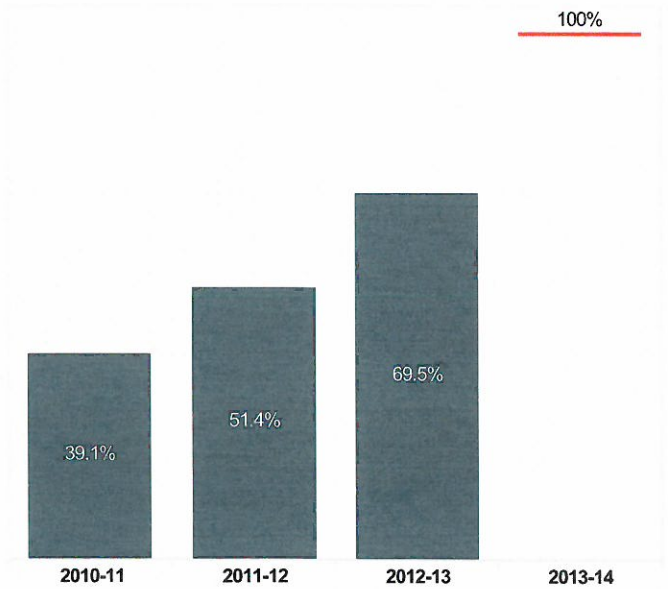
A-G

Increase the percent of all 12th grade graduates meeting A-G requirements with a C or better by 10 percentage points annually.



PSAT

Increase the percent of all 10th graders taking the PSAT to 100% annually (Students with severe disablities are excluded).

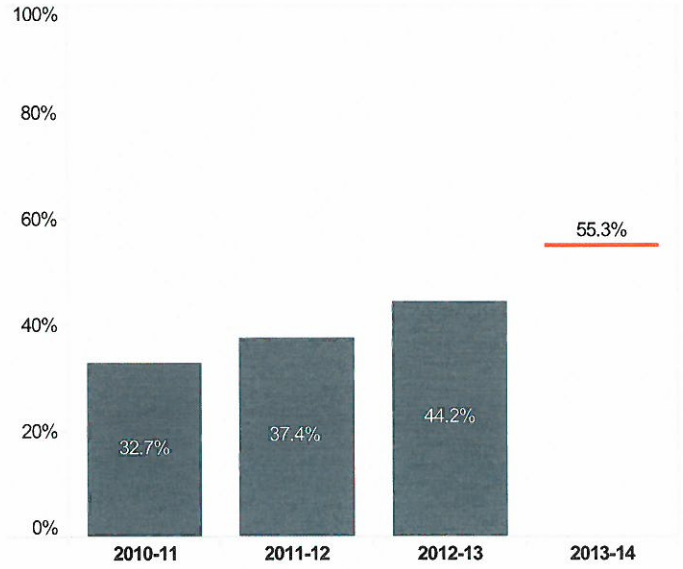


GOALS FOR STUDENT ACHIEVEMENT

GOAL ONE: Every 9th Grader graduates High School prepared to succeed in college and career.

Academies/Pathways Participation

Increase the percent of 10th-12th grade students enrolled in an academy or career pathway by 25%.



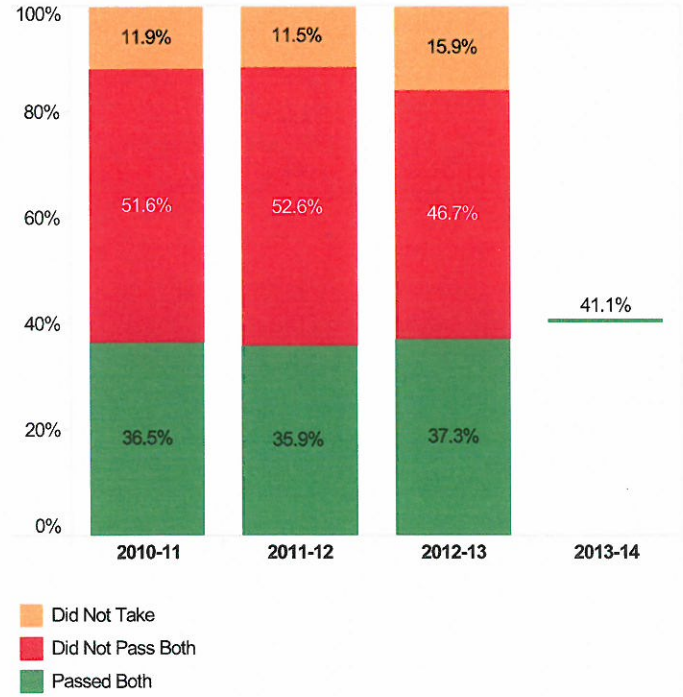
A-G On-Track System

Increase the percent of students on-track for meeting A-G course requirements with a grade of "C" or better at the end of 9th, 10th, and 11th grade years.

The District will launch the use of a technology tool in Fall 2013 to effectively track the progress of students toward completion of the A-G course requirements with a grade of "C" or better, signaling eiigibility for admission to the University of California or California State University system. Baseline data will be available at the time of the Winter 2014 District Balanced Scorecard progress update. Goals and progress targets will be established at that time.

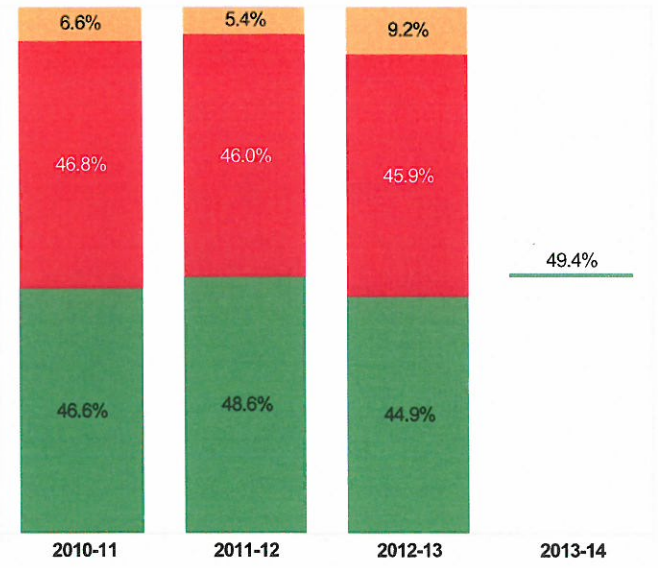
CAHSEE - African American Students

Increase the percent of 10th grade African American students who pass both the CAHSEE Math and ELA by 10%.



CAHSEE - Latino Students

Increase the percent of 10th grade Latino students who pass both the CAHSEE Math and ELA by 10%.

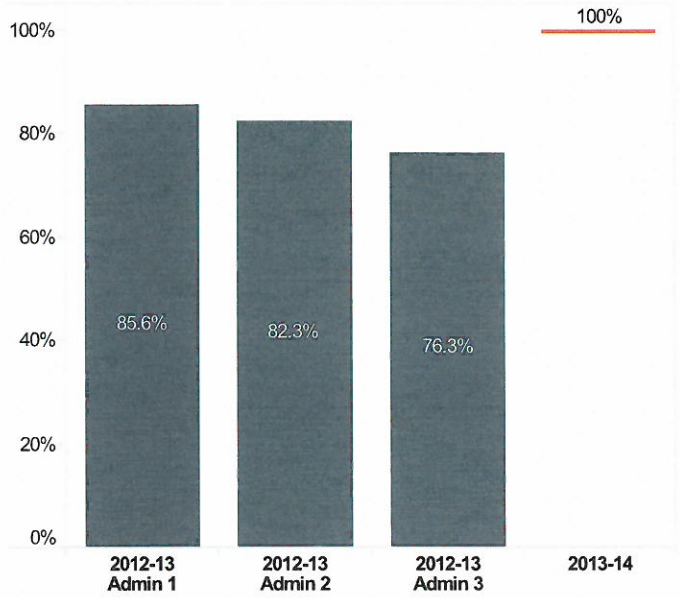


GOALS FOR STUDENT ACHIEVEMENT

GOAL ONE: Every 9th Grader graduates High School prepared to succeed in college and career.

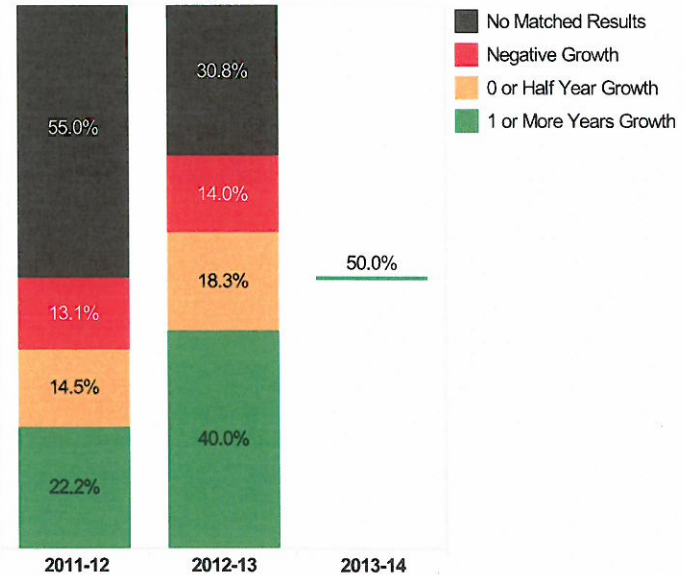
Scholastic Reading Inventory - Participation

Ensure 100% 2nd-12th grade students participate in the Scholastic Reading Inventory.



Scholastic Reading Inventory - Growth

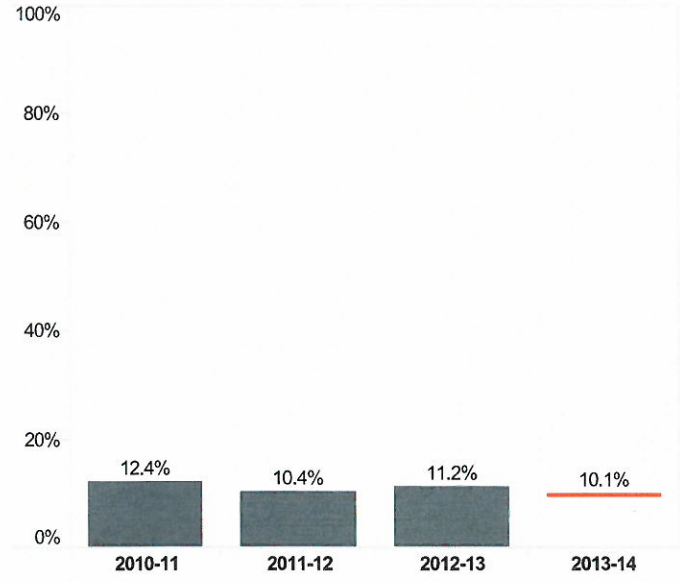
Increase the percent of students making one or more years of Lexile gains between the first and last administrations by 10 percentage points annually, or maintain at 100%.



GOAL TWO: Students attend school everyday.

Chronic Absence

Reduce the chronic absence rate by 10% annually, or maintain it at 5% or less.



Student Retention

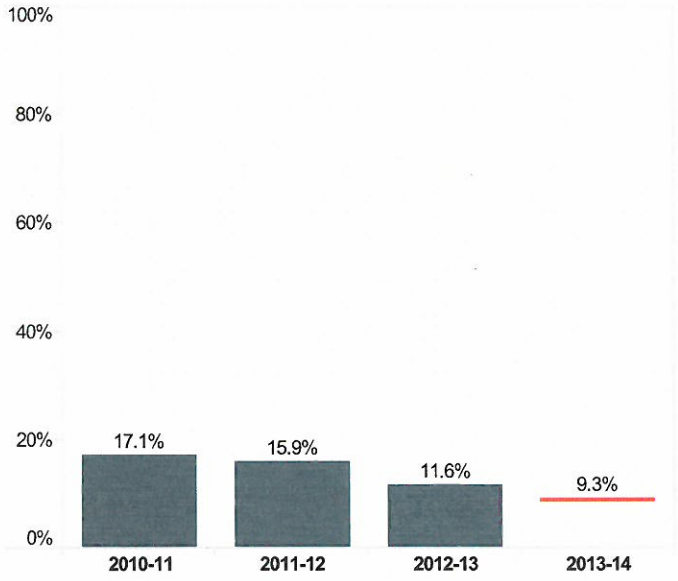
Increase the district 5th to 6th grade retention rate by 5 percentage points.

GOALS FOR STUDENT ACHIEVEMENT

GOAL THREE: Racial disparities in discipline are not evident.

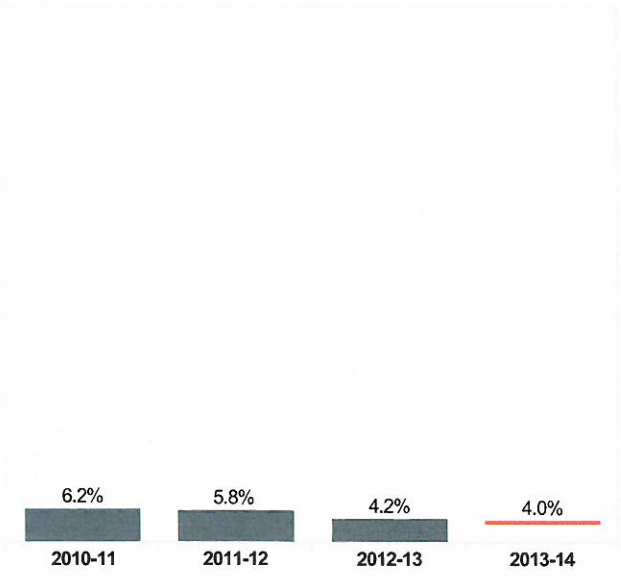
Suspensions - African American Students

Decrease the district off-campus suspension rate of African American students by 20%.



Suspensions - Latino Students

Decrease the district off-campus suspension rate of Latino students by 5%.



Discipline Referrals

Decrease the percent of students receiving one or more discipline referrals.

The District will pilot a newly developed universal Office Referral Form with a sample of schools during the 2013-14 school year. Through this pilot, the District and participating schools will begin to track on-campus discipline referrals. In 2014-15, a universal office referral form will be implemented at all schools, and baseline data for this metric will be gathered. Year-to-date baseline data will be provided in the Winter 2015 District Balanced Scorecard progress update.

GOALS FOR OPERATIONAL EXCELLENCE

GOAL ONE: There is high quality instruction in every classroom.

Teacher Growth and Effectiveness

Increase the percent of teachers demonstrating growth, as indicated by performance evaluation findings.

2013-14 work plan (with consideration to recent funding allocation):

- Provide professional learning and coaching to site leaders to implement the current performance evaluation tool.
- Monitor and analyze teacher evaluation data.
- Establish an Educator Effectiveness Steering Committee to oversee development of ongoing work related to teacher and principal effectiveness frameworks, evaluation systems, and data management.
- Complete three teacher evaluation pilots through the Performance Evaluation MOU, in collaboration with OEA.
- Establish a Joint Study Committee to analyze pilot findings and make recommendations for a teacher evaluation system.
- Continue work on and refine the Oakland Effective Teaching Framework.

GOALS FOR OPERATIONAL EXCELLENCE

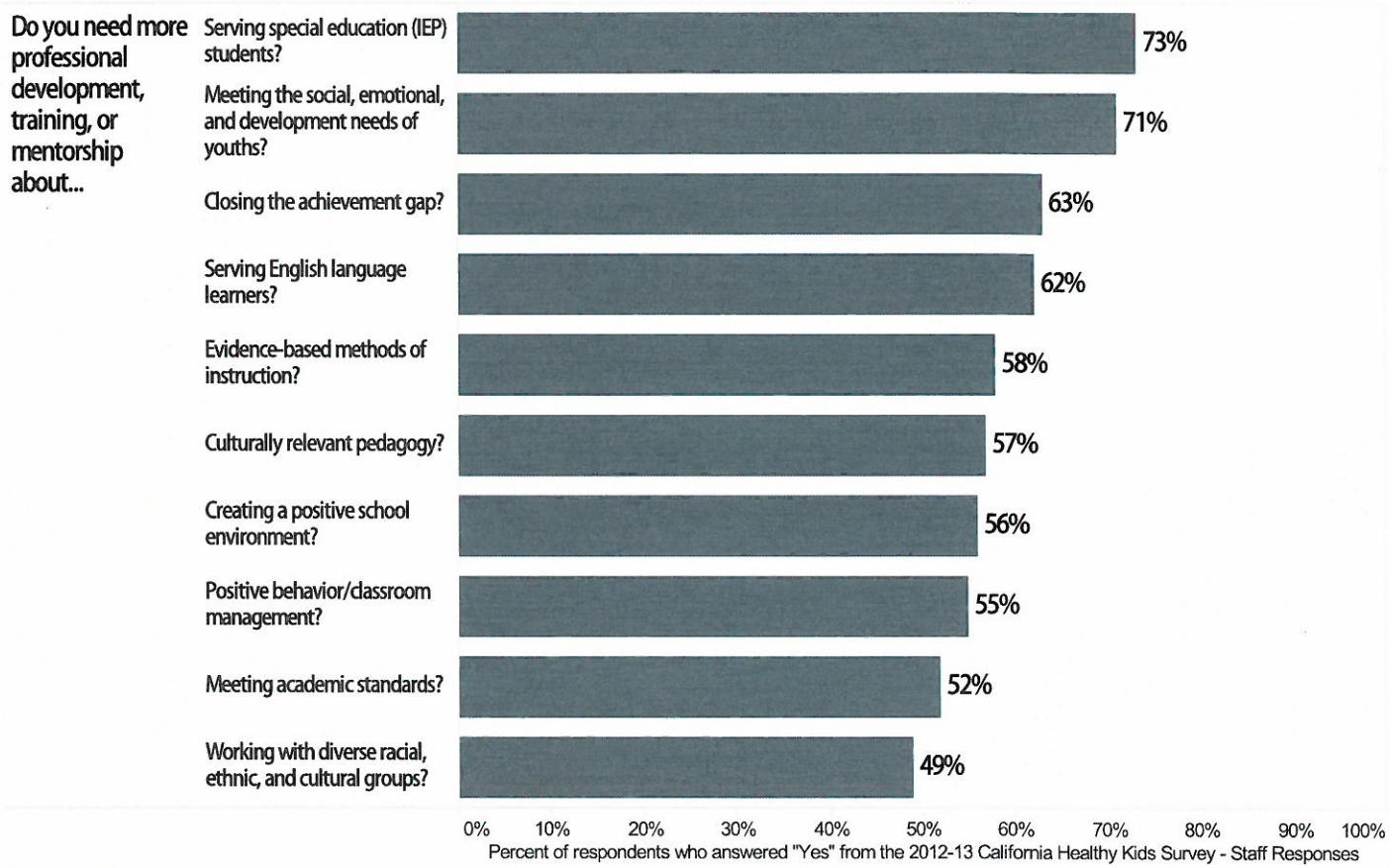
GOAL ONE: There is high quality instruction in every classroom.

Teacher Engagement and Professional Learning

Increase the percent of teachers indicating satisfaction with school and distict based professional development.

2013-14 work plan (with consideration to recent funding allocation):

- Analyze existing data to define baseline professional development needs.
- Implement a plan to gather additinoal data on professional development participation and satisfaction.
- Develop a proposal for a comprehensive human capital data management system.



Teacher Retention

Increase the percent of new teachers retained by the district after their 5th year of service.

2013-14 work plan (with consideration to recent funding allocation):

- Analyze existing data to define baseline retention rates.
- Establish an Employee Retention, Development, and Well-Being team.
- Implement a plan to increase retention of teachers in their first and second years.
- Develop a proposal for a comprehensive human capital data management system.
- Implement a teacher recruitment strategy through the Talent Acquisition team.

GOALS FOR OPERATIONAL EXCELLENCE

GOAL TWO: Every school is a high-quality full-service community school.

Development of High-Quality Schools

Support schools to improve their School Quality Review ratings in each indicator by the following targets:

- Schools receiving ratings of Undeveloped or Beginning must improve by at least 2 rating levels
- Schools receiving ratings of Developing must improve to Sustaining or Refining, and
- Schools receiving ratings of Sustaining or Refining must maintain their ratings.

- 4.0 – 5.0
- 3.4 – 3.9
- 2.1 – 3.3
- 1.6 - 2.0
- 0.0 – 1.5

5 = Refining
4 = Sustaining
3 = Developing
2 = Beginning
1 = Undeveloped

School Type	Quality Learning	Safe and Supportive	Continuous Improvement	Student and Family Engagement	Effective Leadership
Elementary	4	4.8	4	4	4.6
	4.1	4.5	4.3	4.5	4
	4.1	3.5	4.3	3.8	3.8
	3.4	4.5	4.3	3.5	3.7
	3.2	4.3	4	3.5	4.2
	2.9	3.5	3.7	4	4.2
	3	4	4	3.3	3.8
	3.4	3.5	4.7	2.3	3.8
	2.9	3.3	2.3	4	3.2
	2.6	3.3	2	3.8	3.5
	2.7	3	3.7	2.8	3.3
	3.4	3	3.3	1.5	3.3
	2.6	3.3	3	2	2.8
	2.1	3	3	2.3	3.2
	2.6	2.8	2.7	2	2.4
	2.4	2.3	1.7	3	2.3
	1.6	2.5	2.3	2	2
	2.1	1.8	3	1.3	2
	1.9	2.3	2	1.8	1.8
	1.9	2	1.7	1.8	1.7
Middle	3.1	4.5	3	4	4
	3	4	3.7	3.8	4
	2.6	3.8	2.7	3.8	3.2
	2.7	3.3	3.3	3	3
	2.9	3.3	3	2	2.7
	2.6	3.3	2.3	2.3	2.8
	2.9	3.3	2.7	1.8	2.7
	2.3	2.3	3.7	1.3	2.8
	2.3	2.5	3.3	1.8	2.3
	2	2.3	1.7	2	1.8
	1.7	2	2.3	1.3	1.6
High	3.3	4	4	4.8	4
	3.3	3.5	2.7	3.3	3.2
	3	3.5	2.7	3.5	3.3
	2.3	3.5	1.3	1.7	2.8
	1.7	2.5	1.7	1.8	1.5

GOALS FOR OPERATIONAL EXCELLENCE

GOAL TWO: Every school is a high-quality fulll-service community school.

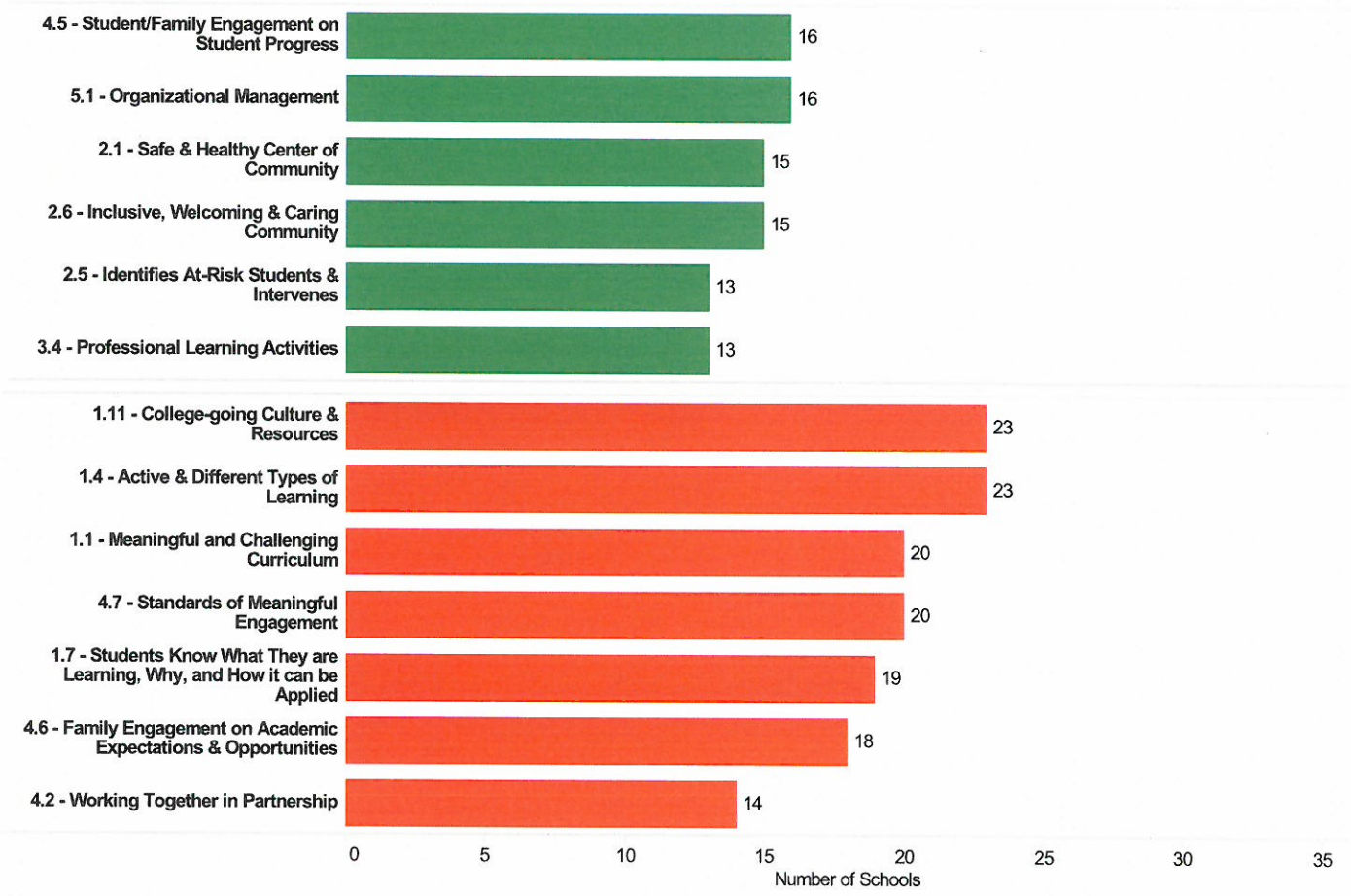
Development of High-Quality Schools

Support schools so that 75% of schools reviewed in 2010-11 improve by two rating levels or reach or maintain ratings of Sustaining/Refining in each quality indicator.

Number of schools included = 36.

High Development = Ratings of Sustaining (4) or Refining (5)

Low Development = Ratings of Undeveloped (1) or Beginning (2)

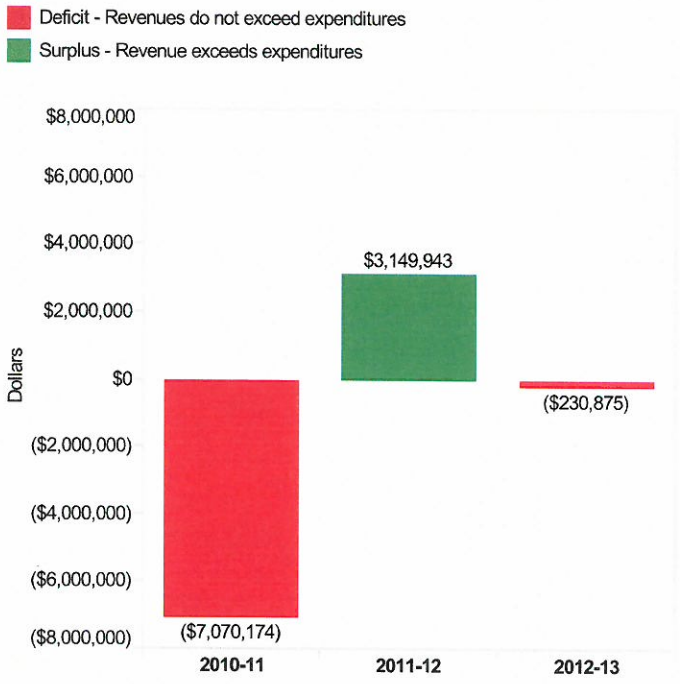


GOALS FOR OPERATIONAL EXCELLENCE

GOAL THREE: OUSD is solvent and its financial resources are maximized to improving teaching and learning.

Revenues and Expenses

Guarantee revenues are equal to or exceed expenses.



Resource Allocation Part I

Allocate funding to practices and programs aligned to district priorities.

2013-14 work plan:

- Develop a central and site-level investment tracking system that shows expenditure alignment to district priorities (e.g. Office of Civil Rights Voluntary Resolution Plan/Transforming School Culture, Special Education, English Language Learners, Common Core State Standards, and High Schools).

Resource Allocation Part II

Allocate funding equitably based on students' different needs.

2013-14 work plan:

- Convene a Special Committee on School-based Management and Budgeting.
- Develop a new funding model to ensure equitable distribution of funds.
- Implement the newly developed funding model in the 2014-15 budget process.

District Balanced Scorecard LCAP Community Engagement Feedback

REVISED PROPOSAL FOR DISTRICT BALANCED SCORECARD BASED ON LCAP ENGAGEMENTS FEEDBACK

Following is a brief summary of the process and thinking that went into this refinement of the proposed District Balanced Scorecard compared to Board reading, pre-LCAP engagements:

Part A - Student-Centered Priorities

1) We did not receive any additional clear priority student-centered indicators to be included in Part A.

2) We did, however, receive many, many voices for programs and services that for indicators like Safety, Class Size Reduction, Mental Health and Trauma Counseling for Students, Teacher Quality & Retention that fall under Part C: Conditions for Learning. This feedback is posted with all other feedback from the Town Hall breakouts on the Balanced Scorecard, and can be used by the Board in development of Part C.

3) (If it comes up) We will monitor progress of Students with Disabilities across all Balanced Scorecard indicators in Part B, in response to parent and staff feedback that the focus needs to be on student outcomes for this group of students.

4) We changed the name of Parent Involvement to **Parent/Family Engagement**, based on feedback. We moved this indicator to Part A of the District Balanced Scorecard, and created two measures: 1) Participation rates on the California School Parent Survey; 2) Percentage of schools providing at least 3 workshops or events for parents related to student learning and academics.

Part B – Targeted Groups of Students

1. Feedback supported adding some targeted student groups that are outside the sphere of success. Groups of students identified in Part B fall into different categories:

    a. Groups that are a priority focus such as in our Strategic Plan: African American Male, African American, Latino, English Learners, and Students with Disabilities.

    b. LCAP-required additional groups: Foster Youth and Low-Income Students (added to District Balanced Scorecard based on feedback)

    c. Some small groups, including some invisible groups who are outside the sphere of success. They were suggested in feedback because they have

outcomes that are similar to African American and Latino students but are so small that we never pay attention to them.

i. Pacific Islanders
ii. Native American (not raised in feedback, but similar outcomes)
iii. Smaller Asian subgroups: Vietnamese, Cambodian, Lao
iv. Low Income Students
v. Foster Youth (already on earlier proposed Scorecard)

Many other suggested groups of students who may be outside the sphere of success cannot be identified, or there are no data available (LGBTQ students, teen parents, students with incarcerated parents, etc.)

Our goal, as in Part B, is to have a **relatively small set of targeted student groups** whose progress we are focusing on and monitoring across all student outcome measures in Part A.

Part C – Conditions for Learning

1. Highest frequency feedback on conditions for learning were:

    a. Safety
    b. Class Size
    c. Teachers – PD, collaboration and planning time; retention; effectiveness/growth
    d. Facilities aligned to program (e.g., Science labs for STEM) or beautiful and welcoming buildings and grounds
    e. Access to enrichment – music, arts, language, PE, robotics, creative writing, ethnic studies, electives, gardening, extracurricular and co-curricular activities.
    f. Counseling, mental health support, trauma informed services, health and nutrition services (can also be referred to programs and services section)

Data Summaries Outlining Reading Levels, A-G Completion, Graduation Rates, Enrollment, Participation in Linked Learning, and Rates of Attendance, Suspension, and Dropout / Push Out For Each Target Student Group

STUDENT DATA HANDOUT
African American Students

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ALL OUSD | AFRICAN AMERICAN STUDENTS

DISTRICT ENROLLMENT
2013-14

37,040

TOTAL NUMBER OF GRADE K-12 STUDENTS

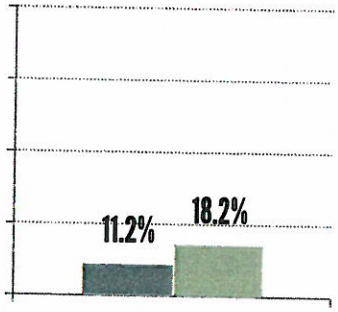
AFRICAN AMERICAN
2013-14

30.6%

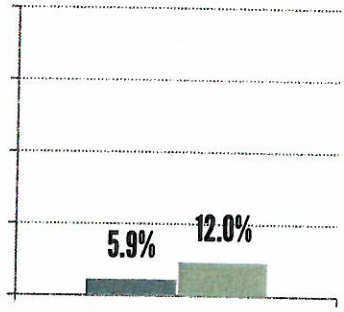
PERCENT OF GRADE K-12 STUDENTS WHO ARE AFRICAN AMERICAN

11,338 TOTAL

CHRONIC ABSENCE
2012-13



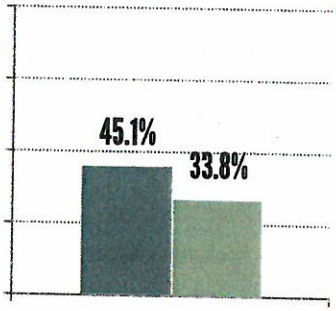
SUSPENSION
2012-13



READING AT GRADE LEVEL
2012-13

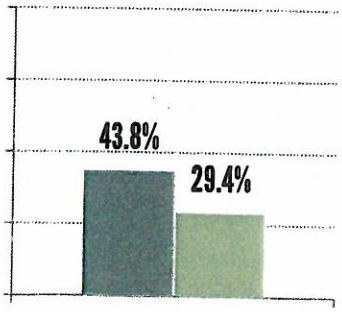
	DISTRICT	AFRICAN AMERICAN
GRADE 1	66.8%	57.5%
GRADE 3	47.8%	40.7%
GRADE 6	51.9%	46.8%
GRADE 9	54.0%	51.4%

LINKED LEARNING
2012-13

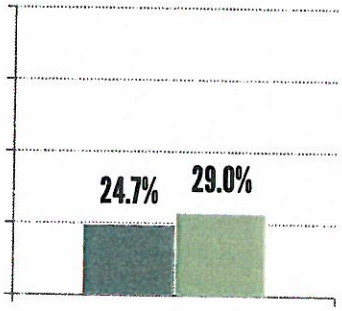


GRADE 10-12 STUDENTS IN A COLLEGE/CAREER PATHWAY

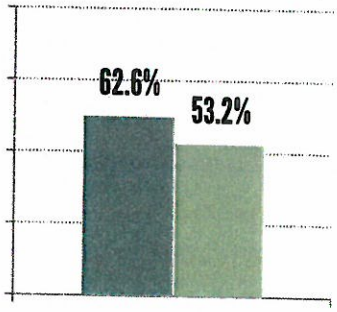
A-G COMPLETION
2011-12



COHORT DROPOUT
2011-12



COHORT GRADUATION
2011-12



SEE NOTES ON THE BACK. DOCUMENT LAST UPDATED ON FEBRUARY 27, 2014.

Produced by the department of
Quality, Accountability & Analytics

STUDENT DATA HANDOUT NOTES

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Enrollment is based on October 2,2013 data and includes Transitional Kindergarten, the first year of a two-year K program specifically designed for children who turn five in the fall of their kindergarten year.

Chronic Absence means missing 10% or more of school days, for any reason. Research shows that 10% is a "tipping point" that has an impact on student learning and achievement.

Linked Learning career academies allow high school students to complete industry-themed courses and to experience work-based learning in fields such as engineering, green energy, health and bioscience, law, architecture, and more.

Suspension Rate is the percentage of students who received one or more out-of-school suspension during the school year.

Reading at Grade Level: Grade 1 is based on % of students meeting benchmark of 40 words per minute in Oral Reading Fluency by end of Grade 1, based on the Dynamic Indicators of Basic Literacy Skills (DIBELS) test. Note that this DIBELS indicator only measures fluency, and students may meet this benchmark without necessarily comprehending what they are reading. Over the 2014-15 school year, we will be transitioning from DIBELS to a comprehensive reading assessment based on the Fountas and Pinnell (F&P) Text Level Gradient™ that will better align to the Common Core State Standards' expectation to provide students with a grade-by-grade staircase of increasing text complexity and steady growth in reading comprehension.

Reading at Grade Level: Grades 3, 6, 9 are based on a Lexile score that indicates whether a student is reading within a Lexile range that is at or above grade level for text complexity and reading comprehension, as measured by the Scholastic Reading Inventory (SRI) test. Reading at grade level by Grade 3 is an indicator that students have learned basic decoding skills and can read with comprehension at grade-level text complexity and vocabulary. Reading at grade level in Grades 6 and 9 are indicators that students are on-track at the beginning of middle school or high school and are able to read and understand the increasingly complex academic texts across content areas and disciplines, from English literature to Science, Math, Social Studies, and the Arts.

A-G Completion means that a high school graduate has completed a set of 15 college-preparatory courses in seven subject areas with a grade of "C" or better. This is a requirement for eligibility for admission to the University of California or California State University system. Each subject area is identified with a letter, from A to G:

A. History/Social Science: 2 years
B. English: 4 years
C. Math: 3 years (Algebra 1 and higher)
D. Lab Science: 2 years
E. World Language: 2 years
F. Visual and Performing Arts: 1 year
G. College-Prep Electives: 1 year

Cohort Graduation Rate includes students who graduated within four years of their 9th grade year.

Cohort Dropout Rate is based on students who dropped out of high school within four years of their 9th grade year.

SEE NOTES ON THE BACK. DOCUMENT LAST UPDATED ON FEBRUARY 27, 2014.

Produced by the department of
Quality, Accountability & Analytics

STUDENT DATA HANDOUT
Latino Students

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ALL OUSD | LATINO STUDENTS

DISTRICT ENROLLMENT
2013-14

37,040

TOTAL NUMBER OF GRADE K-12 STUDENTS

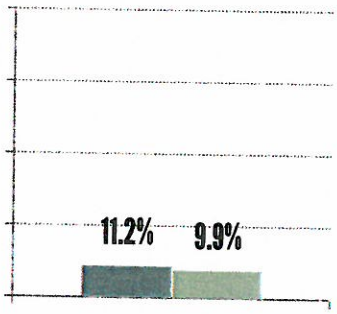
LATINO STUDENTS
2013-14

38.1%

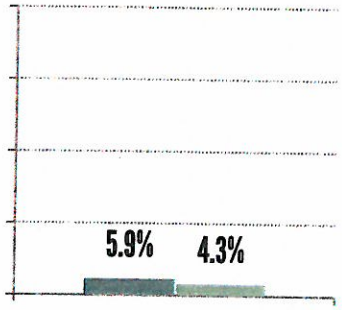
PERCENT OF GRADE K-12 STUDENTS WHO ARE LATINO

14,115 TOTAL

CHRONIC ABSENCE
2012-13



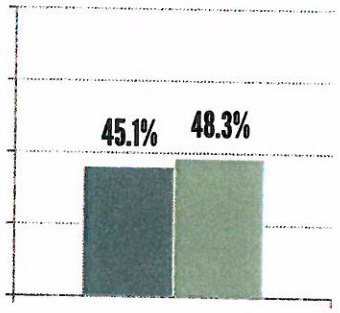
SUSPENSION
2012-13



READING AT GRADE LEVEL
2012-13

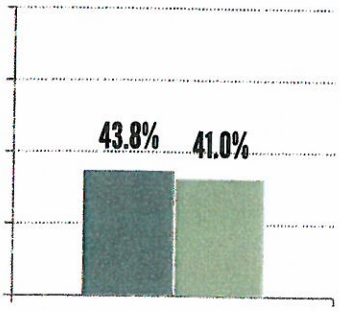
	DISTRICT	LATINO
GRADE 1	66.8%	60.4%
GRADE 3	47.8%	31.7%
GRADE 6	51.9%	41.3%
GRADE 9	54.0%	39.4%

LINKED LEARNING
2012-13

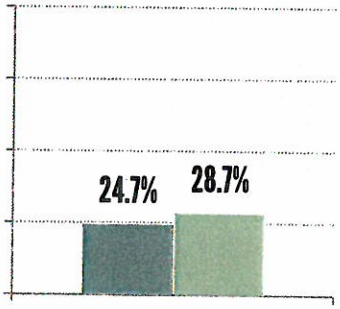


GRADE 10-12 STUDENTS IN A COLLEGE/CAREER PATHWAY

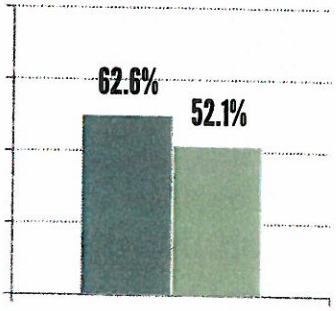
A-G COMPLETION
2011-12



COHORT DROPOUT
2011-12



COHORT GRADUATION
2011-12



SEE NOTES ON THE BACK. DOCUMENT LAST UPDATED ON FEBRUARY 27, 2014.

Produced by the department of
Quality, Accountability & Analytics

STUDENT DATA HANDOUT NOTES

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Enrollment is based on October 2,2013 data and includes Transitional Kindergarten, the first year of a two-year K program specifically designed for children who turn five in the fall of their kindergarten year.

Chronic Absence means missing 10% or more of school days, for any reason. Research shows that 10% is a "tipping point" that has an impact on student learning and achievement.

Linked Learning career academies allow high school students to complete industry-themed courses and to experience work-based learning in fields such as engineering, green energy, health and bioscience, law, architecture, and more.

Suspension Rate is the percentage of students who received one or more out-of-school suspension during the school year.

Reading at Grade Level: Grade 1 is based on % of students meeting benchmark of 40 words per minute in Oral Reading Fluency by end of Grade 1, based on the Dynamic Indicators of Basic Literacy Skills (DIBELS) test. Note that this DIBELS indicator only measures fluency, and students may meet this benchmark without necessarily comprehending what they are reading. Over the 2014-15 school year, we will be transitioning from DIBELS to a comprehensive reading assessment based on the Fountas and Pinnell (F&P) Text Level Gradient™ that will better align to the Common Core State Standards' expectation to provide students with a grade-by-grade staircase of increasing text complexity and steady growth in reading comprehension.

Reading at Grade Level: Grades 3, 6, 9 are based on a Lexile score that indicates whether a student is reading within a Lexile range that is at or above grade level for text complexity and reading comprehension, as measured by the Scholastic Reading Inventory (SRI) test. Reading at grade level by Grade 3 is an indicator that students have learned basic decoding skills and can read with comprehension at grade-level text complexity and vocabulary. Reading at grade level in Grades 6 and 9 are indicators that students are on-track at the beginning of middle school or high school and are able to read and understand the increasingly complex academic texts across content areas and disciplines, from English literature to Science, Math, Social Studies, and the Arts.

A-G Completion means that a high school graduate has completed a set of 15 college-preparatory courses in seven subject areas with a grade of "C" or better. This is a requirement for eligibility for admission to the University of California or California State University system. Each subject area is identified with a letter, from A to G:

A. History/Social Science: 2 years
B. English: 4 years
C. Math: 3 years (Algebra 1 and higher)
D. Lab Science: 2 years
E. World Language: 2 years
F. Visual and Performing Arts: 1 year
G. College-Prep Electives: 1 year

Cohort Graduation Rate includes students who graduated within four years of their 9th grade year.

Cohort Dropout Rate is based on students who dropped out of high school within four years of their 9th grade year.

SEE NOTES ON THE BACK. DOCUMENT LAST UPDATED ON FEBRUARY 27, 2014.

Produced by the department of
Quality, Accountability & Analytics

STUDENT DATA HANDOUT
English Language Learners (ELLs)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ALL OUSD | ENGLISH LANGUAGE LEARNERS

DISTRICT ENROLLMENT
2013-14

37,040

TOTAL NUMBER OF GRADE K-12 STUDENTS

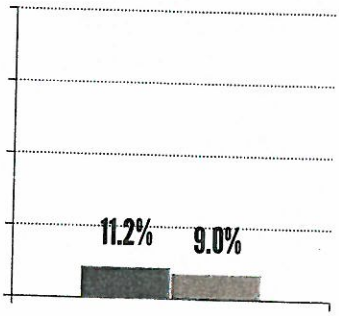
ENGLISH LEARNERS
2013-14

30.0%

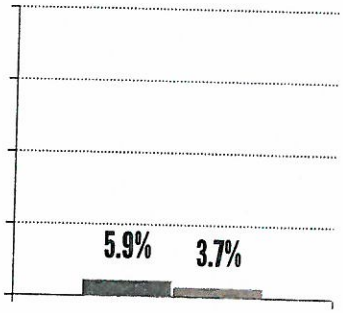
PERCENT OF GRADE K-12 STUDENTS WHO ARE ENGLISH LEARNERS

11,118 TOTAL

CHRONIC ABSENCE
2012-13



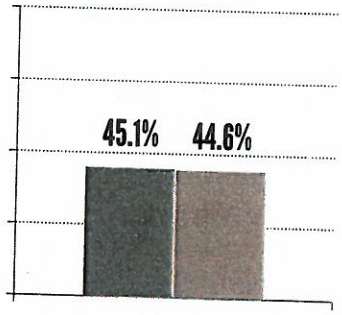
SUSPENSION
2012-13



READING AT GRADE LEVEL
2012-13

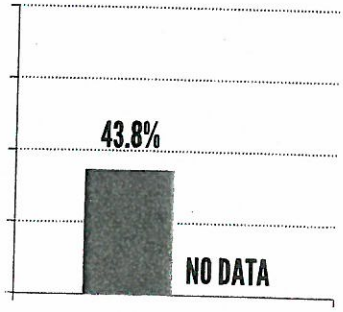
	DISTRICT	ELLs
• GRADE 1	66.8%	65.6%
• GRADE 3	47.8%	17.7%
• GRADE 6	51.9%	14.5%
• GRADE 9	54.0%	7.5%

LINKED LEARNING
2012-13

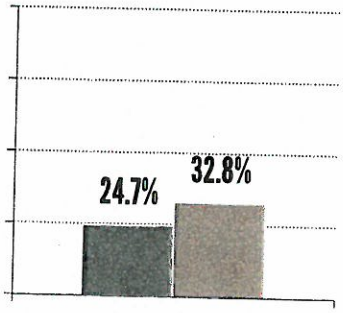


GRADE 10-12 STUDENTS IN A COLLEGE/CAREER PATHWAY

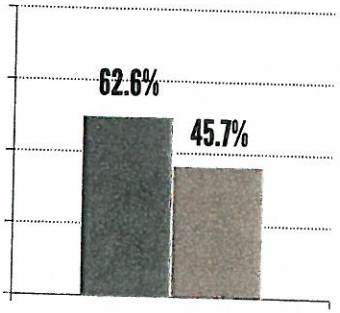
A-G COMPLETION
2011-12



COHORT DROPOUT
2011-12



COHORT GRADUATION
2011-12



SEE **NOTES** ON THE BACK. DOCUMENT LAST UPDATED **ON FEBRUARY 27, 2014.**

Produced by the department of
Quality, Accountability & Analytics

STUDENT DATA HANDOUT NOTES

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Enrollment is based on October 2,2013 data and includes Transitional Kindergarten, the first year of a two-year K program specifically designed for children who turn five in the fall of their kindergarten year.

Chronic Absence means missing 10% or more of school days, for any reason. Research shows that 10% is a "tipping point" that has an impact on student learning and achievement.

Linked Learning career academies allow high school students to complete industry-themed courses and to experience work-based learning in fields such as engineering, green energy, health and bioscience, law, architecture, and more.

Suspension Rate is the percentage of students who received one or more out-of-school suspension during the school year.

Reading at Grade Level: Grade 1 is based on % of students meeting benchmark of 40 words per minute in Oral Reading Fluency by end of Grade 1, based on the Dynamic Indicators of Basic Literacy Skills (DIBELS) test. Note that this DIBELS indicator only measures fluency, and students may meet this benchmark without necessarily comprehending what they are reading. Over the 2014-15 school year, we will be transitioning from DIBELS to a comprehensive reading assessment based on the Fountas and Pinnell (F&P) Text Level Gradient™ that will better align to the Common Core State Standards' expectation to provide students with a grade-by-grade staircase of increasing text complexity and steady growth in reading comprehension.

Reading at Grade Level: Grades 3, 6, 9 are based on a Lexile score that indicates whether a student is reading within a Lexile range that is at or above grade level for text complexity and reading comprehension, as measured by the Scholastic Reading Inventory (SRI) test. Reading at grade level by Grade 3 is an indicator that students have learned basic decoding skills and can read with comprehension at grade-level text complexity and vocabulary. Reading at grade level in Grades 6 and 9 are indicators that students are on-track at the beginning of middle school or high school and are able to read and understand the increasingly complex academic texts across content areas and disciplines, from English literature to Science, Math, Social Studies, and the Arts.

A-G Completion means that a high school graduate has completed a set of 15 college-preparatory courses in seven subject areas with a grade of "C" or better. This is a requirement for eligibility for admission to the University of California or California State University system. Each subject area is identified with a letter, from A to G:

A. History/Social Science: 2 years
B. English: 4 years
C. Math: 3 years (Algebra 1 and higher)
D. Lab Science: 2 years
E. World Language: 2 years
F. Visual and Performing Arts: 1 year
G. College-Prep Electives: 1 year

Cohort Graduation Rate includes students who graduated within four years of their 9th grade year.

Cohort Dropout Rate is based on students who dropped out of high school within four years of their 9th grade year.

SEE NOTES ON THE BACK. DOCUMENT LAST UPDATED ON FEBRUARY 27, 2014.

Produced by the department of
Quality, Accountability & Analytics

STUDENT DATA HANDOUT
Foster Youth

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ALL OUSD FOSTER YOUTH

DISTRICT ENROLLMENT
2013-14

37,040

TOTAL NUMBER OF GRADE K-12 STUDENTS

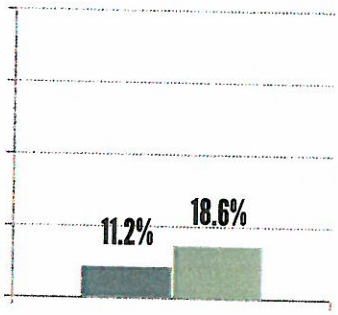
FOSTER YOUTH
2013-14

0.7%

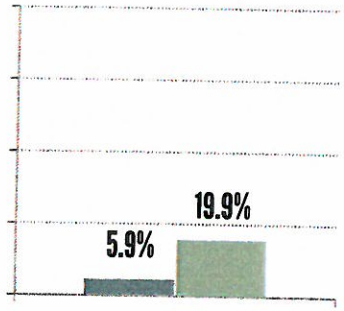
PERCENT OF GRADE K-12 STUDENTS WHO ARE FOSTER YOUTH

247 TOTAL

CHRONIC ABSENCE
2012-13



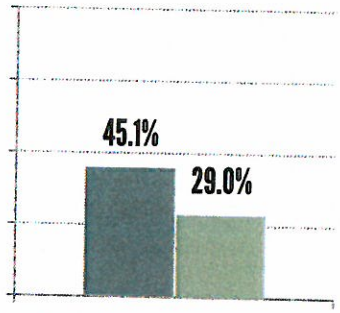
SUSPENSION
2012-13



READING AT GRADE LEVEL
2012-13

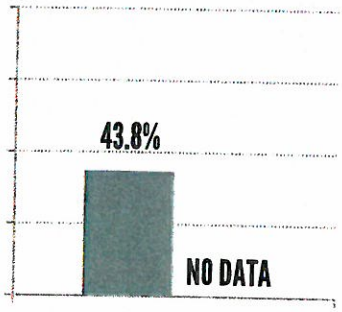
	DISTRICT	FOSTER YOUTH
GRADE 1	66.8%	40.0%
GRADE 3	47.8%	18.8%
GRADE 6	51.9%	26.7%
GRADE 9	54.0%	12.5%

LINKED LEARNING
2012-13

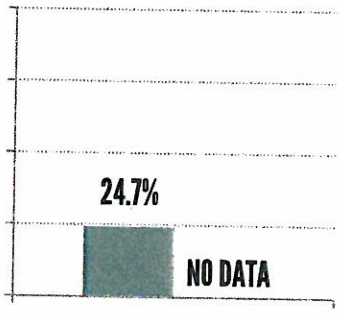


GRADE 10-12 STUDENTS IN A COLLEGE/CAREER PATHWAY

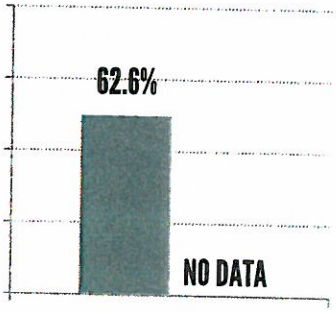
A-G COMPLETION
2011-12



COHORT DROPOUT
2011-12



COHORT GRADUATION
2011-12



SEE NOTES ON THE BACK. DOCUMENT LAST UPDATED ON FEBRUARY 27, 2014.

Produced by the department of
Quality, Accountability & Analytics

STUDENT DATA HANDOUT NOTES

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Enrollment is based on October 2,2013 data and includes Transitional Kindergarten, the first year of a two-year K program specifically designed for children who turn five in the fall of their kindergarten year.

Chronic Absence means missing 10% or more of school days, for any reason. Research shows that 10% is a "tipping point" that has an impact on student learning and achievement.

Linked Learning career academies allow high school students to complete industry-themed courses and to experience work-based learning in fields such as engineering, green energy, health and bioscience, law, architecture, and more.

Suspension Rate is the percentage of students who received one or more out-of-school suspension during the school year.

Reading at Grade Level: Grade 1 is based on % of students meeting benchmark of 40 words per minute in Oral Reading Fluency by end of Grade 1, based on the Dynamic Indicators of Basic Literacy Skills (DIBELS) test. Note that this DIBELS indicator only measures fluency, and students may meet this benchmark without necessarily comprehending what they are reading. Over the 2014-15 school year, we will be transitioning from DIBELS to a comprehensive reading assessment based on the Fountas and Pinnell (F&P) Text Level Gradient™ that will better align to the Common Core State Standards' expectation to provide students with a grade-by-grade staircase of increasing text complexity and steady growth in reading comprehension.

Reading at Grade Level: Grades 3, 6, 9 are based on a Lexile score that indicates whether a student is reading within a Lexile range that is at or above grade level for text complexity and reading comprehension, as measured by the Scholastic Reading Inventory (SRI) test. Reading at grade level by Grade 3 is an indicator that students have learned basic decoding skills and can read with comprehension at grade-level text complexity and vocabulary. Reading at grade level in Grades 6 and 9 are indicators that students are on-track at the beginning of middle school or high school and are able to read and understand the increasingly complex academic texts across content areas and disciplines, from English literature to Science, Math, Social Studies, and the Arts.

A-G Completion means that a high school graduate has completed a set of 15 college-preparatory courses in seven subject areas with a grade of "C" or better. This is a requirement for eligibility for admission to the University of California or California State University system. Each subject area is identified with a letter, from A to G:

A. History/Social Science: 2 years
B. English: 4 years
C. Math: 3 years (Algebra 1 and higher)
D. Lab Science: 2 years
E. World Language: 2 years
F. Visual and Performing Arts: 1 year
G. College-Prep Electives: 1 year

Cohort Graduation Rate includes students who graduated within four years of their 9th grade year.

Cohort Dropout Rate is based on students who dropped out of high school within four years of their 9th grade year.

SEE NOTES ON THE BACK. DOCUMENT LAST UPDATED ON FEBRUARY 27, 2014.

Produced by the department of
Quality, Accountability & Analytics

STUDENT DATA HANDOUT
Students with Disabilities

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ALL OUSD | STUDENTS WITH DISABILITIES

DISTRICT ENROLLMENT
2013-14

37,040

TOTAL NUMBER OF GRADE K-12 STUDENTS

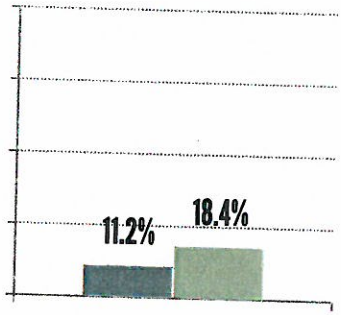
STUDENTS W/DISABILITIES
2013-14

10.3%

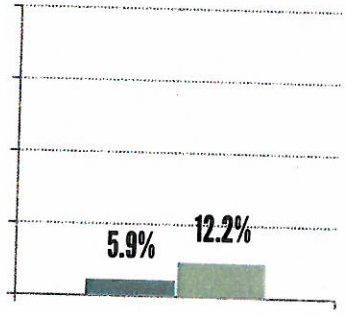
PERCENT OF GRADE K-12 STUDENTS WHO ARE STUDENTS WITH DISABILITIES

3,832 TOTAL

CHRONIC ABSENCE
2012-13



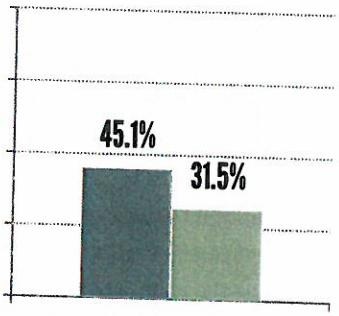
SUSPENSION
2012-13



READING AT GRADE LEVEL
2012-13

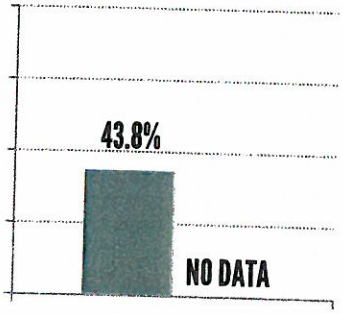
	DISTRICT	STUDENTS W/ DISABILITIES
GRADE 1	66.8%	39.4%
GRADE 3	47.8%	21.2%
GRADE 6	51.9%	23.4%
GRADE 9	54.0%	26.1%

LINKED LEARNING
2012-13

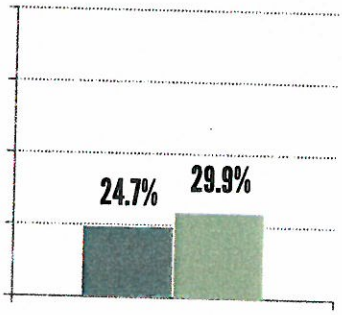


GRADE 10-12 STUDENTS IN A COLLEGE/CAREER PATHWAY

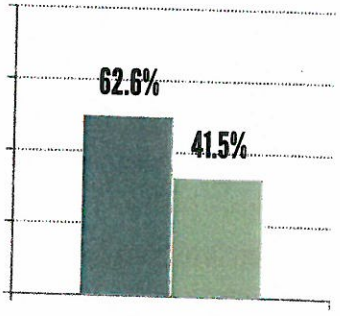
A-G COMPLETION
2011-12



COHORT DROPOUT
2011-12



COHORT GRADUATION
2011-12



SEE NOTES ON THE BACK. DOCUMENT LAST UPDATED ON FEBRUARY 27, 2014.

Produced by the department of
Quality, Accountability & Analytics

STUDENT DATA HANDOUT NOTES

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Enrollment is based on October 2,2013 data and includes Transitional Kindergarten, the first year of a two-year K program specifically designed for children who turn five in the fall of their kindergarten year.

Chronic Absence means missing 10% or more of school days, for any reason. Research shows that 10% is a "tipping point" that has an impact on student learning and achievement.

Linked Learning career academies allow high school students to complete industry-themed courses and to experience work-based learning in fields such as engineering, green energy, health and bioscience, law, architecture, and more.

Suspension Rate is the percentage of students who received one or more out-of-school suspension during the school year.

Reading at Grade Level: Grade 1 is based on % of students meeting benchmark of 40 words per minute in Oral Reading Fluency by end of Grade 1, based on the Dynamic Indicators of Basic Literacy Skills (DIBELS) test. Note that this DIBELS indicator only measures fluency, and students may meet this benchmark without necessarily comprehending what they are reading. Over the 2014-15 school year, we will be transitioning from DIBELS to a comprehensive reading assessment based on the Fountas and Pinnell (F&P) Text Level Gradient™ that will better align to the Common Core State Standards' expectation to provide students with a grade-by-grade staircase of increasing text complexity and steady growth in reading comprehension.

Reading at Grade Level: Grades 3, 6, 9 are based on a Lexile score that indicates whether a student is reading within a Lexile range that is at or above grade level for text complexity and reading comprehension, as measured by the Scholastic Reading Inventory (SRI) test. Reading at grade level by Grade 3 is an indicator that students have learned basic decoding skills and can read with comprehension at grade-level text complexity and vocabulary. Reading at grade level in Grades 6 and 9 are indicators that students are on-track at the beginning of middle school or high school and are able to read and understand the increasingly complex academic texts across content areas and disciplines, from English literature to Science, Math, Social Studies, and the Arts.

A-G Completion means that a high school graduate has completed a set of 15 college-preparatory courses in seven subject areas with a grade of "C" or better. This is a requirement for eligibility for admission to the University of California or California State University system. Each subject area is identified with a letter, from A to G:

A. History/Social Science: 2 years
B. English: 4 years
C. Math: 3 years (Algebra 1 and higher)
D. Lab Science: 2 years
E. World Language: 2 years
F. Visual and Performing Arts: 1 year
G. College-Prep Electives: 1 year

Cohort Graduation Rate includes students who graduated within four years of their 9th grade year.

Cohort Dropout Rate is based on students who dropped out of high school within four years of their 9th grade year.

SEE NOTES ON THE BACK. DOCUMENT LAST UPDATED ON FEBRUARY 27, 2014.

Produced by the department of
Quality, Accountability & Analytics

STUDENT DATA HANDOUT
Free/Reduced-Price Lunch

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ALL OUSD F/P PRICE-LUNCH STUDENTS

DISTRICT ENROLLMENT
2013-14

37,040

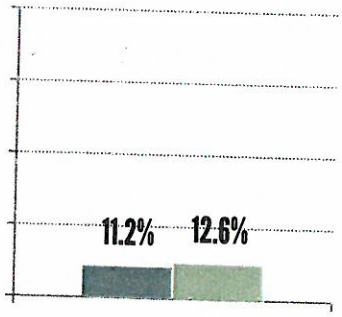
TOTAL NUMBER OF GRADE K-12 STUDENTS

FREE/REDUCED-PRICE LUNCH
2013-14

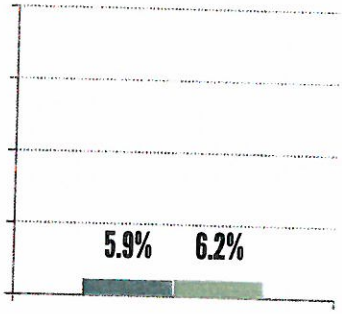
71.4%

STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE LUNCH

CHRONIC ABSENCE
2012-13



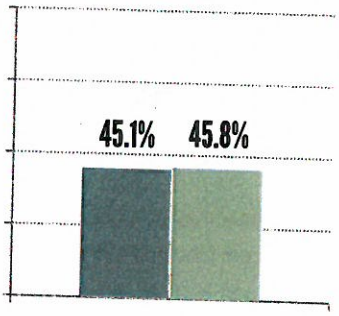
SUSPENSION
2012-13



READING AT GRADE LEVEL
2012-13

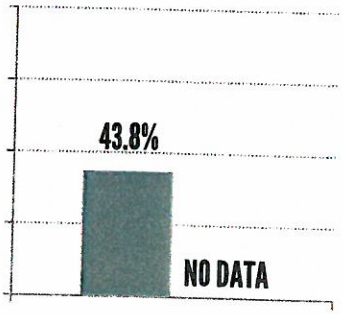
	DISTRICT	FREE/ REDUCED
GRADE 1	66.8%	60.4%
GRADE 3	47.8%	36.0%
GRADE 6	51.9%	46.4%
GRADE 9	54.0%	45.9%

LINKED LEARNING
2012-13

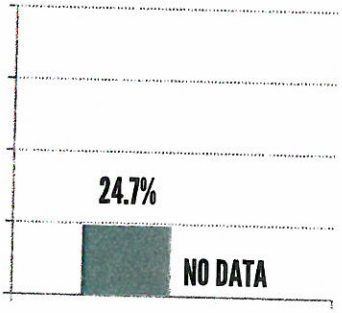


GRADE 10-12 STUDENTS IN A COLLEGE/CAREER PATHWAY

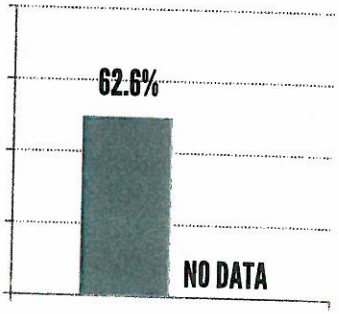
A-G COMPLETION
2011-12



COHORT DROPOUT
2011-12



COHORT GRADUATION
2011-12



SEE NOTES ON THE BACK. DOCUMENT LAST UPDATED ON FEBRUARY 27, 2014.

Produced by the department of
Quality, Accountability & Analytics

STUDENT DATA HANDOUT NOTES

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Enrollment is based on October 2,2013 data and includes Transitional Kindergarten, the first year of a two-year K program specifically designed for children who turn five in the fall of their kindergarten year.

Chronic Absence means missing 10% or more of school days, for any reason. Research shows that 10% is a "tipping point" that has an impact on student learning and achievement.

Linked Learning career academies allow high school students to complete industry-themed courses and to experience work-based learning in fields such as engineering, green energy, health and bioscience, law, architecture, and more.

Suspension Rate is the percentage of students who received one or more out-of-school suspension during the school year.

Reading at Grade Level: Grade 1 is based on % of students meeting benchmark of 40 words per minute in Oral Reading Fluency by end of Grade 1, based on the Dynamic Indicators of Basic Literacy Skills (DIBELS) test. Note that this DIBELS indicator only measures fluency, and students may meet this benchmark without necessarily comprehending what they are reading. Over the 2014-15 school year, we will be transitioning from DIBELS to a comprehensive reading assessment based on the Fountas and Pinnell (F&P) Text Level Gradient™ that will better align to the Common Core State Standards' expectation to provide students with a grade-by-grade staircase of increasing text complexity and steady growth in reading comprehension.

Reading at Grade Level: Grades 3, 6, 9 are based on a Lexile score that indicates whether a student is reading within a Lexile range that is at or above grade level for text complexity and reading comprehension, as measured by the Scholastic Reading Inventory (SRI) test. Reading at grade level by Grade 3 is an indicator that students have learned basic decoding skills and can read with comprehension at grade-level text complexity and vocabulary. Reading at grade level in Grades 6 and 9 are indicators that students are on-track at the beginning of middle school or high school and are able to read and understand the increasingly complex academic texts across content areas and disciplines, from English literature to Science, Math, Social Studies, and the Arts.

A-G Completion means that a high school graduate has completed a set of 15 college-preparatory courses in seven subject areas with a grade of "C" or better. This is a requirement for eligibility for admission to the University of California or California State University system. Each subject area is identified with a letter, from A to G:

A. History/Social Science: 2 years
B. English: 4 years
C. Math: 3 years (Algebra 1 and higher)
D. Lab Science: 2 years
E. World Language: 2 years
F. Visual and Performing Arts: 1 year
G. College-Prep Electives: 1 year

Cohort Graduation Rate includes students who graduated within four years of their 9th grade year.

Cohort Dropout Rate is based on students who dropped out of high school within four years of their 9th grade year.

SEE NOTES ON THE BACK. DOCUMENT LAST UPDATED ON FEBRUARY 27, 2014.

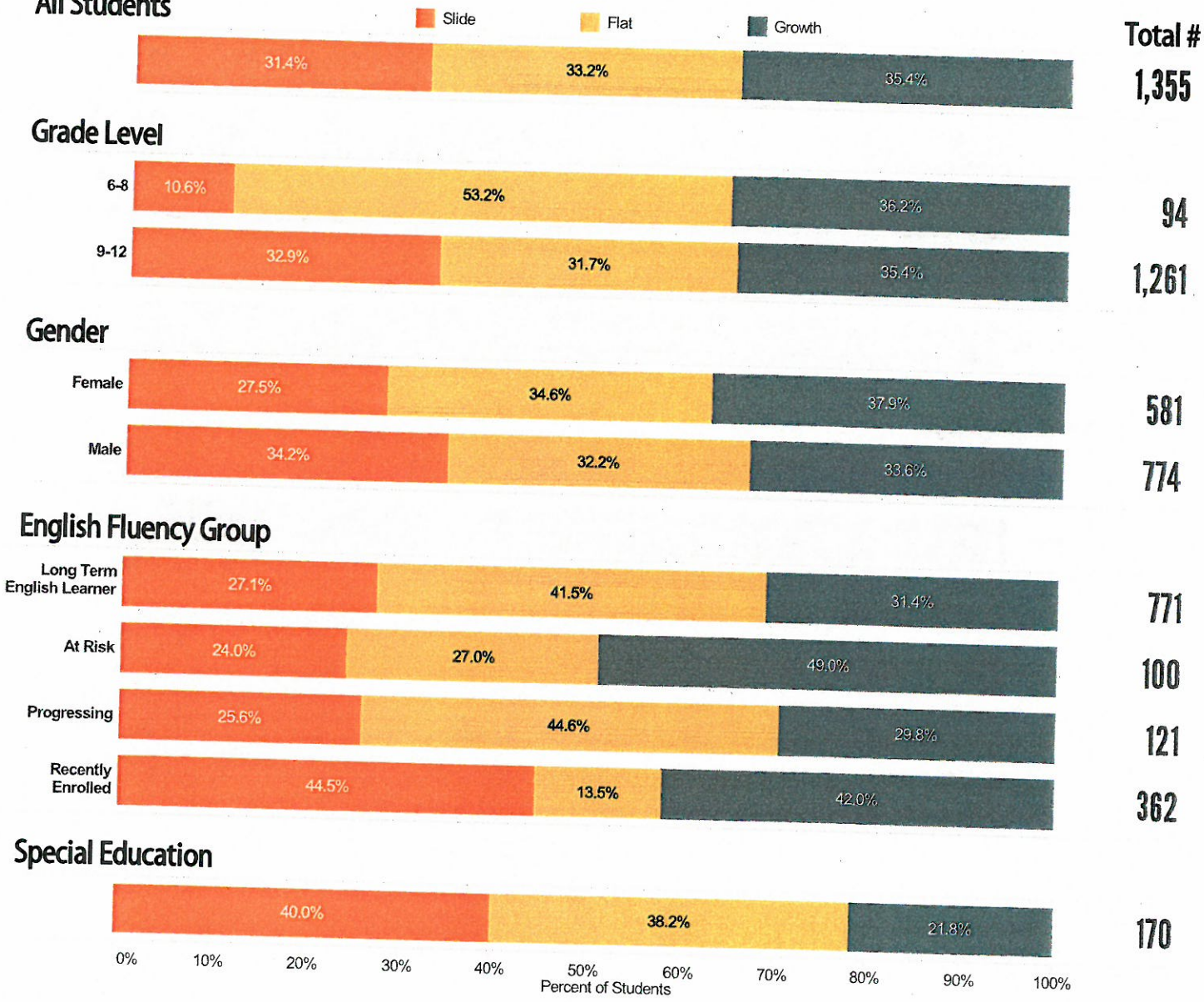
Produced by the department of
Quality, Accountability & Analytics

CELDT - GROWTH, FLAT, SLIDE REPORT

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD Districtwide - High School Network - 2012-13 to 2013-14

Performance data for this report is based on the state CELDT file from **2012-13** and **2013-14**. Fluency, Home Language, and Special Education data is based on October AERIES data. For more detailed student level data, refer to the CELDT student spreadsheets or the Comprehensive Student Data Roster on Sharepoint. For any comments or questions about this report, please contact Nicole Knight at **nicole.knight@ousd.k12.ca.us.**



Growth = Student improved one or more CELDT levels or remained at CELDT level 5 in both years. **Flat** = Student remained at the same CELDT level in both years, not including CELDT levels 1 and 5. **Slide** = Student decreased one or more CELDT levels or remained at CELDT level 1 in both years.

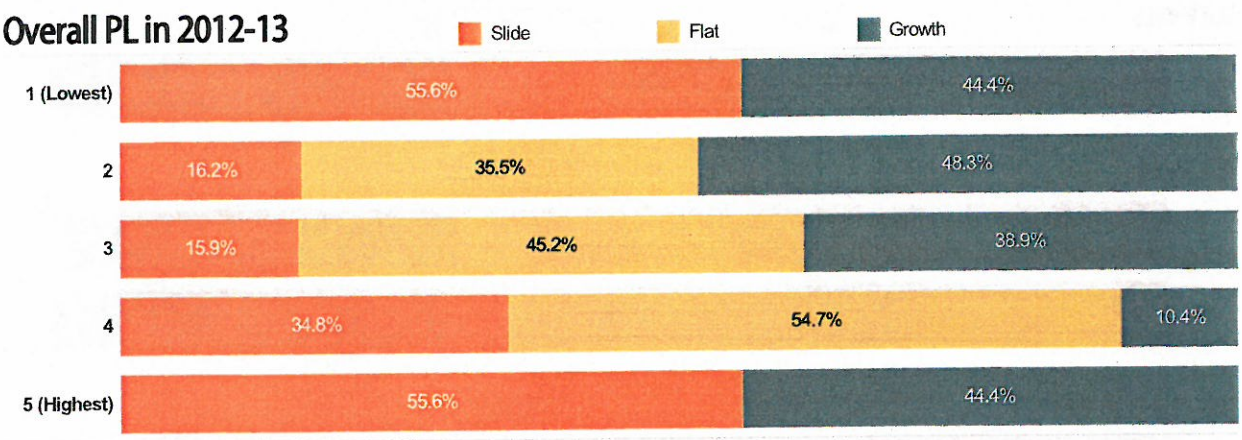
CELDT - GROWTH, FLAT, SLIDE REPORT

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

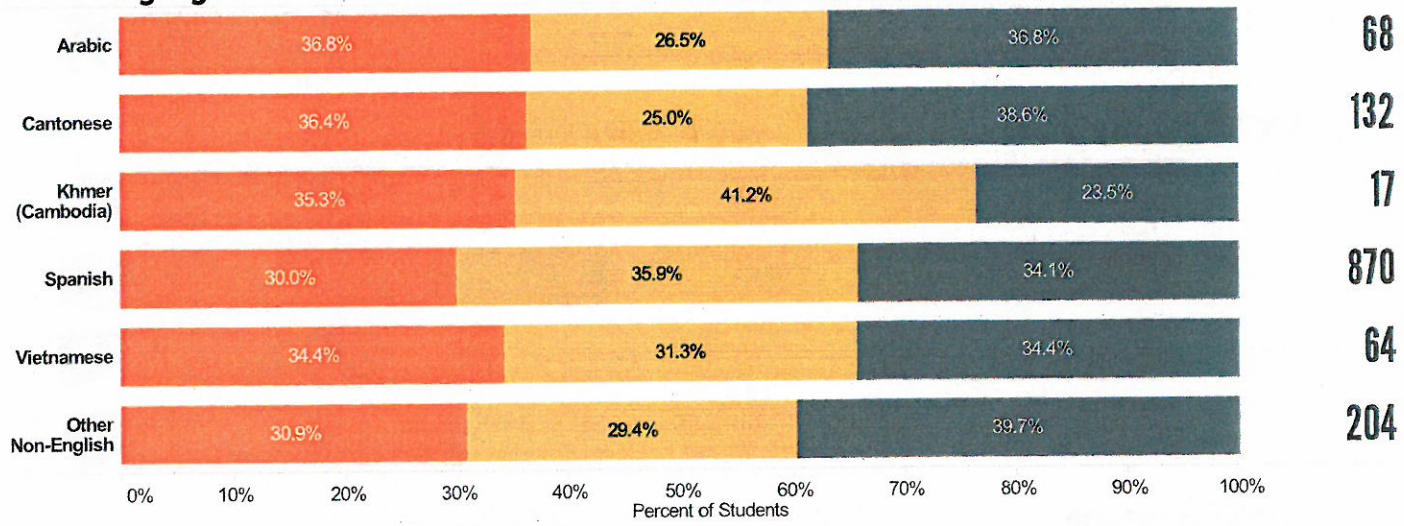
OUSD Districtwide - High School Network - 2012-13 to 2013-14

Performance data for this report is based on the state CELDT file from **2012-13** and **2013-14**. Fluency, Home Language, and Special Education data is based on October AERIES data. For more detailed student level data, refer to the CELDT student spreadsheets or the Comprehensive Student Data Roster on Sharepoint. For any comments or questions about this report, please contact Nicole Knight at **nicole.knight@ousd.k12.ca.us.**

Overall PL in 2012-13



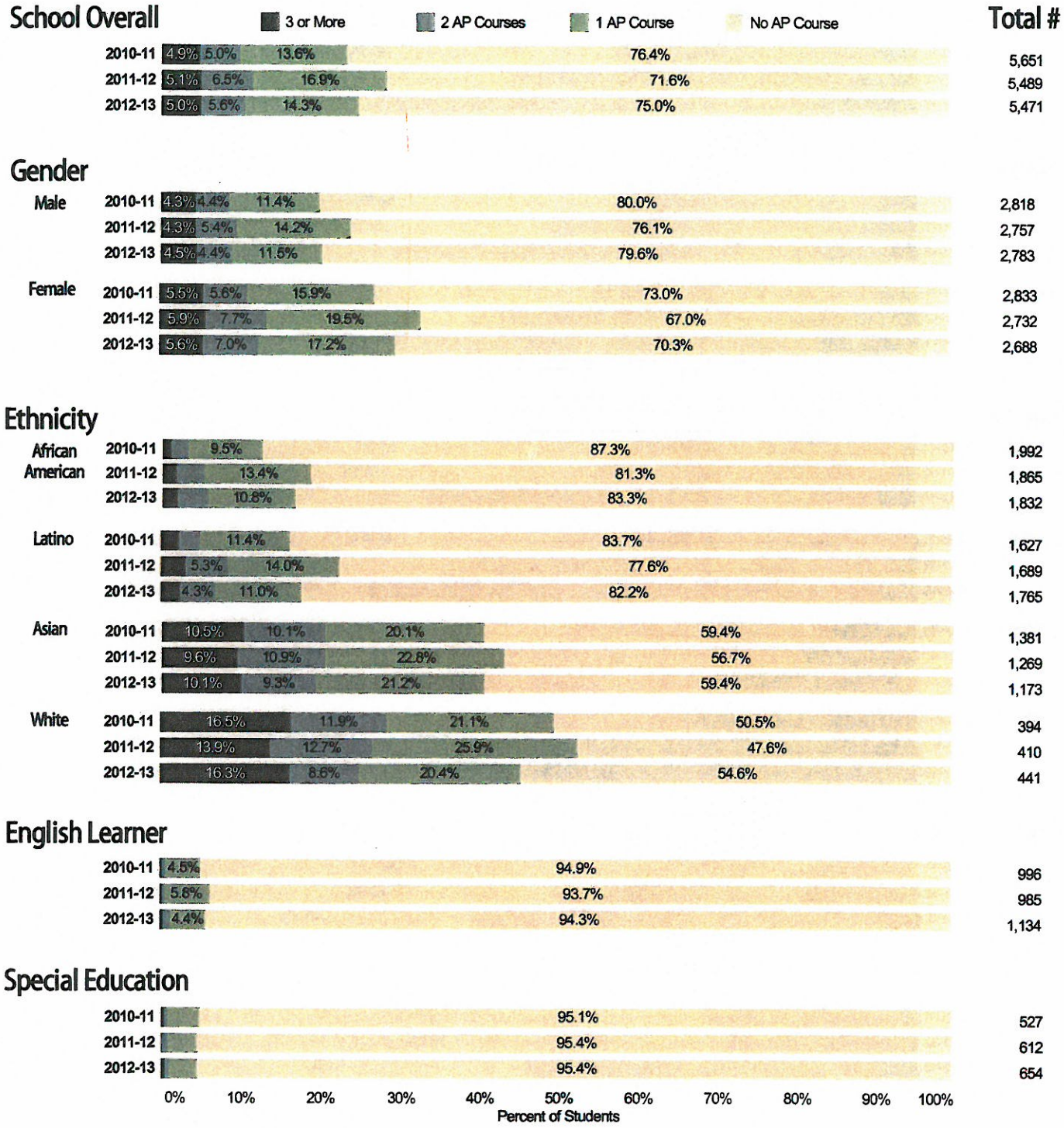
Home Language



Growth = Student improved one or more CELDT levels or remained at CELDT level 5 in both years. **Flat** = Student remained at the same CELDT level in both years, not including CELDT levels 1 and 5. **Slide** = Student decreased one or more CELDT levels or remained at CELDT level 1 in both years.

A.P. - COURSE ENROLLMENT

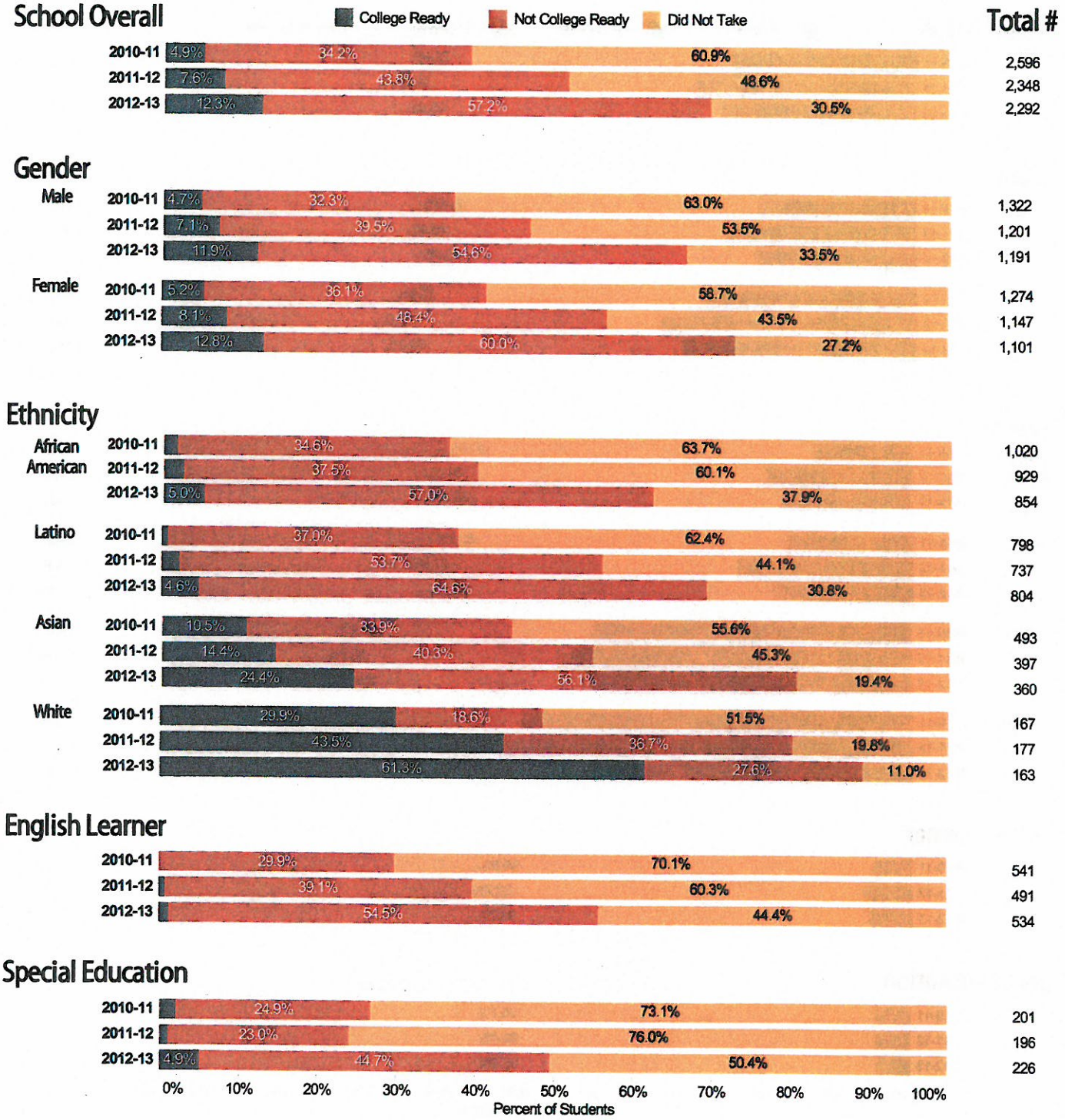
OUSD Districtwide - Grade 10-12 - 2012-13



NOTE: The percent of 10th, 11th and 12th grade students completing AP courses in a given year. Course completion was determined by students receiving a semester grade. Total number of enrollment is based on Aeries active end of year enrollment.

PSAT - PARTICIPATION AND COLLEGE READINESS

OUSD Districtwide - Grade 10 - 2012-13



NOTE: The Preliminary SAT/National Merit Scholarship Qualifying Test is a comprehensive assessment program. It is designed to measure whether students are "on-track" to graduate high school ready for college. It measures critical reading, mathematical reasoning, and writing skills that are important for success in college. The test is administered in October and is open to 9th, 10th & 11th graders. Students are able to take it once per year, per grade level. This report excludes students with severe disabilities. Total number of enrollment is based on Aeries active enrollment in October of each given year.

LCAP Engagement Tracker

Activity Name	Date (single)	Contact Person	Stakeholder Group	Estimated Number of Participants	Topic Addressed	Method for Collecting Feedback (if applicable)	Summary of Feedback (if applicable)	Suggested Follow Up from Feedback (if applicable)	Type of Engagement	Dates (multiple)
Observation and Feedback Professional Learning		Aaron Townsend	Administrators	75	Educator Effectiveness / Evaluation System				Informational Only	11/19/13, 12/03/13, 1/07/14
CSSSP Stakeholder meeting	10/31/2013	David Chambliss	Bargaining Units	5	LCFF/LCAP, General CORE Waiver / SQIS Info, School Strategic Planning				Informational Only	
Joint Study Committee Meeting	11/14/2014	James Hilton Harrell	Bargaining Units	9	Educator Effectiveness / Evaluation System	Meeting Notes	Discussion of control v. pilot schools, specifically determining if there was an accurate reflection of similar teacher demographics Work on teacher perception survey that was administered to teachers at pilot schools; decision made to not administer survey to control sites until spring semester.	Formalized site-visit plan and protocol to be developed	Informational and Feedback Collected	
Joint Study Committee Meeting	12/5/2013	James Hilton Harrell	Bargaining Units	9	Educator Effectiveness / Evaluation System	Meeting Notes	Site Visit Protocol discussed; centered on how to best incorporate teacher perspective into the analysis, without interrupting school day	Scheduled future meetings and site visits at schools.	Informational and Feedback Collected	
OUSD SQIS Lead Facilitators meeting	10/24/2013	David Chambliss	Central Office Staff	20	Priority, Focus, Reward School Session, General CORE Waiver / SQIS Info, Priority/Focus School Support				Informational Only	
Community Engagement on Site Governance Admin Regs with After School Partners	12/11/2013	Julia Ma	Community	25	Site Governance Admin Regs	Meeting Notes	Urban Strategies Council (USC) made the presentation to our After School Lead Agency partners on the Site Governance Board Policy and draft Admin regs. USC captured notes on questions and concerns expressed by the after school partners. We took minutes of the meeting, which captures some of the discussion and concerns that were expressed. (I have uploaded the meeting notes in the Google drive)	USC share this feedback with the Site Governance district planning team, and some of the feedback helped inform further revisions in the Admin reg documents. We had a follow up meeting on January 8 in which after school partners gave further feedback on the Site Governance admin regs. Their feedback was captured by USC staff.	Informational and Feedback Collected	
Educator Effectiveness Board Presentation	11/20/2013	Tamara Arroyo	Community	30+	Educator Effectiveness / Evaluation System				Informational and Feedback Collected	

Oakland Literacy Coalition	1/22/2014	Raquel Jimenez	Community	50	General CORE Waiver / SQIS Info	Meeting Notes	increase literacy for EL students and students with disabilities? What are the district's/schools' greatest needs to increase literacy (books, resources, or volunteers)? What are the classroom needs and how can community agencies/CBOs support the greatest needs to implement OUSD's plan? How can schools best utilize volunteers? What are the strategies to icrease literacy and social emotional skills during the summer? How can out of school providers best support schools? The plan is dense and hard to digest, can this be paired down for principals and teachers? What are the distinguishing factors of a well performing schools and a dysfunctional school? Are there any monolingual (not simultaneously	Incorporate into general core waiver ppt - how CBOs can support/partner with schools and how volunteers can best support efforts.	Informational and Feedback Collected	
School Board Agenda Item	12/11/2013	Phil Tucher	Community, Bargaining Units, Teachers, Administrators , Central Office Staff	300	Common Core	Meeting Notes	Reading of Board Policy for math course sequence options aligned to CCSS was described at subsequent Board meeting by President of the Board as "very informative". Another Board member said something like, "The town hall community engagements paid off. Whatever you landed on, you seem to have found solutions for math courses that meet the needs of families, at least the constituents that had been very vocal previously."		Informational and Feedback Collected	'1/15/2014
Community School Manager PLC	1/14/2014	Andrea Bustamante	Community, Other Staff	15	School Governance	Meeting Notes	Request for more opportunity to engage in new SSC design and support process		Informational and Feedback Collected	

Ed Tech Advisory Meeting	10/23/2013	Tracey Logan	Community, Staff, Bargaining Units	70	Common Core, SEL	Meeting Notes	Feedback around how to communicate transition to SBAC assessment and purchase of Chromebooks. Specifically the importance of having the people support in place with differentiated training to support the diverse needs of teachers. Importance of a portfolio approach to technology tools for teaching/learning.	Continue having the Ed Tech Advisory mtgs (every other month) to continue to dialogue. Ed Tech members to be liaisons with their schools and community partners. District leadership to take the feedback to inform November Board proposal for Chromebook purchase using one-time CC $.	Informational and Feedback Collected	
Ed Tech Advisory Meeting	12/4/2013	Tracey Logan	Community, Staff, Bargaining Units	60	Common Core	Meeting Notes	Lots of feedback on the role of the Instructional Tech teacher Leader and compensation. Also a great deal of feedback on the social-emotional considerations for the transition to the CC and SBAC and how we need to take care of the adults so that they can take care of kids.	Make sure all Principals have taken the SBAC Practice test, including providing SEL strategies- we completed this Jan 18. Meet with OEA leadership about IT Teacher Leader role- completed Jan 13.	Informational and Feedback Collected	
Ed Tech Advisory Meeting	1/22/2014	Tracey Logan	Community, Staff, Bargaining Units	50	Common Core	Meeting Notes	Keep the OUSD Teacher Conference planned for April- folks really liked the focus on tech integration in teaching & learning. Use opportunity for deeper engagement of teachers on tech rich CC practices. Folks liked that a CC Family Summit is planned for Feb 7. They want more opportunities to engage parents outside of business hours.	Determining budget for teacher conference to confirm event is on. Will be led by teachers, many of whom are Ed Tech Advisory regulars. Looping back with Family Engagement dept to learn of additional opportunities for families to learn about CC/SBAC transition- e.g. Latino/AA summit, site specific convenings.	Informational and Feedback Collected	
PreK-1 Professional Learning Community		Michelle Grant Groves	Community, Teachers, Administrators	70	Common Core, SEL				Informational and Feedback Collected	09/11/2013; 10/2/2013; 11/06/2013; 12/04/2013; 01/08/2014
Parents Raising the BAR - Workshop #2 - Understanding School Data -	10/10/2013	Andre Spearman	Families	22	Continous Improvement and Balanced Score Card				Informational Only	
Parents Raising the Bar Workshop 5 - Chronic Absence	11/7/2013	Andre Spearman	Families	13	School Culture and Climate				Informational Only	
Parents Raising the BAR - Workshop #6 - School Culture and Behavior	11/14/2013	Andre Spearman	Families	10	School Culture and Climate				Informational Only	

Parents Raising the BAR - Workshop #7 - Engaging Parents with Common Core	12/19/2013	Andre Spearman	Families	10	Common Core	Meeting Notes	Parents found the information helpful since the district is moving to the Common Core Standards Parents found the handout on the standards useful and the video informative and funny. (3 minute scribble video on Common Core Standards) Parents wanted to have more information	Family Engagement Division is hosting a Common Core Parent Summit Feb 7, 2014 to meet the needs of the parents.	Informational and Feedback Collected	
Parents Raising the BAR - Workshop #3 - Academic Parent Teacher Partnerships	10/22/2013	Andre Spearman	Families	13	Common Core, Parent - Teacher Partnerships				Informational Only	
Regional Parent Leadership Meeting	12/6/2014	Ray Bermudez	Families	17	LCFF/LCAP, Table Host Facilitation				Informational Only	
Regional Parent Leadership Meeting	1/10/2014	Ray Bermudez	Families	11	Common Core, LCFF/LCAP				Informational Only	
Parent Leadership Workshop - Life Academy	1/23/2014	Ray Bermudez	Families	14	Common Core, LCFF/LCAP				Informational Only	
ELAC Allendale	9/20/2013	Ray Bermudez	Families	22	LCFF/LCAP, ELAC	Meeting Notes	Parents where able to choose new officers for the year Principal announced that monies have been allocated to support parent efforts at Allendale Elementary Family resource center room was identified		Informational and Feedback Collected	
Lafayette Parent Leadership Group	12/6/2013	Sara Nuno	Families	8	School Culture and Climate, Common Core				Informational Only	
CSSSP Community Partners Engagement meetings	10/10/2013	David Chambliss	Families, Community	15	LCFF/LCAP, Community Engagement in School Strategic Planning	Meeting Notes	Suggestions from Community Groups for ways to build family and community engagement in the school strategic planning process.	Specific planned activities, such as the CSSSP Mini-Retreat	Informational and Feedback Collected	9/30/14, 10/10/13, 10/31/14
Town Hall Presentation - Claremont	11/18/2013	Mark Triplett	Families, Community	80	Common Core	Meeting Notes	Thoughtful parent comments and concerns. Good information about math Common Core Significant interest in funding implications for math intervention Be very concrete with what classes will be offered next year, and what the cost implications will be. Helpful to have district leaders and school board Director hosting and in attendance	Continue to provide similar meetings across the city.	Informational Only	

Town Hall Presentation - Montera	12/5/2013	Mark Triplett	Families, Community	40	Common Core	Meeting Notes	Thoughtful parent comments and concerns. Good information about math Common Core Significant interest in funding implications for math intervention Be very concrete with what classes will be offered next year, and what the cost implications will be. Helpful to have district leaders and school board Director hosting and in attendance	Continue to provide these sessions at other schools	Informational Only	
School Site Community Presentation	9/18/2014	Robin Lovell	Families, Community	50	Common Core				Informational Only	
Family Engagement Advisory	7/31/2013	Raquel Jimenez	Families, Community	20	Common Core, VRP, LCFF/LCAP, General CORE Waiver / SQIS Info				Informational Only	
Family Engagement Advisory	9/4/2013	Raquel Jimenez	Families, Community	20	Common Core, VRP, LCFF/LCAP, General CORE Waiver / SQIS Info, 20				Informational Only	
Family Engagement Advisory	10/3/2013	Raquel Jimenez	Families, Community	20	Common Core, VRP, LCFF/LCAP, General CORE Waiver / SQIS info	Meeting Notes	Create parent-friendly one pagers on key initiatives: VRP, Common Core, LCFF Create parent-friendly powerpoint on Core Waiver and what is important for families to know if they are in a priority, focus, reward school What type of aggressive outreach is being to families to have them complete their free/reduced lunch forms?		Informational and Feedback Collected	
Parents Raising the BAR-West Oakland Schools		Sara Nuno	Families, Community	12	School Culture and Climate, Common Core, SEL, VRP, Chronic Absenteeism and Parent/Teacher Academic Partnerships	Surveys	Families enjoyed engaging with school data, OUSD initiatives and want to learn more about how to build teams to create change at their schools. We are continuing to work with these families one on one and through trainings to build Family Engagement teams that focus on family engagement as a critical strategy to transforming schools and achieving success with students.	We need to continue to support school staff and families to work together by creating manageable structures to hold and move work forward. This work is foundational for LCAP.	Informational and Feedback Collected	Tuesdays, October 3rd through November 21, 2013
Local Governance Task Force		Curtiss Sarikey	Families, Community, Bargaining Units, Administrators , Central Office Staff , Other Staff	25-30	General CORE Waiver / SQIS Info, Local Governance Policy Admin Regulations Design and Feedback	Meeting Notes	All feedback and notes are archived here: http://www.urbanstrategies.org/sgtf.php	Pause work until LCAP engagement requirements are clear and we are able to align LG Admin Regs with new requirements.	Informational and Feedback Collected	Tuesdays, weekly, 9/10/13 - 1/21/14, 17 total meetings

LCAP Engagement Advisory Committee Orientation	1/30/2014	Raquel Jimenez	Families, Community, Central Office Staff	26	School Culture and Climate, LCFF/LCAP, General CORE Waiver / SQIS Info, Engagement Strategy	Surveys, Meeting Notes	Recommendations: Meet monthly to design spring engagement with families/youth, design youth/parent friendly materials, design content for regional spring townhall meetings, design messaging and recommendations for new parent advisory structures requiring shifts due to changes in EIA state funding, create 1 pager for youth/families on new shifts with funding and how that changes existing parent advisory body requirements	Sub-committee meeting in 1 weeks to flesh out questions and prepare agenda/materials for next meeting in 2 weeks, flesh out content ideas for regional townhall meetings & present at next meeting	Informational and Feedback Collected	
CAC - SPED Engagement		Raquel Jimenez	Families, Community, Central Office Staff	15-40	School Culture and Climate, General CORE Waiver / SQIS Info, SPED Strategic Planning	Meeting Notes			Informational and Feedback Collected	9/3, 10/7, 10/14, 10/28, 11/18, 11/20, 11/22, 12/3, 1/9
CCSS Town Hall Meeting	11/12/2013	Erin Cogan	Families, Community,	50	Common Core				Informational Only	
Parents Raising the Bar - Attendance	11/1/2013	Ray Bermudez	Families, Other Staff	14	School Culture and Climate, Attendance				Informational Only	
Parent-Teacher Parents Raising the BAR Academic Partnership	10/18/2013	Ray Bermudez	Families, Other Staff	31	School Culture and Climate				Informational Only	
Regional Parent Summit	9/18/2013	Raquel Jimenez	Families, Staff	30	SEL	Meeting Notes	Parent Leaders/Parent Ambassadors interested in leading SEL workshop for other parents at their school sites.	Follow Up Train the Trainer for parent leaders/parent ambassadors and site family liaisons to be scheduled for January 22-24	Informational and Feedback Collected	
Regional Parent Summit	11/7/2013	Raquel Jimenez	Families, Staff	30	LCFF/LCAP, Balanced Score Card, Continuous Improvement metrics	Meeting Notes	Are school sites required to share this data (balanced score card, how budgets are created, CSSSP data & goals, SQR data) with all parents? What support is available to schools to help them organize Data Nights, so they present the information in a parent-friendly way, and so they promote the event so that parents actually show up? What translation support is available to schools that need all their data sharing to be translated and shared? We do not have enough translators in FSCP department for all schools who need translation.	Follow up with parents who specifically requested support with principal communication around data sharing.	Informational and Feedback Collected	

Regional Parent Summit	1/23/2014	Raquel Jimenez	Families, Staff	40	SEL	Surveys	38 parents/staff feel confident doing the SEL 5 workshop parent series at their school, with coaching and TA support from engagement team, and also wish to attend another training. 2 parents are not interested in doing the site workshops, but will commit to apply their learning to their own lives.	Hold a follow up meeting with all interested parent ambassadors/leaders to prep for their site based workshop series.	Informational and Feedback Collected	
Leadership Task Force	11/7/2013	Aaron Townsend	Staff	12	Educator Effectiveness / Evaluation System	Meeting Notes	Gathered feedback on experience of goal setting process within pilot; supports needed for effective implementation	Guidelines for supporting goal setting process	Informational and Feedback Collected	
Leadership Task Force	12/3/2013	Aaron Townsend	Staff	20	Educator Effectiveness / Evaluation System	Meeting Notes	Gathered feedback on experience wtithin pilot; identified necessary conditions for principal evaluation and learning	Refine list of indicators for evaluation	Informational and Feedback Collected	
Leadership Task Force	1/9/2014	Aaron Townsend	Staff	12	Educator Effectiveness / Evaluation System	Meeting Notes	Priortized list of indicators of practice for principal evaluation	Engage all principals in prioritization activity	Informational and Feedback Collected	
Monthly EXO Meeting	11/8/2013	Aaron Townsend	Staff	6	Educator Effectiveness / Evaluation System				Informational Only	
Monthly EXO Meeting	12/13/2013	Aaron Townsend	Staff	6	Educator Effectiveness / Evaluation System				Informational Only	
Monthly EXO Meeting	1/10/2014	Aaron Townsend	Staff	6	Educator Effectiveness / Evaluation System				Informational Only	
Evaluation System Professional Learning	11/19/2013	Aaron Townsend	Staff	90	Educator Effectiveness / Evaluation System				Informational Only	
Evaluation System Professional Learning	1/21/2014	Aaron Townsend	Staff	90	Educator Effectiveness / Evaluation System				Informational Only	
CSSSP Executive Board Meeting	12/2/2014	David Chambliss	Staff	20	School Culture and Climate, SEL, VRP, LCFF/LCAP, School Strategic Planning			Strategies for providing school leaders and leadership teams with support for strategic planning, based on self-assessed needs.	Informational Only	
CSSSP Ops Support Sessions	12/17/2013	David Chambliss	Staff	60	LCFF/LCAP, School Strategic Planning				Informational Only	'11/19/2014

CSSSP Planning Support Sessions		David Chambliss	Staff	35	School Culture and Climate, Common Core, SEL, VRP, LCFF/LCAP, General CORE Waiver / SQIS Info, Educator Effectiveness / Evaluation System, School Strategic Planning				Informational Only	Daily from 1/8/14 to present
Framework Tuning Team	10/24/2014	Tamara Arroyo	Staff	14	Educator Effectiveness / Evaluation System	Meeting Notes	Oakland Effective Teaching Framework is a good representation of staff's vision of effective teaching. Question/Concerns: How will the 21st Century Learning Standards be represented? How can we ensure that the framework is aligned to the Common Core Standards?	Crosswalking 21st Century Framework/Comm on Core Standards with OETF	Informational and Feedback Collected	
Framework Tuning Team	1/23/2014	Tamara Arroyo	Staff	12	Educator Effectiveness / Evaluation System		Feedback collected on Domain 2 of the Oakland Effective Teaching Framework.		Informational and Feedback Collected	
Framework Tuning Team	11/14/2013	Tamara Arroyo	Staff	6	Educator Effectiveness / Evaluation System	Meeting Notes	Team provided general feedback from team engagements and specific feedback on Domain 1 of the framework. Questions/Concerns How to measure a standards with multiple indicators? Consistency of language across levels of practice	Revise language to have consistency across framework (within level of practice) Remove Standard 1A from the OETF (redundant) Continue to revise Domain 1 to reflect Common Core Shifts	informational and Feedback Collected	
Framework Tuning Team	12/20/2013	Tamara Arroyo	Staff	8	Educator Effectiveness / Evaluation System	Meeting Notes			Informational and Feedback Collected	
QAA Department Meeting	1/22/2014	David Montes de Oca	Staff	30	CORE Metrics	Meeting Notes	Informed the metrics aligned to District Balanced Scorecard	Continue looking at data owners for the metrics.		
All-Administrator's Meeting	10/18/2013	Maria Santos	Staff	160	Common Core, General CORE Waiver / SQIS Info, SBAC				Informational Only	
All-Administrator's Meeting	12/6/2013	Maria Santos	Staff	160	Common Core, LCFF/LCAP, General CORE Waiver / SQIS Info				Informational Only	

Assessment	11/14/2013	Ramona Burton	Staff	8	SBAC Practice Test	Meeting Notes	1 Want more info regarding SBAC accommodations for field test. 2 Want a 1 page protocol for having adults take the practice test. 3 Want a FAQ. 4 Want to know where to go for more information. Should have 1 spot. 5 Appreciate time to learn as adults first before having to prepare students to take the field test. 6 Some practice test items are badly worded/designed.	1. Will include in field test training. 2. Developed a 1 page protocol for implementing practice test. 3. Developed a FAQ for staff and parents. 4. Developed a new district intranet site for CC-CB-SBAC info. 6. Suggest sites email SBAC concerns to testing@ousd.k12.ca.us	Informational and Feedback Collected	
Assessment	11/15/2013	Ramona Burton	Staff	60	SBAC Practice Test	Meeting Notes	1 Validates the importance of district focus on Academic Discussions, critical thinking, problem solving and SEL foundations! 2 Want clear timeline like the CCSS rollout timeline: awareness, transition, implementation. 3 SBAC testing platform has a built in socio-economic bias which has the potential to further disenfranchise. 4. Bandwidth concerns 5. Concern too many tests in same testing window for SBAC field test	2. Developed 7 posted timeline on CC-SB-SBAC intranet site. 4 Purchased Chromebook carts with own access points. 5 Will include test scheduling scenarios in SBAC field test training.	Informational and Feedback Collected	
Assessment	11/21/2013	Ramona Burton	Staff	10	SBAC Practice Test	Meeting Notes	1. Best to take the practice test in groups so can help each other and reduce adult learning anxiety. 2. Mix ELA and Math teachers to take practice test together so can share expertise and insights. 3. Concerned testing 1) content and 2) tech skills which is unfair. 4. Want to know when Chromebooks will arrive at schools. 5. Concerns regarding technical glitches and logistical challenges. 6. Who will be responsible for coordinating SBAC?	in the SBAC practice test protocol. 2. Included that tip in the SBAC practice test protocol. 3. Be transparent that initially SBAC will be testing both, so need to prepare students as best we can to succeed at both. 4. Included on the CC-CB-SBAC timeline. 5. Share issues that come up during field test via email to testing@ousd.k12.ca.us or put in a help desk ticket. 6. Developed new stipend for Instructional Tech Teacher Leader to coordinate SBAC testing as well as personalized learning practices.	Informational and Feedback Collected	

Assessment	10/17/2013	Ramona Burton	Staff	20	SBAC Practice Test	Meeting Notes	1. Want more info about SBAC practice test items as compared to STAR test items. 2. Want more info about Depth of Knowledge.	1 and 2 provided in the next meeting.	Informational Only	
Assessment	10/24/2013	Ramona Burton	Staff	20	SBAC Practice Test	Meeting Notes	Want more information about SBAC roll out timeline and data reporting.	Provided a timeline and discussed the ramifications of not having any student data reported at next meeting.	Informational and Feedback Collected	
Assessment	11/14/2013	Ramona Burton	Staff	20	SBAC Practice Test	Surveys	Appreciated the information provided. Want to participate in SBAC field test training.	Will send participants invite to SBAC field test training in March.	Informational and Feedback Collected	
Quality, Accountability & Analytics Department Meeting	1/24/2014	Jean Wing	Staff	30	LCFF/LCAP, General CORE Waiver / SQIS Info, Balanced Scorecard	Meeting Notes	We did collect feedback on the format of the meeting and the information that was shared. Overall, staff felt that it helped to build background knowledge about the interrelationship of the CORE Waiver, the Local Control Accountability Plan, and the OUSD District Balanced Scorecard with regard to federal, state, and local accountability for student learning and continuous school improvement.	This was Part I of a two-part series for all department staff, as QAA holds the central responsibility for the School Quality Improvement Index data, indicators, and metrics, as well as for some of the school pairing, and oversight for the [Title I Schools] School Quality Improvement Plans for CORE Waiver funding.	Informational Only	
Student Input on Budget Proposal	1/9/2014	Aurora Lopez	Students	20	School Culture and Climate, LCFF/LCAP	Meeting Notes	attached	attached	Informational and Feedback Collected	
Student Input on SEL Policy	11/6/2013	Aurora Lopez	Students	30	School Culture and Climate, SEL	Meeting Notes	attached	attached	Informational and Feedback Collected	
Student Input on Site Governance Policy	1/16/2014	Aurora Lopez	Students	25	School Culture and Climate, LCFF/LCAP, General CORE Waiver / SQIS Info	Meeting Notes	attached	attached	Informational and Feedback Collected	
MSE Youth Meeting_School Culture Campaign Developement	10/2/2013	Aurora Lopez	Students	30	School Culture and Climate	Meeting Notes	attached	attached	Informational Only	
MSE Youth Retreat_School Culture Campaign Developement	1/10/2014	Aurora Lopez	Students	38	School Culture and Climate, VRP, LCFF/LCAP	Meeting Notes	attached	attached	Informational Only	1/11/14, 1/12/14
MSE Youth Meeting_School Culture Campaign Developement	12/4/2013	Aurora Lopez	Students	20	School Culture and Climate, VRP, LCFF/LCAP	Meeting Notes	attached	attached	Informational Only	
EB CAN - Regional High School Presentations	12/9/2013	Ray Bermudez	Students	15	Common Core	Surveys			Informational and Feedback Collected	
Netbooks	1/27/2014	Mr. Jahi	Students	15	School Culture and Climate	Focus Group Notes			Informational Only	

Meaningful Student Engagement Collaborative	8/19/2013	Raquel Jimenez	Students, Community, Staff	20	Common Core, VRP, LCFF/LCAP, General CORE Waiver / SQIS Info				Informational Only	
Meaningful Student Engagement Collaborative	10/14/2013	Raquel Jimenez	Students, Community, Staff	20	Common Core, VRP, LCFF/LCAP, General CORE Waiver / SQIS Info				Informational Only	
Meaningful Student Engagement Collaborative	11/22/2013	Raquel Jimenez	Students, Community, Staff	15	Common Core, VRP, LCFF/LCAP, General CORE Waiver / SQIS Info				Informational Only	
Meaningful Student Engagement Collaborative	12/5/2013	Raquel Jimenez	Students, Community, Staff	15	Common Core, VRP, LCFF/LCAP, General CORE Waiver / SQIS Info				Informational Only	
Back to School Parent Conference	8/24/2013	Raquel Jimenez	Students, Families	270	Common Core, SEL, Parent Engagement	Surveys	100% of parents in attendance, who turned in a survey, indicated they felt more empowered to support their child's education Feedback for next conference: better audio equipment, more food, clearer instructions for the raffle, campus tours		Informational and Feedback Collected	
Latino Parent Conference	12/7/2013	Raquel Jimenez	Students, Families	120	School Culture and Climate, Common Core, Positive Discipline at home, Parent Leadership	Surveys	How can principals and teachers really help to promote this conference? Next year, pick a different time of year that doesn't conflict with Mexican religious holiday celebrations (Virgen de Guadalupe). Select a time when grading period ends, so more parents will come to learn how to support with academics Send postcards home - new and different outreach strategy to make up for lack of communication, cannot rely on school sites to promote Create a Latino Parent facebook page.		Informational and Feedback Collected	
CCSS Town Hall Meeting	9/18/2013	Erin Cogan	Students, Families,	200	Common Core				Informational Only	

VRP/Discipline Policy Community Input Session	10/18/2013	Raquel Jimenez	Students, Families, Community	10	VRP, new Discipline Policy	Surveys, Meeting Notes	providing info on preventative measures, 2) make sure we are providing clear info to parents/students, 3) will the documentation recommendation in the policy prevent in-house suspension? how can we address issue of in-house suspension in the policy? 1) Every student must have work assigned during suspension- where is this in the policy? 2) Discipline policies should be shared in parent orie ntations/workshops, 3) Principals and teachers should learn the SA-PQA and YPQA concept of school culture/"respect" We need a brochure that provides information to parents about the new process for suspension (under the new policy) Student/parent Info, Know-your-Rights training/meeting, and sharing this info in community friendly and	Integrate edits into next version of policy before sending to Board for approval.	Informational and Feedback Collected	
One West Oakland Collaborative	11/22/2013	Sara Nuno	Students, Families, Community	55	School Culture and Climate, SEL, VRP				Informational Only	
SPED Study Session - Board of Education	12/18/2013	Sheilagh Andujar	Students, Families, Community, Bargaining Units, Teachers, Administrator s , Central Office Staff , Other Staff	40+ televised public audience	SPED Strategic Planning	Meeting Notes	Board, staff, community appreciated the 101 session and fishbowl listening/learning format. Board requested that next study session also be a combination of study and update on strategic planning process, including prioritization of goal/action areas for Board monitoring.	Continue PEC - CAC collaboration to plan next study session, continue to involve workgroup members in plan development.	Informational and Feedback Collected	
CSSSP Mini Retreat	12/3/2013	David Chambliss	Students, Families, Community, Staff	100	School Culture and Climate, Common Core, SEL, VRP, LCFF/LCAP, Educator Effectiveness / Evaluation System, School Strategic Planning	Surveys	Participants described their appreciation for the planning and learning time. Participants identified their needs going forward.	Planned a second mini-retreat and a series of 1:1 and small group support sessions for school leaders and leadership teams.	Informational and Feedback Collected	

District Advisory Council Parent Conference	11/9/2013	Marcus Silvi	Students, Families, Community, Staff	120	Common Core, LCFF/LCAP, General CORE Waiver / SQIS Info	Surveys	Participants felt the information provided was very useful and timely: "This class had a lot of information about the Core. Continue pouring out information to parents, very well needed"; "Brilliant and valiant attempt to cover two complex topics in such a limited time period."; "I enjoyed the class. I learned something I can take back to the other parents at McClymonds. I am a parent that is involved."	"Try to simplify vocabulary more, even with translation parents may not understand." "I would like more information on the LEAP plan and how NCLP ties into LCAP.	Informational and Feedback Collected	
Netbook Deploymnet		Manisha Patel/Leslie Hsu	Students, Families, Community, Teachers	200	Priority, Focus, Reward School Session	Meeting Notes	November: We used the Netbooks during our College Crunch days to support seniors college application completion. December: Rollout of district's College and Career Plan to freshmen class over the course of 2 days. Day 1 involved a presentation on college and graduation requirements and day 2 involved the Netbooks for each student doing the online CCP as I guided them on a Smartboard. See attachment for CCP summary and additional info. Cash for College/Parent Financial Aid Night on 2/11. We will use all Netbooks for seniors and parents to complete the FAFSA. McClymonds November: Rollout of district's College and Career Plan to freshmen class over the course of 2 days. Day 1 involved a presentation on college and graduation requirements and day 2		Informational Only	Nov - Jan
EB CAN - High School Presentation	10/21/2013	Ray Bermudez	Students, Other Staff	28	School Culture and Climate, Attendance	Surveys			Informational Only	28
Parents Raising the BAR-School Culture/Behavior	11/8/2013	Ray Bermudez	Students, Other Staff	19	School Culture and Climate				Informational Only	
ELA Elementary Teacher Leader Meetings		Erin Cogan	Teachers	70	School Culture and Climate, Common Core				Informational Only, Informational and Feedback Collected	09/19/2013; 10/17/2013; 11/21/2013; 12/12/2013
Teacher Leadership Collaborative Institute		Anne Prozan	Teachers	160	Common Core, SEL				Informational and Feedback Collected	08/06/2013-08/08/2013
Secondary Literacy Collaborative		Nancy Lai	Teachers	15	School Culture and Climate, Common Core				Informational and Feedback Collected	09/17/2013; 10/15/2013; 11/19/2013; 12/17/2013; 01/24/2014

Secondary ELA Teacher Leadership Collaborative		Cheryl Agrawal	Teachers	40	Common Core				Informational and Feedback Collected	9/17/2013; 10/15/2013; 11/19/2013; 12/10/2013; 1/14/2014
Balanced Approach to Literacy Institute		Erin Cogan	Teachers, Administrators	200	Common Core, SEL				Informational and Feedback Collected	08/12/2013-08/16/2013
READ 180 Cadre		Lydia Moore/Cheryl Ousley	Teachers, Central Office Staff	10	Common Core	Surveys, Meeting Notes	Evaluations, Agenda's	Classroom Observation and debriefing, coaching sessions, SRI Testing, Modeled lesson and planning, analyze SAM reports/data, Close Reading, READ 180 Reports, Reflection and Response	Informational and Feedback Collected	10/10/13, 11/14/13, 1/16/14, 2/13/14, 3/13/14
AAMA Family Holiday Celebration	12/8/2014	Kim Shipp	Families	40	Common Core, LCFF/LCAP				Informational Only	
4 Phase of College		Kim Shipp	Families	29 total for all	college		high schools included mcclymonds, castlemont, fremont		Informational Only	10/21, 10/26, 10/30,
Town Hall Meeting	10/18/2013	Robin Lovell	Families, Community, Teachers, Administrators	220	Common Core		On Wed, Sep 18, 2013 at 9:57 PM, Josie Levi <josie.levi@sbcglobal.net> wrote: Hi Gary, Thank you again for sending me this information! I wanted to let you know that we had a very successful common core "town hall" meeting tonight at Montclair Elementary School as part of the first PTA meeting of the school year. We had a panel that consisted of MES parent and VP of Educational Results Partnership (EdResults.org) Ken Sorey, Nancy Bloom, 4th grade MES teacher Julie Chanter, and of course- Robin Lovell and Erin Cogan from OUSD. Over 200 parents attended the meeting. Robin and Erin did a phenomenal job explaining the shifts in practice, and their presentation nicely drew		Informational Only	
Town Hall / PTA meeting	11/12/2013	Katia Hazen	Families, Community, Teachers, Administrator	30	School Culture and Climate, Common Core				Informational Only	
Student Perception Survey Implementation	2/5/2014	James Hilton Harrell	Teachers	10	Educator Effectiveness / Evaluation System				Informational Only	
Student Survey Feedback	2/19/2014	James Hilton Harrell	Teachers, Administrators	7	Educator Effectiveness / Evaluation System				Informational Only	

Introduction to Common Core State Standards	3/27/2014	Andre Spearman	Families	25	Common Core	Meeting Notes	Questions: Will the multiple choice part of the previous test disappear. A: There will be some multiple choice question, but the testing will ask for explaination and other skill in literacy. Will typing as a skill be tought? A: I don't know if it will be offered as a class, but the test assumes that there is some fluency in typing. Teachers are working to figure out how to incorporate typing in the class room.		Informational and Feedback Collected	
Markham Elementary School Common Core Workshop #1	4/22/2014	Andre Spearman	Families	20	Common Core	Meeting Notes	Parents asked the following questions: When did Markham start to use the Common Core Standards: A: The teachers shared with parents that they started using it in the ELA in August 2012/13. When were the Common Core State Standards created? Parents enjoyed the workshop and appreciated the hands on learning. The handouts were helpful. Common Core Standards by grade level.		Informational and Feedback Collected	
Family Math Night	4/29/2014	Sara Nuno	Students, Families, Community, Teachers, Administrators , Other Staff	60	Common Core, Focus on engaging families with math students are learning			2nd workshop scheduled for May 29th, 2014	Informational Only	
Open House/Common Core Informational Session	5/20/2014	Sara Nuno	Students, Families, Community, Teachers, Administrator	150	Common Core, Open House			Interest list for families who would like a deeper Common Core workshop	Informational Only	
MetWest Live Presentation on Common Core/SBAC		Alex Mejia	Students	120	Common Core		We have followed up with advisors to get feedback from students post-presentation. So far we have not gotten any questions/concerns/comments from students, but some advisors are going to be sending out the practice test to students which we anticipate will generate some feedback. We will continue to field feedback as it comes in.	We have heard from teachers that it would be good to do this type of presentation again early in the 2014-2015 school year so that we can get students thinking about this change in testing closer to the actual taking of the test.	Informational Only, Informational and Feedback Collected	
Common Core Assembly	5/5/2014	Kamilah Mitchell	Students, Teachers, Administrator	45	School Culture and Climate, Common Core				Informational Only	

Common Core Assembly	5/28/2014	Erica Bryant	Students	41	Common Core		Overall, students wondered why Common Core is starting now. They were also concerned about work/classes being too difficult. Also, students wanted to know how common core would affect the high school exit exam. And, they were upset that they were just now finding out about these changes.	There should be assemblies during summer school and the start of the 2014-2015 school year.	Informational and Feedback Collected	
Common Core Presentation	5/30/2014	Taysha Daviston	Students	23	Common Core, Assessments	Meeting Notes	slips after the lesson. Many students suggested that classes should be more exciting and that academic discussion would be better than the teacher lecturing. This would make learning fun as well as more academic. Many asked when are we starting common core? Some wrote about not agreeing with using less fiction works. They stated it would limit students' imagination and would demote thinking outside the box. Students believe that reading fiction such as poetry and literature can be considered complex texts and is more exciting than reading informational texts. Many are in favor of common core standards helping schools to become more advanced in learning and learn real world issues.		Informational and Feedback Collected	

Eduactional Necessities assembly	5/28/2014	Amy Dellefield	Students	500	School Culture and Climate, Common Core, A-G	Meeting Notes	Students completed a 4-yr plan, which was organized as an A-G worksheet. Teachers collected them and later reviewed them with their classes. They also used them to make make referral to Counselors for summer school registration (if credit deficient)	Its my sense that this information should be reviewed again in the fall - with both these rising 10th graders and the new 9th grade class. We also do whole-school transcript review twice annually - once in late September (for previous spring semester) and again in late February (for fall semester). This not only helps correct errors in a timely manner, but also allows students the chance to regularly monitor their progress and make adjustments.	Informational and Feedback Collected	

LCAP Summary Of Stakeholder Feedback

OUSD CORE WAIVER
SUMMARY OF STAKEHOLDER FEEDBACK

STUDENTS

Themes / Topics :

- ❑ LCAP revisions
- ❑ Racism and discipline
- ❑ School staff hiring processes and protocols
- ❑ Central office and school site staff training

Summary:

- ❑ On LCAP:
  - ❑ Central Office receives 10% and prioritizes a portion of that to support programs that engages students in leadership, and uses other portions for other mandatory payments. Other 4% goes to schools; Student voice is very critical to improving schools, because we are the ones who have to go to these schools and experience the issues in our education system.
  - ❑ Remove test scores from being one of the most important ways we evaluate school funding; 1 test score does not determine how smart a student is, but how well a teacher does their job, and prep students.
  - ❑ All schools MUST release their school site plan and educate their constituents about what it all means; So everyone is aware and knowledgeable about all data. Also so data can be accessible to all.
  - ❑ Don't base certain funding on California Healthy Kids Survey; not all students are honest about their answers. Data is not consistent.
- ❑ On racism and discipline: We, OUSD students, recommend a clear, transparent and co-created code of conduct for adults and students at all high schools in OUSD.
- ❑ On, racism and discipline: We, OUSD students, recommend biannual student feedback of all school staff and administrators.
- ❑ On school staff: We, OUSD students, recommend a student hiring committee for all incoming teachers, administrators, security and other staff.
- ❑ On giving and getting respect: We, OUSD students, recommend student-led trainings, in partnership with adult allies, about the realities of youth culture and life in Oakland, for all new and returning teachers, SSO's, administrators, and other staff, throughout OUSD.

Suggested Follow Up and/or Action Taken:

- ❑ See above for suggested follow up.

FAMILIES

- ❑ Hold a follow up meeting for parents interested in facilitating SEL 5 workshop parent series.
- ❑ The family engagement office is making improvements to the remaining parent conferences for 2013-2014, based on feedback from the Back-to-School and Latino Parent Conferences
- ❑ The district has developed one-pagers, FAQ, and parent guides for families with information on the Common Core, LCFF/LCAP, and CORE Waiver / SQIS.

COMMUNITY

Themes / Topics:

- ❑ Support from CBOs with literacy and SEL
- ❑ Support from CBOs on SSC design
- ❑ Support from CBOs with LCAP youth and family engagement
- ❑ Accessible, family-friendly communication on VRP, Common Core, LCFF, and CORE Waiver
- ❑ Family outreach for completing free and reduced-price lunch forms
- ❑ Integration of family and community engagement in CSSSPs

Summary:

- ❑ What are district, school, and classroom needs to increase literacy, and how can community-based organizations (CBOs) and out-of-school providers support these needs to help implement the CORE waiver? How can volunteers support needs and efforts?
- ❑ What are the best ways to increase literacy and SEL skills over the summer and how can CBOs offer support?
- ❑ The CORE waiver/ SQIS plan is dense and difficult to digest - how can it be paired down for different audiences (principals, teachers, families, etc.)?
- ❑ CBO's would like more opportunities to support the new School Site Council design.
- ❑ Create parent-friendly one-pagers on the Voluntary Resolution Plan (VRP), Common Core, and the Local Control Funding Formula (LCFF); create a parent-friendly powerpoint on the CORE Waiver and what is important for families to know if they are in a priority, focus, or reward school.
- ❑ We need an aggressive outreach plan to families focused on completing the free or reduced-price lunch forms.
- ❑ We need to ensure the integration of family and community engagement into the Community School Strategic Site Plans (CSSSP).
- ❑ Host monthly LCAP Engagement Advisory meetings to design LCAP engagement with youth and families.

Suggested Follow Up and/or Action Taken:

- ❑ In general CORE waiver powerpoint presentation, incorporate how CBOs can support

and partner with schools and how volunteers can best support efforts.

- ❑ Hosting CSSSP mini-retreats to help facilitate the integration of family and community engagement strategies in CSSSPs.
- ❑ A subcommittee of the LCAP Engagement Advisory meets regularly to plan and coordinate monthly LCAP Engagement Advisory meetings.

CENTRAL OFFICE / ADMINISTRATORS

Themes / Topics:

- ❑ SBAC roll-out and implementation
- ❑ Accessible information on SBAC
- ❑ Adult SBAC practice test roll-out
- ❑ Effective teacher evaluation improvements
- ❑ Effective principal evaluation improvements

Summary:

- ❑ We need increased and centralized information on SBAC, including FAQ and a one-page protocol for having adults take the practice test.
- ❑ Some SBAC practice test items are poorly worded, and the SBAC testing platform has built in socio-economic bias.
- ❑ We need a clear rollout plan and timeline for SBAC, including coordination responsibilities and roll-out of technology to support SBAC.
- ❑ It's best to take the SBAC practice test in groups so can help each other and reduce adult learning anxiety; mix ELA and Math teachers to take practice test together so they can share expertise and insights.
- ❑ The town hall community meetings seem to be working well, as evidenced by finding solutions for math course sequence options aligned with CCSS that meet the needs of families.
- ❑ Guidelines are needed to support goal setting process for educator evaluation.
- ❑ It's important to identify the necessary conditions for principal evaluation and learning.
- ❑ There is a need to prioritize the list of indicators of practice for principal evaluation.
- ❑ We need strategies for providing school leaders and leadership teams with support for strategic planning, based on self-assessed needs.
- ❑ Oakland Effective Teaching Framework is a good representation of staff's vision of effective teaching. How will the 21st Century Learning Standards be represented and how can we ensure that the framework is aligned to the Common Core Standards?
- ❑ Revise language to have consistency across Oakland Effective Teaching Framework (within level of practice).

Suggested Follow Up and/or Action Taken:

- ❑ For SBAC, developed a one-page protocol for implementing the adult practice test; developed a FAQ for staff and parents; developed a new district intranet site for

CC-CB-SBAC information; and created an email address for submitting SBAC concerns.

- ❑ For SBAC, posted timeline on CC-SB-SBAC intranet site; purchased Chromebook carts with own access points; and will include test scheduling scenarios in SBAC field test training
- ❑ For SBAC coordination, developed new stipend for Instructional Tech Teacher Leader to coordinate SBAC testing as well as personalized learning practices.
- ❑ Develop guidelines for goal setting for educator evaluation.
- ❑ Refine list of indicators for principal evaluation.
- ❑ Engage all principals in the prioritization of indicators of practice for principal evaluation.
- ❑ Crosswalking 21st Century Framework/Common Core Standards with OETF.

BARGAINING UNITS / TEACHERS

Themes / Topics:

- ❑ Site visit protocols for educator effectiveness evaluation system
- ❑ Differentiated teacher training and support for technology integration in CCSS and SBAC
- ❑ SEL impact of transition to CCSS and SBAC on adults
- ❑ Teacher-family partnerships on Common Core

Summary:

- ❑ We need to develop site visit protocols for educator effectiveness evaluation system that are non-disruptive and engage teacher input.
- ❑ We need supports in place to support the diverse needs of teachers while rolling out the SBAC, particularly with respect to technology and the use of Chromebooks.
- ❑ We need to consider the social-emotional impact of the transition to the CCSS and SBAC on adults.
- ❑ Hold a district teacher conference that focuses on technology integration in teaching and learning with a focus on technology-rich CC practices.
- ❑ Support idea to have a CC summit for families - teachers would like to leverage this to have more opportunities to engage parents.

Suggested Follow Up and/or Action Taken:

- ❑ Formalized site visit plan and protocol to be developed.
- ❑ Continue bi-monthly Education Technology Advisory meetings to address technology needs and training for SBAC roll-out, with members serving as liaisons with their schools and community partners. Feedback from meetings will inform the district's technology roll-out for SBAC.
- ❑ Had all principals take the SBAC practice test, and provided social-emotional learning strategies to support adults and students in the transition to SBAC.
- ❑ OUSD Teacher Conference will be led by members of the Education Technology Advisory; the focus of the conference will be technology integration with Common Core.
- ❑ Ed Tech Advisory / bargaining units will connect with the OUSD family engagement office

to understand opportunities for families to learn about Common Core and SBAC transition.

ALL STAKEHOLDERS

Themes / Topics:

- ❑ VRP / Discipline Policy communication and accountability
- ❑ Community fishbowl study sessions
- ❑ CSSSP mini-retreats

Summary:

- ❑ For VRP / Discipline Policy, provide clear information to parent and students, including information on preventative measures; discipline policies should be shared with parents in school orientations and workshops; teachers and principals should be versed in the SA-PQA and YPQA concept of school culture/"respect"; we need a parent brochure that provides information on new discipline policy and the process for suspension; need student and parent know-your-rights trainings; need as system for ensuring principals and teachers are following mandates; need a process in place for parent and student voice to oppose a suspension (or call into question) before a suspension is issued
- ❑ Board, staff, and community fishbowl study sessions are very useful for developing content knowledge about how stakeholders experience school and district programs and policies, in particular SPED
- ❑ Participants find the CSSSP mini-retreats very helpful, and appreciate the planning and learning time.

Suggested Follow Up and/or Action Taken:

- ❑ Integrate stakeholder edits into next version of discipline policy before sending to Board for approval.
- ❑ PEC - CAC should continue collaboration for future fishbowl study sessions.
- ❑ Additional CSSSP retreats have been scheduled, along with a series of small group support sessions for school leaders and leadership teams.

LCAP Engagement Feedback Summaries

LCAP Engagement Feedback Summary: AFRICAN AMERICAN MALE ACHIEVEMENT

Priority	Feedback from	Feedback from Students	Feedback from Parents	Feedback from Community	Summary	Top 3-5 Priorities
Priority 1 – Basic Services: Teachers are appropriately assigned, fully credentialed in the subject areas for the pupils they are teaching; pupils have access to standards-aligned instructional materials; school facilities are maintained in good repair			CONDITIONS - PD, MATERIALS, FACILITIES: There needs to be more exposure to A-G requirements. Lets find something and stick with it " the district changes too much." We should be reviewing best practices outside and within the district to address the needs of students. Intentional focus on building quality relationships.	Money and time for teachers to find resources to put together the curriculum. Need to address safety in the actual buildings and on the ground. Need to have an SSO on every school so that there is another adult on campus. Lack of school security officers. Need to have an credentialed teacher for students in in-school suspension. Need to keep in mind the multi-use buildings for charter schools and considering the safety of students in these multi-use buildings. Do charter schools have to follow VRP? Need to have family engagement around the facility usage regarding charter and the tearing down of buildings. More training for teachers on how to juggle some of the kids' experiences that they cannot relate to; intentional effort by the district for teachers to get support around addressing the needs of AA students; proper playgrounds/learning spaces for children to grow and learn; proper preparation for Common Core; "the history of District Professional Development SUCKS", PD's need to be vetted and trained and get teacher input, elementary schools are treated like 'red headed step children' when it comes to PD After school leadership development of students SUMMARY - CONDITIONS: Need to consider the safety of the facilities and the use of elementary schools as multi-use buildings for use by charter schools. -Yes, there needs to be money in the schools but it needs to be an ongoing commitment because these changes take significant time with constant support	Needs: - Improved access to infomation on A-G requirements - Focus on relationship building between schools and families (teachers, adminnstration, students, families) - Improved teacher PD focused on relevant, responsive teaching and laerning - School safety improvements, including more security officers, protocols for multi-use buildings, and safe student transportaion options - Resources to fund school therapists, the arts, field trips, and leveled books - Diverse, culturally-relevant curriculum and materials	1) Teacher Professional Development - including engaging AAM's, culturally responsive pedagogy, cultural competence training for SSO's, Classified staff, administrators, parents, community based organizations, critical race theory, implicit bias, differentiated instruction 2) Family Engagement in particular better engagement of AA male and female students, Parents and Community Members 3) A - G access to college and career academies and pathways 4) Mentorship for AAM's from K-5, 6-8, 9-12 as well Cascade Mentorship opportunities for MS and HS students to mentor younger students within OUSD. 5) Need for resources to support school therapists, Art and Music, Field Trips and leveled books.
Priority 2 – Implementation of the Common Core & Next Generation Science Standards: Implementation of academic content and		CONDITIONS - CCSS PRACTICES: 1) We need to time to shift the mindset from teaching the traditional way. Work it in with different benchmarks 2) Relationships with students. Need to build cultural competency to put the work in practice.			Needs: - Teacher cultural competency training in ordert to build relationships with students (relationships are key to student success) - A paradigm shift in teaching; a shift from	

Priority 3 – Parent Involvement: Parent input in decision making and promotion of parents participation in programs	ACHIEVEMENT: 1) Get parents liaison, robo calls, letters, emails visits. 2) Parents need more positive interaction with the school and the district. Parents keep getting the negative calls. We need to celebrate the students more. 3) Build better relationships with parents. 4) Parent requested to be there as part of the enrollment process. 5) Have alternative times around when parents are working. 6) Clearly defined parent engagement role. make more meaningful contacts. 7) The district is too transitory with principals and teachers coming and going. District is not intentional at connecting with the parents. SUMMARY - ENGAGEMENT: Building individualized relationships with students and parents is the way to improve all aspects: attendance, parent	SUMMARY - ENGAGEMENT: There need to be more workshops for parents and families at school sites surrounding the importance/ value of the SRI. Building trust with parents is essential. This means communicating with parents in the community: Home visits, existing parent meeting, PTA. We have to activate the agency and assets of the parent students. This is a powerful relationship. The district reaches out to parents when its too late. We need pro-active communication and strong leadership at schools so that we hear about the perfect score more often than the class absences	Having stakeholder engagement to invite parents to give their voice and not make it so information heavy with the talking. Need to change the adversarial relationship between the district and the parents. Parents aren't always treated int he best of ways at engagement and board meetings. First calls from teachers should be about where the student is doing well. Our viewpoint should be asset-based where every student have assets.The administration team is not approachable at some sites. School secretaries and family resource staff should spend at least 30 seconds talking to parents. There could be a student greeter at the school to greet parents when they come through the school. Engage parents and get them to make a commitment at school registration and all parent convenings; parent workshops on Common Core, etc., understanding parents' value system; -Back to school nights and Open Houses are outdated -Parents don't know how public education works -Parents don't understand the reality of their children living in poverty, they don't want the sugar-coated workshops; they want the truth behind what is in store for their kids int he future if they don't go to school, when they grow up in poverty and when they fall behind in school - especially for black students -There are already parents who care, so you're preaching to the choir - the real question is how do we engage the parents of the students who need it the most? -As a result of value or lack there of in education, students bring the attitudes about education to school, an attitude they get from their parents -How do we change how parents value education within the home? Esp the homes who don't find education urgent	- Deidcated family engagement positions / parent liaisons at school sites - Intentional relationship and trust-building between schools and families (this was understood as essential to positive student and school outcomes); this includes creating a welcoming environment for families and getting to know families - Multiple, responsive pathways for family engagement to meet the unique needs and availability of all families (e.g. home visits are sometimes better than parent-teacher conferences for working parents) - Consistent, diverse communication methods for keeping families informed - Celebration of student performance when communicating with
Priority 4 – Pupil Achievement: Performance on SBAC, students College, Career and Community ready, English Proficient rate, reclassification rate, AP accomplishment rate, EAP, API	LITERACY: 1) When students do not come into K & 1st prepared with exposure to reading. It helps to have preschool preparation. The gap keeps widening as the students go through the grade. 2) Going to the library regularly. Writing book reports. 3) Share their SRI with the students and parents and go over their levels. 4) Adequate resources to teach these students. To be able to scaffold the resources with the students. 5) Educate the parents with strategies that they can do at home. 6) If they don't learn to read they become the discipline problems and don't want to participate in class, and ultimately become pushed out of class and school into the streets. 7) Advisory class for parents to get them to understand the results of their SRI. 8) After school nights for students and parents to come to the school for support and		Make sure families have an opportunity to access preschool; make sure everyone understands the data so that it's meaningful; ensure students are healthy (physically and emotionally); replace SRI with something more robust; improve reading content materials (this was a much-agreed statement) Have someone at school sites to supervise proper 504 plan implementation; culture shift at schools STUDENT OUTCOMES - CAHSEE: Engage students into Academies; bring more counselors back into the schools; equitable Academies; plant the seeds to the pathways of the Academies early on in a child's education; cultural competency By reaching students early on in elementary school; cultural shifts at schools SUMMARY - STUDENT OUTCOMES: -District needs to be sure that the curriculum features social emotional learning. and allow teachers more flexibility in academic curriculum in order to feature ethnically diverse material. -AA males are really struggling in middle school and they are 2nd-3rd generation offspring of alcohol/drug abusers and under-educated parents and they need intervention/prevention efforts early on in their education years -Parent/MLK- African American males have behavioral issues at the	- Early literacy and PreK is critical to overall student achievement - Need to partner with famlies on monitoring SRI levels; all educators should understand SRI - Need to improve reading content materials CAHSEE: - Provide early exposure to the test, as well as prep courses OTHER: - Teachers must build relationships with students - Engage students in high-quality academies to create pathways to college and career - Curriculum must incorporate SEL and allow teachers flexibility to make learning relevant for students - Need for teacher

Priority 5 – Pupil Engagement: School attendance rate, Chronic absenteeism rate, MS & HS Drop out rates, HS Graduation rate, foster youth	ENGAGEMENT - ATTENDANCE & REDUCING SUSPENSION: 1) Showing students what the new "cool" is. 2) Pressuring and discipline students and taking things away if they don't attend school. 3) Being more honest and building relationships with the parents so that is more meaningful for the when schools contact the parents. 4) Take every child as an individual and have school staff build relationships. Assign staff to each students so their is individualized attention. 5) Celebrate students for	ENGAGEMENT - ATTENDANCE & REDUCING SUSPENSION: There should be some training for teachers about the value piece for reducing suspensions and to see why teachers are suspending students in the classroom. Should be training pieces for community building piece and addresses unconscious biases in community members. Should track students that are being suspended. Help from the community has not been solicited. Need to focus on the socialization aspect in public education. There needs to be mentorship for African-American students and need to figure out a mentorship program at a cadre of schools. Need to use African-American male teachers as a resource for these students. Teachers need to build relationships with students in the classroom which makes students want to come to school. Schools don't do a good enough job of messaging the importance of attendance so we need to message the importance of attendance even in elementary school. Schools don't message that funding is tied to attendance. We need to increase the number of ethnically diverse teachers and make sure has unconscious bias training. Teachers need to have the academic freedom to create their own lessons.	- Building relationships with students and families helps support attendance; need to build capacity for this - Every student needs individualized support; reducing class size can help with this. - RJ can be used to learn about students and build meaningful relationships. - Need to celebrate and reward student attendance. - Need for teacher PD that addresses racism and power, bulids
Priority 6 – School Climate: Suspension rate, expulsion rate, parents and teachers sense of safety and school connectedness	SUMMARY - ENGAGEMENT: Building individualized relationships with students and parents is the way to improve all aspects: attendance, parent engagement, student outcomes, academic achievement, reducing suspensions	ENGAGEMENT - ATTENDANCE & REDUCING SUSPENSION: There should be some training for teachers about the value piece for reducing suspensions and to see why teachers are suspending students in the classroom. Should be training pieces for community building piece and addresses unconscious biases in community members. Should track students that are being suspended. Help from the community has not been solicited. Need to focus on the socialization aspect in public education. There needs to be mentorship for African-American students and need to figure out a mentorship program at a cadre of schools. Need to use African-American male teachers as a resource for these students. Teachers need to build relationships with students in the classroom which makes students want to come to school. Schools don't do a good enough job of messaging the importance of attendance so we need to message the importance of attendance even in elementary school. Schools don't message that funding is tied to attendance. We need to increase the number of ethnically diverse teachers and make sure has unconscious bias training. Teachers need to have the academic freedom to create their own lessons. Build capacity of teachers/administrators/parents to engage students in a way that allows them to address the needs of their students in a culturally-aware way; lower class sizes because teachers are	- The ability to build relationships with students and families is key; need to build capacity for this - Need for teacher PD that addresses racism and power, bulids cultural competency, and promotes alternative discipline methods to suspension - Need to build capacity across the system to engage students with cultural competency - Need for mentorship for African American students - Need to diversify the teaching force. - Teachers need the fexibilty to develop their
Priority 7 – Course Access: Electives, pathways, advanced placement, linked learning	STUDENT OUTCOMES - A-G & AP: 1) Tutors in the schools to work with students who are afraid of certain subjects. 2) Opportunities for credit recovery during the day. ie. Cyber high 3) Fully funded summer schools. 4) Equity with AP classes at schools across the district.	STUDENT OUTCOMES - A-G & AP: Students that take manhood development classes may take ability to take electives away. The development of the manhood development classes should have more input from the community. Manhood development program should facilitate the increasing number of a-g courses. Like ethnic studies and social justice courses where the focus could be the civil rights movement and African-American focus. Must ensure that every student masters the standards at every grade. Missing the emphasis on making the wrong choices and where it leads you to. What's needed is to bring people that made different choices so students can see where their choices to. Equity in the course listings at all the schools (make sure that Castlemont and McClymonds have AP classes). Make sure that the best practices are replicated. If the academy system works, then it needs to be at all schools. Necessary to intervene at elementary school level where there is a mentorship opportunity. Hiring more counselors and librarians for schools; effort to hiring	- Need for tutors and credit recovery opportunities - Need for full funded summer school programs - Need for equitable access to AP courses across the district - Mahood Development Program should have community input. - Need to ensure every student masters the standards at every grade level - Best practices need to be replicated.
Priority 8 – Other pupil outcomes:			See Priority 4.

Other Recommendations to Increase Achievement for this Target Group:

SUMMARY - CONDITIONS:
Giving the students voice so that the school staff can understand what they are dealing with. We are hear to serve the students and parents but most times as adults we tell the students what we want from them and how they should behave. It would be more effective to find out from them what would make them more engaged in school. What

SUMMARY - STUDENT OUTCOMES:
The district should be calling out structural racism. This prevents equity and access to students . We need ways to counteract the affect the rap music has on students. There should be more opportunities for students to showcase the successes and accomplishments.

- Need to incorporate student voice in school improvement efforts
- Need more mental health service providers
- Need to interrupt institutionalized racism

LCAP Engagement Feedback Summary: ENGLISH LEARNERS

Priority	Feedback from Staff	Feedback from Parents	Feedback from Community	Summary Themes/Questions	Top 3-5 Priorities
Priority 1 – Basic Services: Teachers are appropriately assigned, fully credentialed in the subject areas for the pupils they are teaching; pupils have access to standards-aligned instructional materials; school facilities are maintained in good repair	PD, MATERIALS, FACILITIES: -What conditions are necessary for a school to nurture among students the joy of reading? (follow-up from literacy discussion above) -I'd be great if we had books that kids could take home and have fun with. -It's tricky sending home bags of books. It'd be wonderful if we could send the books home, and not have to manage the return, and keep track of everything. Would be great if we had a bundle of books, and not worry about getting them back, but worry about getting them into the hands of children in their homes. -How is it that we have a focus on reading and their are no librarians funded? Seems like there's a direct relationship between reading and librarians. There's more to the goal of kids reading than focusing on the academic skill. Who can operationally facilitate the other stuff? It'd be great to have a librarian who could help make that happen. -We have to work with families to cultivate their love reading at home, too, so kids experience a culture of reading. -Parents need get books into their children's hands and limit video games. -There are increasingly blurred lines between technology and literature. Today's children are the "Google Generation." If in 5-10 years we'll be adopting the use of iPads for curriculum, then the lines will be even more	What are things that need more resources at school sites? - more staff certified to work with learning disabilities - art programs, physical education, music programs - teacher assistance - more staff to create classrooms smaller currently there are about 32 students/1 teacher - Bilingual staff - small libraries in each classroom - to have extra staff in and outside the classroom - to turn part-time teachers to full-time teachers (art, physical education, music) - a library in each classrooms with bilingual books - workshops and resources for parents to learn tips on how to help their children with their homework that it is only in English and how teach children to write Spanish. Is there anything else that the LCFF money should be used for to improve schools? - English classes for parents - more teachers - more after school programs - using the funds to have a school that it is deserved to the children (having a coach, books, gym, smaller classrooms)	PD, MATERIALS, FACILITIES: -Secondary teachers need more professional development working with English learners since secondary teachers are experts of content and not necessarily pedagogy. While secondary teachers may have taken a test that saids they know how to work with ELs, it doesn't really play out in reality. -There is also a huge technology gap in the schools. Some schools don't even have wi-fi, and those schools that do the access is spotty. The transition to technology also needs to be accelerated, and while chromebooks have been purchased. -Bella Vista principal also noticed a trend that Asian ELs tend to reclassify at higher rates, but don't necessarily know why. Hypotheses regarding why they might reclassify at higher rates is due to perhaps cultural values, staff values, etc. SUMMARY - CONDITIONS: -The schools with high percentage of Spanish family should have more bilingual teachers. -Increasing access to technology (wi-fi and hardware). -Making sure that all schools have the necessary literacy curricula and supports whether it is the leveled reading books, Achieve 3000, or getting a list of books that are appropriate for a students reading level to	- Need ways to get books into students hands, including resourcing librarians, classroom libraries, books for home, and bilingual books - Make sure assessments are available in the languages being taught. - Makes sure to enact the value of multilingualism by translating materials and resources into other languages, e.g. common core report cards, CSSSP materials, assessments, communication materials, etc; schools need more access to translators and translation services to support ELL students and families. - We can tap into our community for translation support - Need staff certified to work with learning disabilities and bilingual staff - Need smaller class sizes - Need resources to support art, physical ed, music, and after-school programs - EL classes for parents, and training for EL parents on how to suppor their children's learning at home - Need for teacher PD focused on embedding ELD throughout learning content; teachers need more PD on supporting ELL students and families. - Need for access to technology at school and home. - Need to improve the amount of technology and the speed at which technology is acquired at school sites. - Imagine Learning English is a computer-based program that can support ELL students; schools also need equitable access to leveled books and programs like Achieve 3000 - Secondary teachers need more PD working with EL students. - Asian EL students tend to reclassify at higher rates - need to look at why - Need to improve communication and relationships with families so they are more aware of the resources available to them. - Parents aren't well-infomred about EL student programming	
Priority 2 – Implementation of the Common Core & Next Generation Science			CCSS PRACTICES: The group noted that one way to support students in CCSS practices is the ongoing development of students native language at home since research shows that the concurrent development of a students home language also	- Need to promote the ongoing development of students' home language at home - reserach shows this supports ELD.	

Priority 3 – Parent Involvement: Parent input in decision making and promotion of parents participation in programs	ACADEMIC ACHIEVEMENT:Many parents are already focused on children's needs. And some are still focused on their own needs, and find it hard to use their brain power to develop children, because their own needs aren't met. In that case, children miss school, they don't have consistent routines at home, things chaotic at home. How can we help reduce the chaos, so children can be focused and grow? Family literacy classes could help, as with classes offered by Adult Ed. Parents can learn English, which includes discussions around life skills and opportunity to connect with other parents. Cuts have impacted availability of services -- there are implications for families. We need more family liaisons and family coordinators. Family resources centers are important. It can engage parents in supporting students and the school, such in volunteering to level books. The FRC can help parents with challenges they have -- if they don't have a job, help them with a resume. Get them help to transform their lives. When parents are working 2 jobs and still can't figure out where their next meal is going to come from, schools can help families get those supports. We're supposed to be creating a full service	ACADEMIC ACHIEVEMENT: - parents need to know the opportunities to be involved. - ELAC will disappear in 2015 and how can the parents continue to meet regularly? - English classes for parents - turn-out calls to parents for meetings - the school staff needs to find a way to engage the parents to be involved (i.e. providing dinner) - if there are more funds in the schools, parents wouldn't be fighting for resources, but with the funds and when used in the schools how it should (having a coach, more teachers, breakfast) - at TCN there a lot of parent representation because there are regular parent meetings (2 parents represent one classroom) Parents involvement in schools are based on the conditions and the resources available. More bilingual classes should be provided so children could receive help from their parents doing their homework and reading. LCFF is an opportunity for ELD classes Adult Ed - as parents learn ESL, align with district initiatives around academic conversations, systematic ELD. Parent resource centers to include	ACADEMIC ACHIEVEMENT: Communication with parents (via email and phone) The needs for parents are also different depending on language. Parents in our group have regular communication with their classroom teacher, however it is only when there are problems or issues. Parents have communication with pull-out ELD teacher once a year. Schools need to be in partnership with parents about what the needs are and so that funding decisions are appropriate in terms of what kinds of licenses or curricula is purchased. SUMMARY - STUDENT OUTCOMES: -Make sure the student know how they are doing academically. -Parents shared that they would like to have their students at reading level. Some felt that their students might be working in groups at school, but don't really know what they are expected to be doing. -Strategies for parent support at home included: 1) increasing parent knowledge/education in English and getting access to English classes for parents, 2) continue to develop home language at home because this has proven to help English development when students have a solid base in their first language, 3) access	- Need for more family literacy and adult ed classes for families - Need equitable resources to realize the full-service community school vision across all schools - Need Family Resoource Centers and family liaisons / coordinators at school sites - Families need to know they can support their children with literacy in their home language - All students need opportunities to become bilingual - Need to celebrate and promote bilingualism as an important skill - Having room parents are an effective strategy for family engagement at the elementary level - Need parent workshops on academic discussions - LCFF may provide more opportunties for ELD for students and parents - Need for more consistent communication with parents of EL students; parents are unaware of what students are doing in intervention services; communication should also celebrate student accomplishments - Need to work in partnership wtih parents to identify student needs - Increase parent knowledge/education in English and getting access to English classes for parents - Continue to develop home language at home because this has proven to help English development when students have a solid base in their first language - Access Achieve 3000 at home, and parents know what resources their students have access to
Priority 4 – Pupil Achievement: Performance on SBAC, students College, Career and Community ready, English Proficient rate, reclassification rate, AP accomplishment rate, EAP, API	LITERACY: Encourage parents to read at home with their children, and have conversations at home -- in ANY language. Ensure parents understand that home language development sets students up to become bilingual/biliterate, strengthen English language development, and to be academically successful. Help parents to understand the importance of working with kids at home, getting kids to read more. An overarching issue, is how do we develop in kids a love for reading? It's one thing to get the school structures down, but what about the joy of it? We should be striving toward the BIG OUTCOME of nurturing love of reading, for the joy of it. We have students all day long, and after school, and it should be part of the school culture, everywhere, to cultivate the joy of reading. I prefer that students can talk about their favorite authors, or their favorite book, rather than their lexile reading level. It used to be said, we were told that silent reading is a waste of time. Now we know that if we don't set aside time to give them time to	LITERACY: - exams every 3-4 months to evaluate reading level - evaluate the reading level of each student - reclassifying the students - one-on-one tutors - intervention program - after-school programs The wife needs English language help in order to help her own child become better at understanding and explaining common core to the student. The father is not always available to translate into English so the wife needs more opportunity to practice English through English classes. Kids need to practice on computers more often to be prepared to take tests online on chrome books. Newcomer parents need to be given addresses and telephone numbers of the resources that are available to them in the community and the schools. English Learners Advisory Council was brought up as a group that is available to parents with common concerns about students translating to parents about school	LITERACY: Alliance parent wants to know why ELAC was removed from the school. Where did the funds go? As parents we were not told why this ELAC was removed. Question asked - how can we ensure that more students low income, ell, AM and latino students are accessing the curriculum. -Communicarle a los padres la importancia de los examenes. Please tell parents the importance of the exams what are they for?. -Teachers need to motivate students - engage - explain to students what is happening. Also educated teachers to know how motivate kids. New teachers need support. -Parents need to know about how to interpret the test results. I have asked to the office how to read test results and I was told they could not help them. I need to know what exams my kids are taking , I need to know how she doing or what help is need it. The ELAc was removed and there is nothing in place. -It would be great to have a school staff that can explain test scores results to the the parents. -How can we make sure the literacy rate goes up in our students? -I read with my child and I ask her questions. We have to support their reading.	- Home language development supports ELD - Need to cultivate a love of reading at school and at home. - Promote biliteracy for all students -- not just English Learners. - Newcomer families need more support accessing resources availale to them - Students need to develop computer literacy skills as well, especially as testing becomes technology-based - Need to share best practices across schools for supporting EL students - Need for more support for EL students in middle school; classes are not leveled to meet ELD levels - Need for more parent English classes - Need for improved communication between parents and schools about student progress; need for more frequent communication and communication that is not just done by paper - Need for support and resources to help parents support learning at home - Parents want to know why ELAC was removed; parents feel nothing is now in place to support their ability to support their students - New teachers need training in how to best support EL students - Parents need support understanding student test results; how can we ensure this at schools? - Students need to be able to understand and monitor their own progress - Need for more bilingual teachres - Translation at school sites needs to be readily accessbile for parents - Parents need to know how to access Achieve 3000

Priority 5 – Pupil Engagement: School attendance rate, Chronic absenteeism rate, MS & HS Drop out rates, HS Graduation rate, foster youth		ATTENDANCE & REDUCING SUSPENSION: Family Services - workshops to include chronic absence. Family advocates to recruit parents.	ATTENDANCE & REDUCING SUSPENSION: In Alliance the principal implemented a great program - students get suspended inside the school. The students are not missing school/classes.I think this is working. I like it. In other cases which are serious then the student might get suspended. In our school UC - parents are asked to bring an excuse - doc appts. etc. In our school REACH - we have a high rate of chronic absence the principal is at the door welcoming students, encouraging to hurry. El autobus caminante is a program where a person designated by the school walks kids to school. In addition Kids get rewarded by attending school and not being late. The reward is money at the end of the week. Alliance calls the parents that kids are chronically absence - "your child is absent today".	Strategies: - In-school suspensions are effective way to ensure students don't miss out on learning - Require parents to provide documentation for student absence - Welcome every student when they walk in the school door each morning - Student incentives - Calling parents - Home visits - Building relationships with students and families - Family workshops on attendance
Priority 6 – School Climate: Suspension rate, expulsion rate, parents and teachers sense of safety			SCHOOL CULTURE & CLIMATE: Bella Vista also noted the use of "buddies" for newcomer students. While some languages like Spanish or Chinese are quite prevalent in schools there are also those students who do not have a lot of peers that speak the same language like Burmese, Afghanistan, or even	Strategy - buddy system for newcomer students to support transition to new school and country (Also see other Priority areas.)
Priority 7 – Course Access: Electives, pathways, advanced	A-G & AP: -English learners (long-term English learners) not taking the classes they need for A-G requirements. Providing other avenues for them to complete their requirements			- EL students are not taking the classes they need to meet their A-G requirements; need to create pathways to support their completion of A-G requirements - Parents need access to ELD and GED classes
Priority 8 – Other pupil outcomes: SRI, Linked Learning, others	CONDITIONS - PD, MATERIALS, FACILITIES: -SRI is a big deal, right? Yet there's no electronic version in Spanish. By definition, you're excluding people. You're shooting yourself in the foot. It's not a meaningful assessment for our situation. We keep asking, "Why doesn't the assessment match?" because of the passion some of us have, but it gets put on the side. Make sure your assessments are available in the language your are teaching, in electronic form - not paper! STUDENT OUTCOMES - LITERACY: -SRI isn't necessarily the right assessment for			- Need electronic version of SRI translated in Spanish and other languages. - SRI might not be the right assessment for every school - SRI might not be a good assessment for dual langauge programs
Other Recommendations to Increase				

LCAP Engagement Feedback Summary: FOSTER YOUTH

Priority	Feedback	Feedback from	Feedback from Community	Summary Themes/Questions	Top 3-5 Priorities
Priority 1 – Basic: Teachers are appropriately assigned, fully credentialed in the subject areas for the pupils they are teaching; pupils have access to standards-aligned instructional materials; school facilities are maintained in good repair			-Teachers must be trained in SEL. Must learn to build relationships. This piece is not consistent across the system and must be. - We need MORE central staff to support foster youth. There should be a model similar to that of the behavioral health unit where there is one person for each region who's job it is to support foster youth at each school, to work with COST teams to make sure they are meeting the needs of foster youth, etc. - In addition, there should be someone in the special ed office who explicitly works on special ed services for foster youth. The coordination with SPED is totally lacking right now, and it's a key piece of the puzzle to ensure that we are serving foster youth in the way they need and deserve. - ALL staff should be trained in basic principles of how to best support foster youth. In addition, there should be staff at every school who know the rights of foster youth, which services they legally have access to, which services are available to them through the	- Teachers need training in SEL and buidling relationships; need to provide welcoming, supportive learning environments for foster youth - Need a dedicated position(s) at the district to support foster youth at schools, including working with school site COST teams (similar model to behavioral health unit); also need position dedicated to supporting foster youth in SPED; need regional liaisons dedicated to foster youth, including a SPED liaison and family engagement liaison. - All school staff should be trained in basic principles of supporting foster youth; also need experts on site who understand the rights of foster youth; anyone working in mental health services and supporting COST needs training - Every school needs a point person for foster youth - Foster youth need access to computers and internet at home	-Specific School or Central site Staff to work with Foster Youth 2.) Additional Training for school site personal
Priority 2 – Implementation of the Common Core & Next Generation				(See other Priority areas.)	N/A

Priority 3 – Parent Involvement: Parent input in decision making and promotion of parents participation in programs			ACADEMIC ACHIEVEMENT: We need to offer more support for foster parents - bringing parents together and getting them engaged with one another so they can learn about how to support their children. This should be done in collaboration with the family engagement office and their trainings, as well as community based partners that engage parents. Ideally there would be someone in family engagement	- Need to engage foster youth families; provide a space for them to connect with one another - Need a district family engagement person dedicated to foster families - Need to provide training for foster families in how to support their students. - Need MOU with County to share data so schools know who	More support for foster parents in the district 2.) More Engagement of Foster Families
Priority 4 – Pupil Achievement: Performance on SBAC, students Collage, Career and Community ready, English Proficient rate, reclassification rate, AP accomplishment rate, EAP, API			-Engage students in after school programs. Especially leadership -Especially after school programs - or after school like programs in school. -Check on students like they are "in kindergarten" -CAHSEE bootcamp - fund this again SUGGESTED LCAP IMPROVEMENTS: -look at high school youth and make sure they make it into summer youth employment (Gary Yee) (ex: ILSP) -Point person at School site -Specific counselor that work with all foster youth (high school/middle school) -provide welcoming supportive environment at schools What about students that experience foster-like situations but do not go through the system. They are not documented as "foster youth" but do not have access to social services. What about them? -Let's work on the students who are in the system first. If we don't even	- Engage students in after school programs, leadership opportunities, and summer youth employment - Need point person for foster youth at school sites, as well as school counselors dedicated to foster youth - Need for CAHSEE bootcamp program and additional support for students not passng CAHSEE by 12th grade - Need welcoming, supportive environments in schools - Need to also consider students with foster-like situations that do not go through the system and how to best support them - Proposal for a foster youth conference and celebrations	Employment Programs 2.) Point Persons at School Sites 3.) Access to services for Foster Youth

Priority 5 – Pupil Engagement: School attendance rate, Chronic absenteeism rate, MS & HS Drop out rates, HS Graduation rate, foster youth			ATTENDANCE & REDUCING SUSPENSION: -Increased partnership with CBO and other support partners who know the kids -Need to identify a point person on each site to connect Foster youth to services -Does this position exist? Can we fund a person to do this? Too many different folks doing this work at various sites - no system -Community school managers currently hold this work but it is too much	- Increase partnerships with CBOs that work with students - Need for point person at each school for foster youth - Need MOU with the county for data and tracking of foster youth - Ensure foster youth have slots in after-school programs	MOU with CWW to share data to find out who are FY are 2.) Increase partnerships with CBO's who work with foster youth 3.)Partnership with after school programs
Priority 6 – School Climate: Suspension rate, expulsion rate, parents			SCHOOL CULTURE & CLIMATE: When foster youth come into schools, it is paramount that they feel welcomed. For many of them, their school is the one steady institution in their life. Schools	- FY must feel welcomed at school - Need for FY point person at each school	Provide a welcoming enviornment for FY when arriving at school
Priority 7 – Course Access: Electives, pathways, advanced placement, linked learning			LEARNING ACADEMIES: -Educate TSF office re: pathways and get more students engaged -Under served youth get first priority into pathways - it's important that we encourage and support foster youth to enroll in career pathways - make that connection for them before or as they are enrolling in a high school so they don't miss the opportunity. A-G & AP: -Better transcript analysis for proper course placement -More training on foster youth and how to identify and support -Better collaboration between CBOs	- Need to build TSF office capacity for implementign of student engagement strategies - Underserved youth / FY should get first priority in pathway programs; need to encourage their enrollment in these programs - Need for improved transcript analysis to support proper course placement - Need for PD to support FY - Need for stronger collabration between CBOs/schools/district to support FY - Increase opportunities for credit recovery - FY should always have a slot in after-school programs	Involvement in Pathways Programs 2.) Incresed opportunities for Credit Recovery 3.) Improved transcript analysis
Priority 8 – Other pupil					

Other Recommendations to Increase Achievement for this Target Group:			-Contact System? If the foster students are doing well, they are generally contacted less often, if ever. -Point person at each school (ex: Aeries), having a person to plug foster youth into services would be beneficial. -Suggestion: contact letter home each year to foster youth/families? One point of contact a year could be manageable. It should be the job of the foster unit to track students, not the job of the schools to track their own foster youth. Not all 86 schools are going to be able to coordinate foster services when they only have 1 or 2 foster youth....that responsibility should fall on the foster unit. -What is the role/responsibility of the central team? What work falls on school staff? -Current OUSD Practices: Currently "no" formal teams to manage foster youth Suggested LCAP Improvements: -Collaboration within the COS Team for services for Foster Youth -Work with the Transitional Students & Families Unit to	- District Foster unit needs to track foster students - Need person in SPED to work with FY - How do we improve foster student engagement? - Schools need support from the district on how to best support FY - Group home staff should attend district trainings for supporting FY (Also see other Priority areas.)	

Latino Students

Priority	Feedback from Staff	Feedback from Parents	Feedback from Community	Summary Themes/Questions	Top 3-5 Priorities
Basic Services: Teachers are appropriately assigned, fully credentialed in the subject areas for the pupils they are teaching; pupils have access to standards-aligned instructional materials; school facilities are	PD, MATERIALS, FACILITIES: Need to have presentations on how to help parents pay for college (Dream Act). Some families are homeless, and they need support. It's helpful to have administrative staff speak Spanish, too.	SUMMARY - CONDITIONS: OUSD asks a lot from parents we are giving and ready for the community school model, but we need to receive support back to us. Parents should not have to fund fundraising projects that show no results. School districts need to provide more services to parents in Oakland, CA We need to create communication and major support to celebrate Pay teachers overtime for preping lessons so teachers no longer need to take days away from the classroom to teach the classroom. PD, MATERIALS, FACILITIES: more cultural learning opportunities for staff where schools meet and the communities they serve. it would reduce bias and allow for parents and staff to communicate.		- Need bilingual staff at schools; really helps if administration is bilingual - Families need support understanding how to finance their students college education - Need for PD to build school staff cultural competency - Teachers need more paid prep time	1) Implement effective strategies for parent education and engagement: a) help support their children in school, 2) to build their own capacity (adult ed), 3) build home-school communication on academics. 2) Create culturally proficient schools: a) speak diverse languages, b) culturally relevant pedagogy, c) impact teacher negative perception. 3) Implement effective strategies to increase academic success: a) college readiness, b) extended day, c) vocational training. 4) Area to learn more from: Immigrant, 1st generation student needs
Priority 2 – Implementation of the Common Core & Next Generation Science Standards: Implementation of academic content and performance standards		DATA INFERNCES: CCSS needs a reflection of people of color. the program should allow the student to see himself in the curriculum. The books need to be culturally relevant and identifiable.	DATA INFERENCES: - The parents do not know what Common Core is and they don't understand what it means for their child - What is the CCSS change going to look like in the classrooms? - The parents want more meaningful discussions in the classrooms with both the teacher and their children present to have discussions about academic performance - Large group discussions where all teachers invite parents to come discuss how to support children at home, where students should be in their coursework, what teachers have mapped out for the year - Throughout the entire year, there needs to be continuous meetings with teacher/parent groups and workshop about Common Core and the new	- CCSS curriclum needs to be culturally relevant, and relevant to student experiences - Families don't understand what CCSS means for their children - What does CCSS look like in the classroom? - Need for more communication and partnership between teachers and families to support students - Need for teachers to communicate student learning and progress to parents - Need for CCSS workshops for parents and teachers; these might happen best over the summer because it is difficult to find the time during the school year - Need to strengthen pool of substitute teachers who understand CCSS	

Priority 3 – Parent Involvement: Parent input in decision making and promotion of parents participation in programs	ACADEMIC ACHIEVEMENT: -We need to figure out a way to make families feel welcome. Sometimes parents show up scared. If they say something wrong, they'll feel insecure or like they're being made fun of. -Something that's working in Allendale is Adult EL classes, every day for 4 hours a day. They feel more confident once they learn the language. There is also child care, which is important. DATA: Attendance from parents is very low at data shares - we need to build confidence in parents to engage in intellectual conversations and not intimidate them. SUMMARY - ENGAGEMENT: 1. Have Spanish speakers at schools. Once they feel welcome and have support to speak the language, parents are able to engage more with students. 2. Give English supports at schools, like family	ACADEMIC ACHIEVEMENT: create more opportunities to the school more communication with parents and students. adult education brings more parents into the school. bring adult education back to OUSD Schools to support engagement. opportunities for parents to get to know their teachers rather than just meet them. Family Literacy Program SUMMARY - ENGAGEMENT: -school and parent support -parent engagement, support and strategies -Families give a lot, but staff to do not respond with the funding or event hosting that allows a platform for Latinos to have discussions around academics, Reclassification,	STUDENT OUTCOMES - LITERACY: -It is important parent workshop and resources because parents want to know what an academic discussion looks like and and how to understand Guided Reading levels, lexile, etc. Parents do not understand A-Z guided reading levels and what that means in terms of reading comprehension for their children. -Schools across the district level books differently. Some schools use guided reading levels, others use lexile. The district should support and have presentation on a common system for parents to understand if their students are passing and reading at appropriate levels -The report card (or a separate report) should be provided to report the level and improvements of students literacy -Parents need to be taught how to read the report card because letter grades aren't being used in all of the grades. There aren't lexile updates on report cards so parents cannot work with children if they don't know how they are performing/comprehending and many parents cannot read in English so how do parents work with children at home?	- Need to make students and families feel welcomed at school - Child care and food are important for famiily events - Adult Ed, Family Literacy, and EL classes at school sites help facilitate parent engagement - Communication about data to parents needs to be accessible and relevant - Need for bilingual staff at schools - Need for teachers and administrators to build trusing relationships with families to help generate more authentic family engagement - Need to promote with students and families the expectation that students can and will go to college - Need more opportunities for Latino student and family input related to student achievement - Need to encourage families to read to their students in any and all languages. - Need for family workshops on academic discussions, how to understand guided reading levels and lexiles, and understanding report cards	
Priority 4 – Pupil Achievement: Performance on SBAC, students College, Career and Community ready, English Proficient rate, reclassification rate, AP accomplishment rate, EAP, API		-What I do as a parent I take my child to the library to check out books and I let her read in every subject. -I always make sure that he always has his backpack with him so that they are always reading whenever they have free time or when in the car that way they are advancing -My daughter loves to read especially to her little brother. It is important to me that we keep Spanish as the fundamental language but we incorporate English in our daily lives -It is suggested that parents are also introducing or talk about not just literacy but also incorporate math and science in their daily lives and interactions (ex. the store, billboards, at home) and by asking question you are also helping with their reading comprehension and it does not require much from us or to know the language -I do everything I think I need to do for him to read but he does not like to read and even though his teacher says he is advanced I as a parent do not agree I can tell that he is not comprehending. And I went to the school and I know who is truly advanced and I want to know what those parents are doing with or for their children so I can model my parenting towards to support their literacy -It is possible that the teacher can do more for their children -One of the key things I did was that my student read a book that was part of a series and since	- Relevancy. Kids have to be interested. If I was taught to read & it was about Mexican history, it would be more relevant. It should be something from their culture. - There should be more ethnic studies, Chicano studies. When you are integrating something, you are not honoring it. Not just Cesar Chavez birthday or Black history month [but a real program of study.] - Castlemont has this. - Ethnic Studies should be A-G - It should be everywhere. - I like Linked Learning / Pathways - We need culturally appropriate enrichment, Ballet Folklorico, Mariachi, etc. - I've seen Latino student excel because of their schoolwork revolves around their culture -for example, in Texas. - There is something [in our high school kids]. We get so many kids at HS with no skills. Why? Need to work with middle schools. What is missing? - At one school, a teacher had a voluntary EL class at 7:30 in the morning. She did not have enough space for all who were interested. - There is LCAP funding for that. - Many students, Latino, African	- Need for activities families can do at home to support their children academically - Need for programs that offer targeted student support before and after school - Need for more books and librarians; librarian positions need to be dedicated to the work of running a library and not other administrative work - Famlies need to know the testing (CAHSEE, etc.) expectations and requirements so they can support students at home - Need more support for reclassified students - Need for culturally relevant curriculum and ethnic studies - Need for technical training, vocational programs, apprenticeships, and internships	

Priority 5 – Pupil Engagement: School attendance rate, Chronic absenteeism rate, MS & HS Drop out rates, HS Graduation rate, foster youth		ATTENDANCE & REDUCING SUSPENSIONS -I think that the schools need to have meetings with parents whose students who are not attending to find out what is happening and to see what support they need. This needs to happen in a safe environment so that they are comfortable to share what is going on -I think that there are a lot of factors (uniforms, resources, work, language barriers). I have seen that there are a lot of parents with a lot of necessities and so they do not want to share that they do not have money, food or uniforms. Also a lot of us parents work and we do not know that they are missing school but we believe that they are. -Bullying is big, for my child this was why my child was missing school. There was an investigation to get to the bottom of this in order for my child to attend. I had to intervene as a parent because the school was not doing what they were doing. What I appreciated was conflict resolution that worked for one of the cases. (Resources such as clothing or	- Drop out rate - need to remove the alienation that many students are feeling at school	- Schools need to reach out to parents of students with chonic absenteeism to better understand what is real for families when it comes to school attendance. The factors that contirbute to absenteeism are diverse and complex. - Need to increase safety at the school site, including providing SSOs - Need to provide opporutunities at school that tap into student interests - Students sometimes feel alientated at school; need to invest in student engagement efforts	
Priority 6 – School Climate: Suspension rate, expulsion rate, parents and teachers sense of safety and school connectednes	SCHOOL CULTURE & CLIMATE: It's important to have people in the schools speak Spanish, especially in role model roles, to welcome families. Parents are very involved in the school in cultural events. At Allendale they are doing a multi-cultural festival and carnival ATTENDANCE & REDUCING	SCHOOL CULTURE & CLIMATE: -Security: I am furious to know that school is not safe. Personally, after incidents have occurred in our schools and as a parent we are confident that they are safe in the school but I know that it is not possible because my child does not feel safe and because he suffers from anxiety he cannot concentrate when an incident occurs. This affects us as a parent and to our students (Physically and mentally) More of these programs need to reach the		- Need for bilingual staff at schools - School safety is key - Families need more opportunities to learn what's happening at their schools; neeed dedicated positions to make sure this happens - Need for more teachers and staff of color who reflect the students	
Priority 7 – Course Access: Electives, pathways, advanced placement, linked learning	We need to reach out to parents and get them information. How do we facilitate getting information out to families? We have to fight the perception that they can't send children to college because of lack of funds. "We can never do enough" to get access to information. We don't push our Latino students as much as we have with other cultures. We need to ask more of parents and encourage them to participate in the classroom instead of obeying teachers. Need to be assertive. Some parents have a fear of the English language to get into the classroom, and we need to make them feel comfortable in the classroom even when they are unfamiliar with the language. How can we teach parents to know when walking into the classroom when students in classrooms are on task? LEARNING ACADEMIES: College trips in elementary	-One way might be involving ourselves in the school and knowing what is going on at school so that we are able to help our students at home because if we do not know the plan at school so we can assure that they are in the right path and advancing. -We need mentors for our students because parents are mostly working and are intimidated to get informed because of language barriers or insecurity with knowledge and power structures. We need to do this in order to change the structures. -We as parents need to be involved especially after school -Communication is key because from a personal experience i trusted my student too much and thought he was ongoing with his grade but due to much confidence in my student i did not notice my student's grades were lowering and I am also blaming not just myself but the school also did not warn me that they are declining in their grades. middle and elementary school information tell parents about A-G more access in both languages to the information provided. more AP classes for our students in OUSD. more staff to support students with this requirement. make A-G bilingual, the program should not create a climate that excludes students from	- How do we know what % of students have access to A-G? - It's important for student to know what the requirements are. - We need more counselors. At Skyline, the APs are doing double the work. We need more counselors. - Need access to culturally competent counselors. - We should have posters in every classroom so students know what A-G requirements are - Does every school have A-G? What about a school like McClymonds? - Need to have the resources to offer every A-G class. Could students at McClymonds go to Tech to fill in gaps? Maybe that's where LCAP can fill the gap. - Where are the access gaps? Where are Latinos located? What about the alternative schools? - Do we allow ELLs to take both ELD classes plus the A-G English? Can we allow them to double up and make up courses? - Is there a way to double code ELD classes? - Staci (Tech Principal) is trying to fix this this year - Need more clarity about how to	families so they understand students are able to get financial aid to make college possible. - Need to shift the relationship between parents and teachers so that Latino parents become active participants in the classroom and in their child's education - Need to expose elementary school students to college and career pathways; elementary students should be participating in college trips - Need for vocational training to provide studetns with career pathways and options - Need for student mentors - Structures for consistent communication from school to home and home to school are critical to making sure students stay on track - Need for more AP classes available to students - Parents need information on A-G and the infomration needs to be accessible in all languages; familes need to know how to help students graduate - Need for A-G to be bilingual - Families need information on linked learning before students	
Priority 8 – Other pupil					

Other Recommendations to Increase Achievement for this Target Group:	SUMMARY - STUDENT OUTCOMES: We need to get to the bottom of problems and target the issue itself rather than all the noise around it -- ask questions and identify the problems. At Allendale there is a Principal Binder to record issues that parents are having so that the school can track the issue. The general concerns are then passed along to principals to share parents' voices (sometimes confidentially).		OUTCOMES: - Strengthen the EL program. - Have a very strong bilingual program - Parents want transparency. Feel that every time there is a new administration, it falls on them to run the program. Want consistency. - Improve Latino personnel at every level. - Lack of Latinos in decision making affects the policy. We need brown faces that speak up for Latinos. - Parents want outreach. Moms with baby buggies feel ignored. No one says hello. - Reach out to dysfunctional families. - Do more about drop outs. - Teachers are not staying in the district - Teachers are unhappy with the system, salary and conditions so they leave after 5 years and they go work for other districts - There needs to be more teachers who can give direct support to bilingual classes - There needs to be more opportunities to keep students engaged in school like: music, art, dance (there aren't enough activities	- Need for more Latinos in decision-making roles; need for more Latino personnel - High rates of teacher turnover in the district impacts student achievement - Need for each school should have a required, clear and concrete plan that they are held accountable for around creating a school culture of motivating students, engaging parents and training parents around CCSS - Need for more culturally relevant curriculum and materials - Need for high quality substitute teachers - Need to get more specific about the meaing of reclassification for different target groups - Need for more college field trips	

LCAP Engagement Feedback Summary: ECONOMIC HARDSHIP / LITERACY

Priority	Feedback from Staff	Feedback from Students	Feedback from Parents	Feedback from Community	Summary	Top 3-5 Priorities
Priority 1 – Basic: Teachers are appropriately assigned, fully credentialed in the subject areas for the pupils they are teaching; pupils have access to standards-aligned instructional materials; school facilities are maintained in good repair	CONDITIONS: -Going to the library with the students 1:1. This speaks to the need to have a smaller teacher student ratio. -Access to necessary resources- especially lots of books in classrooms and for families to take home -Small classroom sizes are critical across all school levels! -Keeping classroom sizes at 20 students across elementary, middle, and high school levels (all levels). small class size3 is what's needed to support student's literacy and development. -Brewer teacher bought 15 small camp chairs, and this help transform here classroom into a safe comfortable reading culture/environment.	Need to reduce class size.	- we need staff stability, low class size, support services - we need parent language classes to support parent literacy - physical education and sports so students have something to do with their free time - engaging parents to help them with their students, library card applications in the office, more challenging books and curriculum - we need the highest quality teachers teaching our most needy teachers - improve working conditions for all teachers - looking at conditions at schools where high poverty students are making high progress SUMMARY - STUDENT OUTCOMES: parent literacy support; conditions in schools such as more planning time, lower class sizes, and	OUTCOMES: - Chromebooks are coming, but not for all grades - There needs to be an instructional tech teacher to work with the new technology - Students are not familiar with technology and this is a major disadvantage; students are not using a computer on a regular basis; there needs to be improvement in this area - There is not access to internet and technology on a regular basis both at home and in the schools for many students SUMMARY - ENGAGEMENT: - Economic Hardship: the biggest concern is class size being too large; safety and drugs and the impact on students is directly affecting their time in class - Economic Hardship: there's a lack of teachers aids (even if that's a parent volunteer) SUMMARY - CONDITIONS:	- Smaller class sizes; smaller student-teacher ration by having more support in the classroom with volunteers, student teachers, and teacher aides - Ability to share best practices across school sites and for teachers to have opportunties to learn from other teachers at other schools - More technology, leveled books, libraries; chromebooks for all classrooms and all students - Qualified, credentialed librarians - Qualified, credentialed substitute teachers - Central system for maintaining classroom libraries - Counselors to support SEL and address mental health needs - Teacher release days	
Priority 2 – Implementation of the Common Core & Next Generation Science Standards: Implementation of academic content and performance standards	DATA INFERNCES: -we have thrown common core at our parents - we need to give them time to get used to it (in CA this was rolled out very fast, whereas other states it was more gentle)		CCSS PRACTICES: What's already working that we could put more resources into: -Laurel: parent ambassadors doing 1:1s giving info for CCSS to parents, letting parents become more aware, initiative in FSCP to get	SUMMARY - CONDITIONS: - Support for parents to read report cards, evaluations and trainings - There needs to be more support around CCSS, the changes, how parents can understand those changes and how parents can support children to move towards	- Need for more parent engagement on CCSS; workshops that present the changes and how parents can support their students; having parent ambassadors suppor this process has been effective at some schools	

Priority 3 – Parent Involvement: Parent input in decision making and promotion of parents participation in programs	STUDENT OUTCOMES: Strongest attendance for parent meetings is when there is an evening meeting and parent representatives contact other parents, e.g. Fremont 150 calls for 10 attendees. We are doing meetings and agendas without impute of parents. We should talk to parents creating agenda and programs that meet the needs of parents. I understand the need for discussion of literacy; get parent leaders that will motivate parents to come to be a part of that. Tax night only 2 parents attended; at Dewey. SQR inform the district the things that have happened across the district. -Parent Engagement. Someone at the school	ACADEMIC ACHIEVEMENT: Hire parents/alumni trained to work or etc.-will increase better adult-student relationship.	ACHIEVEMENT: - Have to be able to impress on parents the importance of literacy - MUST start in kindergarten and 1st grade and school must call out what they need from parents - Reading buddies: peer and parent buddies - Making learning fun all the time - Reading coalition - parent volunteer program (part of Oakland Reads 20/20) - Encourage parents to know that testing matters - Superstars - teacher recommends students to these programs for literacy help - Parents should be trained to come into the classroom - School sites should give incentives for parent volunteerism - Parent University: parents should come in and learn about literacy -Have to be able to impress on parents the	ENGAGEMENT: - Parents would like personal calls to the home to make them aware of what is going on with students - Awards given to children for performance would increase parent engagement - All classes should encourage parent participation as teachers aids - There needs to be a larger turn out of parents in the School Site Council meetings - Parents need to continue to be heavily recruited for LCAP because it doesn't end with the Saturday town hall meetings; the Board needs to hear from the community because only one person on the board is an educator ACADEMIC ACHIEVEMENT: Find out what families need - not all families are in the same place and have access; families and children are in trauma 9 SEL needs must be met first; mindfulness and yoga, education around	works when parents engage parents; parent reps at schools help increase family engagement - Need for family engagement coordinator positions at school sites - Families need support understanding how to support students at home - There may be opportunities for family engagement through the use of technology - Need to engage families in the classroom and in reading with students at home and at school; need training for families on how to work in the classroom - Schools might consider employing parents to help with engagement efforts - Families need timely and accurate information on student	
Priority 4 – Pupil Achievement: Performance on SBAC, students Collage, Career and Community ready, English Proficient rate, reclassification rate, AP accomplishment rate, EAP, API	-what are factors that affect reading levels? -parent practices at home -access to quality pre-school (pre-K and K not mandatory in CA) -access to print (culture of reading/literacy) -a belief that schooling really makes a difference -FOLLOW UP - what is the data around non-free and reduced lunch reading levels? (the disparity would be greater) -data includes students coming from out of the district/country, their reading scores will naturally be lower -what other categories do free/reduced lunch kids fall into? (ELL, etc.) How do you diagnose a problem without the whole picture?	LITERACY: -Need a printer to print the reading list for SRI-more hard resources and supplies. -Teachers need to give more time for reading during class. -Students need to be involved in the decision making in choosing their books-they need to all be engaged in reading reflection, all students need to be called on in class. -Teachers need to make it clear reading is important for everyday life and push them to read outside.	- There is no mass mailing about SRI to parents - Make sure parents read with their child for 20 minutes a day - There should be a reduction of class size and programs to hire alumni & parents to increase literacy - A really great program: Bay Area Urban Debate League - high level debate team, kids come from all sorts of backgrounds, they research topics and it is an after-school program - Put books on technology like nooks to get students engaged - "move with the times" - Need to read at the grade level they are reading at - Don't isolate children from the classroom - Need to begin literacy early on - children need to be able to read at their own pace -There is no mass mailing about SRI to parents. -There should be a	LITERACY: SRI, assessments, writing units (focus on writing school wide), readers workshop - starting with Kinder and moving out, professional development and teacher support, SEL and family support, after school literacy support and intervention, reading groups during advisory, adopted guided reading and balanced literacy, community/family engagement, providing teachers with planning time, making sure PLCs are effective, lunch time book club (Oakland Rotary Club donation of books), word clubs - incentives SUMMARY - STUDENT OUTCOMES: -student needs must be met to support learning. mental health, social emotion, food, clothing, etc.	to quality PreK options - Need to cultivate student love of reading; students should participate in deciding what they read; need to encourage reading in and outside of the classroom - Need to make learning more engaging for students - Need to implement promising practices for supporting student literacy - Reducing class size can posiitively impact student achievement - Incorporate technology in reading and literacy (e-books, etc.) - Need for librarians, read-a-thons, Accelerated Reader program, early literacy, academic mentors, intervention specialists, and buddy reading to support literacy - Teachers need	

Priority 5 – Pupil Engagement: School attendance rate, Chronic absenteeism rate, MS & HS Drop out rates, HS Graduation rate, foster youth	SUMMARY - STUDENT OUTCOMES Attendance; be there and engage. The struggle is getting the kids to school. There is a lack of motivation, some students have jobs. We need a strong initiative to link up with AC transit. There are also issues with nutrition/ quality of the food. More parent outreach with incentives. Do outreach, go to the parents in the cars dropping off the students. ATTENDANCE & REDUCING SUSPENSIONS: -by secondary,				- Attendance requires parent engagement, safe transporation options - Students must be engaged and interested in what they're learning at school in order to want to come to school - Need to focus on improving school climate so that students feel safe and supported at school	1) Participants want to see more inviting classrooms environments that promote a culture of reading: a fully-stocked classroom library (including digital books), spaces for students to read comfortably and time to read. 2) Participants want to see more partnerships with school and public libraries to promote a full-service community approach to literacy. 3) Participants want more parent training on how to support students at home and how to volunteer in the classrooms and increased communication around
Priority 6 – School Climate: Suspension rate, expulsion rate, parents and teachers sense of safety and school connectedness	SCHOOL CULTURE & CLIMATE: There was discussion about creating comfortable and welcoming classroom environments not just at elementary levels,			SUMMARY - ENGAGEMENT: - Safe spaces and being to take risks and struggle while learning is huge for students - There is alot of trauma in the neighborhoods and students are experiencing	- Need comfortable, safe spaces at school sites to promote student learning and engagement; students need to be encouraged to take risks and be allowed to strugge with	
Priority 7 – Course Access: Electives, pathways, advanced placement, linked learning	LEARNING ACADEMIES: -VOCATIONAL SCHOOLS! skill-based way of learning, sense of accomplishment -not everyone is going to go to college, they need a way to feel like they are going to make a meaningful contribution to the world -"career ready" as replaced "vocational"	A-G & AP: - would like to see financial aid application (for college) included in LCAP as an indicator for college readiness.			-Vocational programs are needed to prepare students for 21st century careers -Computer and tech literacy need to begin in early grades -There is a need for equitable access to PreK programs -Financial aid applications should be indicator for college readiness	
Priority 8 – Other pupil outcomes: SRI, Linked Learning, others	SUMMARY - ENGAGEMENT: Group is mostly continuation schools, we get new kids and we have other students. They do not come with data already. Our systems SAM doesn't communicate with AERIES SRI. SRI sends letters to parents. Kevin Taylor			SUMMARY - STUDENT OUTCOMES: - SRI (Scholastic reading inventory) is very important data that needs to be utilized, although they only address level of comprehension and literacy is encompasses more than that	- Need to help parents understand SRI - Students need to be able to access computer-based reading programs, like Achieve 3000, at home - Curriculum needs to be culturally competent	

Other Recommendations to Increase Achievement for this Target Group:	SUMMARY - ENGAGEMENT: -Because there was a vocal representative from Friends of Oakland Public Libraries in this group, and because literacy was the primary frame/focus of this conversation: the conversation focused primarily on literacy, classroom libraries, reading time with parents and students.		SUMMARY - STUDENT OUTCOMES: The group felt that there needs to be a focus on beginning literacy early on and that children need to be able to read at their own pace and there should be no isolation in the classroom. The group also felt strongly about reduction of class sizes and there should be programs to involve alumni and parents in the efforts to increase literacy in the		- Is there equitable distribution of learning materials across schools? - Need to recruit local people to become teachers; need teachers who understand our students (See other Priority areas.)	

LCAP Engagement Feedback Summary: STUDENTS WITH DISABILITIES

Dominant cross-cutting themes:

Priority	Feedback from Staff	Feedback from Parents	Feedback from Community	Summary Themes/Questions	Top 3-5 Priorities
Priority 1 – Basic: Teachers are appropriately assigned, fully credentialed in the subject areas for the pupils they are teaching; pupils have access to standards-aligned instructional materials; school facilities are maintained in good repair	STUDENT OUTCOMES - A-G & AP: Should have resource specialists that are credentialed in high schools to support students with disabilities. Programs should be fully staffed in special education in terms of special education teachers. Reducing caseloads across the board in SDC classes - can't help students improve if you are running around all the time. Implement RTI at school sites. There needs to be more support for teachers to implement these strategies. Not support in implementing behavior support programs. *HS resource teachers with qualifications in subject areas *Fully staffed programs with paras, permanent teachers, reduced caseloads to provide adequate time for services *Solid RTI at sites (counselors, other non-SPED supports, behavior support plan supports, behavior support plan supports (30/caseload too many) PD, MATERIALS, FACILITIES: Need more professional development and training. Attendance clerks should have meetings and trainings as well. Some school sites have enough space and some do not. Some classrooms are stuffy and	CONDITIONS - CCSS PRACTICES: Students are placed in instructional programs based on need as opposed to mixing students with different disability 2. improving classroom facilities 3. Integrating classrooms for students into the school community (breaking the isolation of portables) 4. Teachers have smaller class size 5. More emphasis on providing prevention services (consultation social emotional mental health services) by increasing school psychologists as this will help address drop-out, absenteeism and suspension. SUMMARY - CONDITIONS: -Teachers need smaller class size. -Teachers and support staff need better training. -Aides should get more money for their services. -More staff to help provide more/better intervention services. -Facilities in old portables or isolated away from main part of campus.	SUMMARY - CONDITIONS: -Students need more access to assistive technology. -prevent actions of students with behavior disorders from detracting from other students' education STUDENT OUTCOMES - A-G & AP: - Counselor support for students and families - Need more teacher aids in the classroom - Encouraging parents to volunteer in the classrooms - From teacher perspective: increase the number of special Ed teachers and ensure teachers are certified to be with special Ed students - Need earlier assessment and intervention - Counselor support -How do you protect grade level content? - Teachers should create pods of students and group students together who are in the same grades to protect grade level content by teaching content to students in the appropriate grade - Special Ed is viewed as a separate conglomerate that mutually exclusive of other student groups and the access to resources aren't equitable STUDENT OUTCOMES - LITERACY: -Having fewer kids in the room will make it so teachers can do better for SPED and GEN ED -People who have caseloads across different sites, that makes it harder. -Consider the research about smaller caseloads	- Teachers need more support implementing RTI - Need more credentialed resource specialists in high school - Need smaller student-teacher ratio; reduced caseloads - Need to improve school facilitiies to create comfortable learning environments - Need for Attendance Clerks to have PD opportunities - Location of classrooms need to be integrated with thre rest of the school, not isolated - Need more emphasis on providing prevention services, such as mental health services, to prevent drop out, absenteeism, etc. - Teachers and support staff need more training to support students - Famiilies need equitable access to information and resources; there are disparities in access - Critical for the front office to be fully staff, especially at schools with SWD and SPED students	• Hiring and retaining highly qualified SPED staff while increasing central office support • Create a safe and operable learning environment for all special education students.
Priority 2 – Implementation of the Common Core & Next Generation Science Standards: Implementation of academic content and performance standards	CONDITIONS - CCSS PRACTICES: Need to streamline or reduce the number of initiatives thrown on the school site so that they can focus. ENGAGEMENT - ACADEMIC ACHIEVEMENT: I. Support for all in Common Core -Reduce/streamline initiatives so teachers can focus attention- -Differentiation resources -Involve classified staff in PD around	CONDITIONS - CCSS PRACTICES: We have to know how to educate the parent so the parent can reinforce at home.	CONDITIONS - CCSS PRACTICES: -Need to facilitate unification of GE and SPED. Provide opportunities for dialogue and learning focused on differentiating instruction. SPED teachers -have a lot of techniques for differentiation that can be adapted for Common Core in both SPED and GE. 1. Helping families understand what Common Core is 2. Training the parent on Common Core so they know how to engage the student at home	- Need to reduce or streamline initiatives so teachers can focus their work - Need resources to support differentiation in the classroom - Classified staff should be included in PD - Need to support families with reinforcing learning at home; need to provide training for parents on CCSS - Need opportunties for SPED	• Build staff capacity at Programs for Exceptional Children (PEC) in academic content areas to align with CCSS • Expanded general education inclusion programs

Priority 3 – Parent Involvement: Parent input in decision making and promotion of parents participation in programs	ENGAGEMENT - ACADEMIC ACHIEVEMENT: Expect parent engagement at IEP meetings that happen annually. Having more resources to talk to parents about what it means to have a child in special education. Principal sees very little from the district about how to communicate with parents about how to communicate around issues with special education or Common Core or with all the departments in the district. Seems to be left up to each individual school. Most parents don't know about CAC or what it means. No flyers are passed out or made about this. Broader CAC outreach is needed. Needs to be parent education around literacy so they know how to read to their children and know how to engage in their child's education. Robo-calls and flyers around parent education needs to be sent to parents. Important to have consistent expectations of parent involvement. Providing more support of what parents should do at home so children can be successful. SUMMARY - ENGAGEMENT: -There should be clear expectations of what parent involvement looks like at school sites and the district should support sites by making robo-calls and flyers around parent education and literacy.	STUDENT OUTCOMES - LITERACY: -Provide a baseline to parents that is clear so parents can know how close to grade level or baseline the student is. Parent teacher conferences should include resources for parents to show students where their student is at grade level. Weather the student is above, bellow, or at grade level. -The district should provide a person at school site such as parent liaison to be a leader and to deliver the message to other families about what SRI means and how to look at the data and explain to other parents what it means and how to read it themselves. Someone at the school site who can empower the parents and families. -Someone who can come to the families home to help the child learn to study. A workshop can be held for parent leadership and to show/teach parents how to help their own child and other students and families. -More intervention can be provided to students who are not the lowest need but second to lowest. Pilot new programs to reach and service students who barely miss the cut off for receiving extra help due to scores. -Ensure all groups and students have access to strategies, assessments, and resources as students groups who are not as at risk or under serviced. -Support parents with PK students to start thinking about reading with their children and	SUMMARY - ENGAGEMENT: - SPED parents want more engagement from the teachers - SPED department and parents need stronger communication so parents can work with children at home -All parents should be fully informed about parent rights, student rights. Provide a SPED orientation for parents. Then continue engage parents throughout the year – not just once at the beginning of the school year. -Create different kinds of opportunities for parents to involved, so they can understand what's going on in the school, build relationships with people in the school, and ask questions. -Create a parent support groups – not at the CAC district level, but at the school level. -Modeling the family engagement strategies that exist in the general Ed school culture & climate and applying those same strategies to SWD and their families. -better communication, availability of information and support specifically related to special education - You can't over communicate. Parents are intimidated by the SPED process. Referring them to written documents online is not necessarily the best way	- Schools need resources or traning for how to talk to families about what it means to have a child in SPED (request from school administration and staff); also need support talking to parents about CCSS - Need for more CAC outreach; many parents don't know what it is - Family access to information on SPED is difficult and inequitable; - Many parents find the information they receive on SPED difficult to understand; parents don't understand what they're rights are or what they're agreeing to - All SPED families should receive an orientation from schools that includes information about parent and student rights, availability of resources, what to expect at different levels of SPED, and what they can do to support students at home; this type of engagement should be ongoing throughout the school year -Need for more consistent and frequent outreach to families	• Provide information, develop opportunities for parents to learn, establish better relationships and communication, and create structures for broad parent leadership • Site based family engagement staff provide support for individual students' issues and needs with support from District SPED Family Engagement Specialist
Priority 4 – Pupil Achievement: Performance on SBAC, students College, Career and Community ready, English Proficient rate, reclassification rate, AP accomplishment rate, EAP, API	STUDENT OUTCOMES - LITERACY: Resource teachers at elementary schools should know how teach students how to read. With balanced literacy, it's all mushy because people don't know what they are doing. Not clear on which programs we should be using. Reading clinic trainings should go deeper. Early childhood staff should receive training around literacy because they don't receive any. Why is SRI the main measure for measuring literacy? Especially for students in special education because it shouldn't be only measure for improvement.	A-G & AP: -Students want the help of counselors in order to understand the system. If the family has never experienced how the school system works it is helpful to be led through the process with a counselor earlier than later in the students school career. -More support/intervention of students with IEP's. Problem with students having to be extremely low to receive an IEP that students who still need help and don't meet those extremely low scores doesn't receive the help they need and fall through the cracks. -Include more teacher aids in the classroom and more support in the classrooms for teachers. Parent support could be a option for the support or teacher aids hired by the school to handle students who are disruptive or need extra help. -Teachers could send students to be evaluated for an IEP earlier before the student falls very far behind in grade level. -Very little support for ELL students in special ed. There is a large problem in this area. Much of the language is in English in special ed. There needs to be more access and communication between departments to service students who are ELL and special ed. CONDITIONS - DATA INFERNCES: -Include different forms of learning so students can be learning the way they feel best. There are multiple intelligence and these different	STUDENT OUTCOMES - LITERACY: -Literacy is a big issue for students with disabilities. Many get misidentified based on not being able to read. -Expand the capacity of the Reading Clinic. GE and SPED teachers need to be able to teach in that model of reading instruction. Implement that model more broadly – expand wherever possible. -Need to develop resources for middle school and high school students who can't read. By the time they reach secondary they have "aged out" for the reading clinic. Great to provide early intervention to prevent secondary students from becoming non-readers; however, we need a strategy for the current secondary non-readers that we already have. - Parent: more intervention - Teacher: work with the community organizations (such as Reading Partners, etc) to come to the schools and work with the students; these resources are offered to other students - How does evaluation of literacy happen? - Parent: evaluations happen in conferences with teachers - Parent: 6-8th graders don't have a baseline standard of where their child should be reading so even if they have tests and can see the performance, they don't have a standard to compare it to because it is not offered past a certain grade and her child is in 7th grade - Teacher: the school district should organize	- Need for more teacher PD on balanced literacy - Need other measures for measuring literacy, beyond SRI, for SPED students - Need to focus on supporting students who don't quite meet the requirements for IEPs - Need more adults in the classroom - Need to ensure early intervention for students - There is limited support for ELL students in SPED - Need resources to provide diverse learning opportunities; students need opportunities to learn the way they learn best - Need for SPED pre-school staff PD on early intervention; more PD, including Lindamood Bell - Many students are misplaced in the system based on literacy skills; need strategies to interrupt this - What CBOs can schools partner with to support reading? - Need for training and resources to help families with learning at home - Need to provide opportunities	• Strengthen RTI, so all students' needs are met in both GenEd and SPED • Clarify strategies for reading instruction for students with disability, including role and scalability of Reading Clinic and professional learning for SPED teachers in Balanced Literacy

Priority 5 – Pupil Engagement: School attendance rate, Chronic absenteeism rate, MS & HS Drop out rates, HS Graduation rate, foster youth	ENGAGEMENT - ATTENDANCE & REDUCING SUSPENSIONS: -There needs to be more staff in order to implement the interventions & reduce suspensions. Either more classroom teaching & behavior management staff would be great. Needs to be a way to refer problems that are class-wide. -Need more staff to support counselors and VPs -Full-time attendance clerks at schools with high absenteeism who can communicate with compassion to encourage support attendance	CONDITIONS - DATA INFERENCES: -there should be grade specific intervention for chronic absences.	ENGAGEMENT - ATTENDANCE & REDUCING SUSPENSIONS: -Parents need to understand the school bus schedule. -At Rudsdale, if a student's attendance drops below 80%, grades get held up, and the student must make up the class time Parent - we have to make sure we are getting up our kids on time, tell them it is very important to be on time. We parents have to make them to get up on time, let them know it's important not to miss school. If you're not that sick, go to school anyway. I see that volunteering is very very important for parents to see what's going on in the school. It helps you to be involved. Mandatory for kids to be school on time, and show how necessary it is, because you're losing classroom hours, and creating gaps in your	- Need for more staff in the classroom - Need resources to support parenting - Need to engage families to help reduce tardiness - Need full-time attendance clerks	• Engage parents to prevent chronic absence and eliminate barriers to attendance.
Priority 6 – School Climate: Suspension rate, expulsion rate, parents and teachers sense of safety and school connectedness	ENGAGEMENT - SCHOOL CULTURE & CLIMATE: No resources given to school sites even though there is a mandate to reduce suspensions in the district. Not a lot of resources district-wide in order to reduce suspensions and address the issues that these students are facing. Increasing staff would help Culture/climate Co-Creation -Need more resources as alternatives to suspension -Need to find ways to implement intervention (staffing)	ENGAGEMENT - SCHOOL CULTURE & CLIMATE: -Could teachers let parents know the progress of the child in the classroom. Such as weekly updates to parents from teachers in the form of notes or monthly. Parents working with teachers to let parents know if theri student is getting in trouble or needing extra help or what the student could be doing at home with the parent while not in school. -Teachers can communicate via text or cell phone if their student is struggling to behave or having a hard time in the classroom. -School climate must be student focused and parent friendly. -Make a more open invitation to parents and families to see what their children are doing in school. Make the reporting of the students progress or trouble more informal and relaxed so the culture is more open and transparent. More transparent will allow easier conversation and more open comfortable conversation and feel included when there is behavioral problems. -Make it natural in special ed for parents to be part of classroom instruction. Change the culture of the special ed classroom at the school site. It may take a while but parents and teachers will adjust to being more comfortable in the setting and improved communication. Parents can then help other parents by introducing them to the classroom setting and developing a family engagement culture in the classroom. Create	ENGAGEMENT - SCHOOL CULTURE & CLIMATE: -There is a stigma to being in special education that doesn't need to be there and needs to be broken down. But only 20% of people of people are actually "normal" in the way that we believe "normal" to be. Not everybody get s to where they're going. People with disabilities find different ways to get there; they may not use the front door. What does it mean, then to be "normal?" Don't need to hide disability – embrace it – like a second language. -Students need to feel safe in school everyday. - Parent: her school and teachers give her weekly progress reports - Parent: the school has all of her contact information and keeps in contact often? - Parent: does not feel positive school culture & climate - Teacher: we want families to volunteer but in preschool, the parents have a very hard time dealing with parents visiting and then leaving. They become very emotional. - Parent: teachers seem to not be comfortable with parents being in the class but she has observed a teacher become more comfortable with parents in the class and kids getting used to this way of school culture and climate, and students being less distracted - Parent: the family engagement culture in general ed classes aren't embraced in SPED; parents only hear from teachers when they are reporting on	- School staff felt they need more resources to meet the mandate to reduce suspensions; need resources to support alteratives to suspensions - Need for teachers to keep parents informed of stuent progress on a regular basis - Need to develop a culture of family engagement in SPED classrooms; teachers don't seem comfortable with parents in the classroom; need for family volunteers in the classsroom as well as clear roles for parents in the classroom - Family engagement in GE needs to be same in SPED - reading nights, teacher-parent partnerships, etc. - Need to address stigma that comes with being in SPED so students and famiies feel safe and welcomed; in general, need a welcoming environment for students and families at schools - Need better systems to support students who are disruptive in the classroom; a lot of time is spent managing	• Provide behavior consultation through coordinated referral system, increased support by mental health professionals, behavior support plans, and Collaborative Proactive Solutions Program

Priority 7 – Course Access: Electives, pathways, advanced placement, linked learning			STUDENT OUTCOMES: -SPED students should be integrated into everything that's going on in the school site, including linked learning opportunities and A-G courses. There needs to be accountability in providing a rigorous education for students with disability. One way to ensure this, is it to implement full co-teaching between SPED and mainstream teachers. -Parents need to put pressure on schools to include SPED students. -Don't give options for SPED students to be in or out of pathways; make it the default for them to be in pathways. -The idea of students being inclusion or not doesn't make sense. Most students are more on a continuum. They don't need SDC for everything, or they don't need it for much, but they need some. Once they are committed to SDC, they don't have access to other classes because they're already full with 30 students. Need to increase staffing so there can be more co-teaching. Need to hire more GE teachers to increase available seats in classrooms. SPED and GE teachers need to collaborate and plan together to differentiate teaching. Need to be creative with the master schedule. Need to figure out how to organize the school day so that SPED students who have a broad continuum of different needs, can have access to rigorous coursework in the least restrictive environment. -Consider block scheduling. 4X2 scheduling is semester long course with double periods.	-SPED students should be integrated into everything that's going on in the school site, including linked learning opportunities and A-G courses; co-teaching with SPED and GE teaches is a strategy for integration - How can we develop master schedules that provide SPED students with access to linked learning, A-G, and other courses? - Can we align ITP with careeer pathways? Can we look at best practices acroos the state for carrer pathways for SWD? - Need to build college and career expectations for all students throughout all grade levels	• Ensure full linked learning pathways with A-G coursework for RSP and SDC-NSH students • Ensure that all mild/moderate students have access to the Common Core curriculum and participate in the statewide and district-benchmark testing
Priority 8 – Other pupil outcomes: SRI, Linked Learning, others	STUDENT OUTCOMES - LITERACY: *Why is this one measure so important? *It's all inference; ASIP kids struggle primarily with that			- Are there other measures we can use beyond SRI?	• Increase Internal capacity by increasing staffing and
Other Recommendations to Increase Achievement for this Target Group:	SUMMARY - STUDENT OUTCOMES: -The biggest trend that I found is that school sites need to be fully staffed and trained and the district should be more clear on what programs are to be used for instruction at school sites. -More resources (e.g., people to provide intervention, to reach out to families, to find and apply for grant money, etc) SUMMARY - CONDITIONS: -There should be streamlining of the number of initiatives that are sent down to school sites so that there is focus and there should be more professional development and training. -Meaningful training is needed across the board.	STUDENT OUTCOMES - LITERACY: Greater collaboration between literacy, math and social emotional support staff so less working in silos. ENGAGEMENT - ACADEMIC ACHIEVEMENT: 3. Classified staff better compensated 4. Ongoing professional development for SPED staff.	STUDENT OUTCOMES: Change the way SPED is funded. That SPED and GE are funded separately, it often dictates the way programs and services are offered. It doesn't match the reality of the life in schools. Ideally, funding and programming should be integrated to provide students with education in the least restrictive environment. Funding currently does not match needs. For example, if you want to place a student out of an SDC class into a GE class, you can't, because all the seats are taken by GE students. We need a paradigm shift in how we fund SPED so that really do make it a reality that "ALL means ALL." SUMMARY - STUDENT OUTCOMES: -Overhaul funding system. Shift the paradigm so SPED is not seen as separate – integrate SPED and GE as much as possible. -Ensure schools have some autonomy to make	- Need to reduce amount of initiatives schools are tasked with so administrators and teachers can focus their work - Need to cultivate more resources for schools through grant writing, parent volunteers, etc. - Need for greater collaboration between literacy, math and social emotional support staff so less working in silos. - Improved compensation for classified staff - Need to change the way SPED is funded so that SPED and GE are more integrated and SPED students have more equitable access to programs and services	

DATA

SUMMARIES

SUMMARY NAME	SUMMARY LINK	SOURCE NAME	SOURCE LINK
LCAP Feedback Summaries	https://docs.google.com/spreadsheet/ccc?key=0AtM6R0qQKmP7dHQydzM4ZkVQbTB3VVRYR0VLbkp6MWc&usp=sharing	NOTES from Breakout Sessions (Responses)	https://docs.google.com/spreadsheet/ccc?key=0Avn835GI5ALkdHpyeUs2dnZzeUpFRzJoMHFuVm9DcEE&usp=sharing
CORE Waiver Feedback Summary	https://drive.google.com/file/d/0B9M6R0qQKmP7cnV4ZWduQjZLTXh6VmdDaIM3SjRmRmhabjdr/edit?usp=sharing	LCAP / CORE Waiver Engagement Tracker (form responses)	https://docs.google.com/spreadsheet/ccc?key=0AtM6R0qQKmP7dGRMZE1RLWtFUkJla3B3TW9pMHFxZUE&usp=sharing

OTHER RELATED DATA

NAME	LINK
NOTES from School Team and Community Debrief & Planning Session	https://docs.google.com/spreadsheet/ccc?key=0Avn835GI5ALkdExSYXRIb1FJdEJiWE5zcHBIMXA2b0E&usp=sharing
EXIT TICKET form (Responses)	https://docs.google.com/spreadsheet/ccc?key=0Avn835GI5ALkdG1FdkxYanhXQ0k1X0xiakhaZE1DNVE&usp=sharing
OUSD LCAP Survey	TBA

LCAP Engagement Tracker, 108+ Documented District and Site Based Input Sessions

Today's Date	School	What ideas do we want to share with our school community?	What groups do we want to prioritize as we develop site strategies?	Identify future community engagement opportunities (ie: parent meetings, PTA, SSC, teacher meetings, etc.)	What should be the objectives and outcomes for our community engagements?	What needs must be addressed and what action steps must be taken to meaningfully engage the community?
'March 1	Street Academy	- Linked learning: linking to job pathways - Need for mental health services - creeps into academics; often students have to wait a long time for a therapist as there is only 1 therapist for 2,000 kids - Taking time to do asset mapping - take a look at what is being focused on so time can be used strategically - Each student should have an educational and career plan - starting in 9th grade - Pass 2 program should be implemented again - freshman feel overwhelmed and they should have somebody to talk to that is older - There should be student leadership teams - There is a need to connect to non-profits for ELL support	- ELLs need to have more support at Street Academy; need support in literacy intervention programs; models of full immersion schools would be helpful for teachers to look at - Making sure kids to don't fall through the cracks just because they don't fall in certain buckets	- Should be a formation of an ELAC that gets rolled into SSC - Establishment of ESL classes for parents - Retreat with students and parents to identify assets that this community has - Welcome BBQ for new parents that serves as a new parent orientation - Student shadowing for potential new students	- Identifying assets among the student and parent community - Welcoming new parents for increased involvement	The needs of English Language Learners must be addressed and Street Academy should establish an ELAC and through that committee ESL classes for parents can be established. Asset mapping also needs to be done in order to address what services ARE being provided in the community so that time can be used more efficiently and also map assets among the community.
'March 1	Latino Staff - Small Group - S-4	More mentors/counselors Students attending schools with no access to A-G funding should be able to visit schools with access. Learn where the access gaps are in schools. Offer more ways for ELL to earn credits. More tutoring and mentoring for ELL students. Monitor ELL classes more closely so students who are ready to move on into higher English classes can. Fundamental core push for English and provide support and resources to students who are mainstreaming to English.	ELL students. ELL students are reaching graduation and not having enough English credits to go on to college. Want to see more ELL students in AP classes such as history or math. There was an identified unconscious bias occurring within teachers with Latino students. evaluate the schools teaching culture and systems in place to help prevent bias in staff.	Parent coordination in the development of resource centers at schools. Parent coordination to reach out to undeserved families.	There was mention that Andre may be better utilized working with African American outreach and Ray may be better utilized directed towards Latino outreach. Offer more culturally relevant classes to students such as Mexican History class) The classes can be more culturally engaging to students. Improve upon culturally literacy in all classes.	High School and Middle School staff must work together to prevent students from moving up without passing scores. High school teachers must be taught to teach literacy in math. Incorporate different types of activities for the students different styles of learning.

'March 1	Dewey S-4	Explain graduation policy requirements more thoroughly to parents and students. Offer more summer school classes in order for students to make up failed class credits over summer. Support students with counselors/mentors/staff (staff should know who foster youth are in their classrooms) More after school programs that encourage feelings of involvement and are meaningful to students. After school programs can help foster students feel more included in school culture. Increase the number of Latino staff at schools to provide adults for students to look up to.	foster youth Latino students	Staff need to be more present in families lives. Outreach to Latino parents focusing on increased communication.	Latino parents need more knowledge and information on after school programs available, attendance policy/number to contact attendance, and graduation policy.	Longer school days/extended school days Provide more opportunities and time for students to read while on campus.
'March 8	Community at large	Summaries: -Low-income parent group: lower class size and aides to get at reduction of student:teacher ratio, need higher number of quality educators and professional librarian on site in order to interface with students and teachers throughout the day (support and resources) -SBSC accountability: this week added parent involvement to the balanced scorecard from last week (partners wanted the LCAP handout), need to clarify the message about how funding/budgeting decisions are going to be made, class-size reduction and special attention to transient populations, perception that safety, STEM, quality instruction are not reflected in LCAP materials, need increased planning time for new CCSS curriculum -Want clarity on how the district dictates funds and whether literacy coaches and other resources will get paid for -AAMA: concern about how categoricals may take away power from the site, authentic engagement, need to maintain a safe learning environment for students with proper supervision (e.g. mentors, volunteers) and libraries with multiple genres and diverse characters, training for teachers and entire community on cultural diversity and unconscious bias, restorative justice/PBIS needs training for the community (parents, principals, admin assistant, attendance clerk, etc.) -Foster youth: need to drive from the district level because at schools there isn't a critical mass of foster youth. Input of foster youth advocates are spread out across the district. -Latino: Spanish-speaking personnel in schools, safety, college-going culture from early on, opportunities for parents to learn English, emphasis on reading regardless of the language	See above for the groups enumerated. SSCs (will they be disempowered by LCAP?) Community partners	CSSSP planning meetings For the next LCAP engagement meeting, can we focus more on state priority #1? The way the questions were framed felt more aligned to at least one participant on state priority #4, and it limited the input Need to use family engagement standards and put resources to family engagement	Need more input/collaboration Increase minority representation in the district teachers Implement the family engagement standards	We need to name community partners in the plan! This isn't reflected in LCAP priorities. -Clear communication to principals and staff about developing a site plan and engage people in discussion of where the budget priorities are. The LCAP's point is not to restrict funds. -Need a timeline -- when is the April date for engagement. What is the given timeline for the district? -Are there mixed messages? Principals own budgets and the community? What is the accountability/training for principals to engage the community -- planning time for CSSSPs isn't always super collaborative. -Need clearer communication about LCAP (how was outreach done?) - putting principals in charge isn't always the best method of communication. Put on the Oakland Literacy Coalition and have outreach done to every single teacher and employee. -Acknowledge people who did come to each session and share out notes from each session with attendees' email addresses

'March 8	International Community School	-I think that an early diagnostic is key to a student's success (it is important to evaluate them early so that they do not loose grade levels in reference to students in especial education) -more resources for our children in special education (support in terms of interventions) especially as a parent I want to know that they are getting all of the support needed and because there are parents that are not able to provide that support -I believe that before that can happen also parents need to know what the different developmental stages so that they can know of the needs early on before they enter school or when it happens so that they can get the resources and support needed -Sometimes parents do not want to admit that their child is not developing correctly or that they are in need -Sometimes it is the parents who need the most support in order to have their child ready for school so how can we support those parents in crisis and have real support and feel part of the community -Sometimes it is the parents that do not want that support or dont want to be helped and these parents should want to have that support and what doly se we do in those cases? -Home visits so that parents feel comfortable and for us to see what environment they are in but it needs to be universal (no options that way its equal). -Accountability measures: How will be know that the school sites are meeting them -Teacher support to meet common core so that they can help support their students -For ICS Reading Partners are seeing an improvement and we can correlate that improvement due to that additional support (to continue we want to identify those students early on)	-English language learners (why do we not have spanish translators, math problems, support for parents) if we are interested in prioritizing the English language learners. The district and the funds are not are prioritizing the needs of our children (More support staff, school nurse, parent liaison to truly serve our needs). More support staff to do home visits and to see what support parents need. -Focusing on students who are tardy because it is an indication to chaos and then it is about catching up or relearning not just for students but for teachers as well -we are parents need to discipline ourselves as parents -we have to work together as parents because if one students succeeds or fails how many students do they also take with them -Parent phone support with one another so that parents can also help others with how to help them with the students	-Workshop opportunities -Culture insight meetings: that way we can connect with one another and in our culture and to have the pride in our own culture to teach others and to also learn new cultures -The district needs to give us the resources to do. And we need to have all of the support in order to have these ideas move forward (support staff and monetary funds) because without it than these are just ideas. We need it for motivation for others and to also move this forward otherwise it may not happen to have people involved. -Student motivation to bring their parents to meetings or be involved in ICS activities.	Involvement and parent support Increase the needs for our English Language Learners	Support from the district Funds and resources for our schools Initiatives for parents and students Teacher and staff support from the district
'March 8	Allendale	AA: Use resources towards: curriculum, leveled books, cultural books and literacy. We need to communicate more with AA parents. How to help advance AA students to each level with high grades. Latino: How can we get through to parents that speak more Spanish than English. More events with parents and teachers. More events involving social and emotional learning. How to discipline kids that are bilingual. Treat the kids in the class the same way so that everyone can be on the same page. ESL: --- Score Card: Focus on what pieces of data will be used to report out on for next year. Compare the state with the district standards so that they can be more aligned.	Spanish only speaking parents.	Share when there are parent meetings and more workshops. The community needs to know about the LCAP. *Some parents have to take the information back to their school and report out to specif teachers.	We need to specify what LCAP means and how it will effect them directly (family & community). Encourage and help more Spanish speaking parents with helping their children with their homework. Have a homework help class for parents. Have access to resources for parents. Have them more visual. Parents want to be more engaged in their children homework . Parents want to know how to engage their child at doing homework.	Parents need to know what reading level there children on. What kind of homework there kids are receiving and what reading level their child is on. Reading levels should be posted in their class room when parents come in to review where there child is.

'March 8	Laurel	BSC (Principal): There was a presentation about the different priorities. Look at the different indicators for the different areas and how we measure progress. Talked about alignment between balanced scorecard and LCAP. AAMA: talked about student outcomes we wanted to see and how involving family and communities in the school. Latino Students: how can we help our kids to be successful? how can we engage as parents in school? Literacy: talk about what is currently working at the school: TCN has aides in their classroom and another school has take 10 in the morning so students read in the morning. Reading buddy systems and encourage student interaction. Lower class size for increasing teacher abilities. Should offer ESL night classes for students that work and so those parents can be more active.	Need the data in front of us to identify what groups we want to priortize. Need to get data for foster kids and SPED population. Company called Buddy System for tutoring where through the district there is extra tutoring for foster kids.	Parent ambassadorship should increase parent involvement. Laurel is considering hiring a community involvement coordinator that would be able to bring in more parents. This position needs to be uniform across the district. Needs to be part of base package. PTA seems like it's all together but it is lacking in some areas. Reading and family nights were timed correctly to allow all parents to come. There should be more communication about PTA involvement. Don't see a lot of parents involved in PTA and there needs to be translation of PTA material into Spanish and the meetings are held in English so there needs to be translation. Must bridge language gap. District only has one Chinese translator and two Spanish translators. Translation services must be increased and there needs to be a transformation of job descriptions to be made available to translate for meetings and community involvements and paid accordingly. Must have food available for the different parent and community events and meetings.	Need parents involved in all school activities. Need to have parents who are aware of what the school needs and schools need to be more aware of what parent needs. Gets to parent education. Start with social emotional learning and what language we use for our children.	Translation services need to be strengthened to everything needs to be in the home languages. Needs to be a parent and community engagement position to get information to the parents and community and what programs could use support like mentorship opportunities. There should be flexibility in times that parent workshops and other meetings are scheduled so that parents can attend. Childcare should be provided at these events. Parent stipends should be provided. District needs to include input from the community and the input should be valid and must be used. Must be real exercise in implementing full-service community plans. Teachers feel like it is a dog and pony show and it is frustrating for teachers and it is not believable. Suggestions are not coming to effect from these community engagement meetings. Parents need to be more active at the school site and school needs to address all different levels of involvement. Must do groundwork to get parent and community involvement.

'March 8	La Escuelita	Parent: Attended Accountability/Balanced Score Card: learned how the 8 priorities were created under LCFF; multi-cultural demographics at La Escuelita; increasing parent involvement; ensuring parental accountability so students remain on track towards graduation; young female students should be targeted as a priority group Teacher: SPED session - parents need a better understanding of CCSS to support the children at home; school sites should have a family liaison to connect the families to the community; liaison should conduct home visits and the school should provide internet in the homes Teacher: ELL session: as children get older, less students are re-classified so those students fall behind - suggestions: co-constructing goals with for success between parents and teachers and monitoring the progress towards those goals; engaging students with technology and reading; parents are worried about their children losing their home language; district issue - make sure that all kids become bilingual (oral, written and reading); district needs to provide more language courses and options to study a variety of languages Teacher: Latino Students session: parents were concerned that student aren't being utilized to their full capacity; there are barriers in communication; parents don't feel like their language ability is appropriate enough to engage the teacher; parents are worried about looking foolish - Solutions: 1. suggestion box (could become petty), 2. Principal binder - anonymous notes to the principal addressing concerns, questions, etc. Parent: developing a multi-lingual library Parent: don't want their children to lose their culture and language Parent: parents should cultivate more parents and this should be incentivized Parent & Teacher: create Parent Instructional assistants Teacher: parents are intimidated by coming into the classroom because they don't understand how they can contribute Parent: parents work and cannot come during the day so what's available for the working families? Teacher: give additional academic time for students who are behind such as intervention night or additional 30 mins to read with children Teacher: give the retired teachers a small grant to come back and work in the schools to support	Parent suggested creating a priority group of young females, all ages and races. Latino student group has been growing since 2009 in Oakland. Latino parents have many concerns. African American students need to learn a second language. Students performing below grade level; there is a large number of ELL at the school; get the district to fund the literacy coach and be able to identify what groups can be targeted and implementing more resources and programs; the liaison would help target all groups to service different needs Increase in the arts (skits, drama, acting) to improve literacy.	La Escuelita has an SSC, no PTA but would like a parent liaison.	Parents are more impacted by being engaged by other parents. Parent states that sending letters home was not as effective because she works but when another parent approached her, it resonated with her. Objective: meaningful parent participation, student success, parents who have issues with prior schools bring those issues to the new school and it becomes difficult to build community. There needs to be harmony and it engagement has to be a team effort. Preparing students, who are used to being with the same students for so many grades, to be around other students of different languages and cultures. ELL stay together until a certain grade then they are among other students.	There needs to be room parents that represent classrooms and parents that speak the languages that are represented at the school so those parents can help support other parents who speak the same language.

Notes From School Team and Community Debrief and Planning Session Responses

'March 8	tcn	socio-economic Reading support very important, intervention More PE- more opportunities AAMA there are a lot of AA that are not graduating- the district is keeping track of SS in the room- where is the SS when they are not at school Latinos low graduation rates lack of information for parents on what needs to happen to be able graduate healthy food program security issues on sites ELL information about reclassification parents want more qualified personal to support ELLs, more art music etc smaller class sizes more bilingual staff/ better communication with staff ADEPT testing through out the year to monitor progress of English besides the CELDT concerns about the ELAC going away- how will parents use their voice concerns about communication between teachers and parents more English classes for parents so that they can support thier children at home SPED need for more counslor supprt, home visits, IEPs happening too late for the resourses, need for earlier referrals/assessments lack of information for parents about their IEPs more info on early intervention before Kinder more help for families outside the school/ community resources more translation services/ materials in Spanish for teachers and students The value of biliteracy/ seal of biliteracy	ELLs latinos	ELAC parent rep meetings	share statistics with other parents share the ideas form LCAP clear information about what is happening in the district more district engagement about who our children are share with teachers and parents what we learned to today	Clear objectives and communication of the whole LCFF process.
'March 8	UFSA	Literacy interventions, continued RJ approach within and outside the classroom, eld instructional strategies and interventions, advisory classes and individual counseling, family engagement (focus on collective classroom-based collaboration/advocacy with teachers, as well as individual families advocating/supporting their child/ren)	Have a a focal group or tier approach for interventions that demonstrates awareness of subgroups---overlapping subgroups at our school, need focus on outcomes with awareness of the specified source of the need	Expanded SSC fora; additional SSC meetings	Community ownership of goals, strategies, and allocations with knowledge of subgroup needs as demonstrated by different types of data	Easy one pager picture of available measures, goals, strategies, funding/staffing allocations (past and present), possible allocations connected to strategies

'March 1	MetWest	HOPE index, assessing self concept, leadership, self confidence, ability to access resources (Minn) another index from Maryland, what GATES uses, predictor of ability to finish college and be successful in life William Sedloceck Data team: develop a score card that develops our values as a school. Biggest piece that's missing on OUSD score card is social/emotional well being. Use funds to hire alum and parents as IAs to reduce class size. Take advantage of free resources available from Central Office for PD, and support in curriculum development	Working on what district is going to measure as a whole Metrics are not the most important metrics at the school level Would be helpful, if district and school measures are aligned.	Title 1 meeting Big open house type community event	Teachers Excellence Network (TEN) What's being valued in the school Compare to LCAP	Already have structures in place like monthly parent meetings Need help getting people to attend Families come for exhibitions
'March 1	street academy	Linking to job pathways , linked learning. AAMA Student leadership teams ELL:getting parents involved in education Need to connect with non-profit for ELL support 1 therapist for 2000 kids Need for mental health services-creeps into academics Have to wait for therapist Taking the time to do asset mapping-take a look at the focus so time can be used strategically Each student should have and educational and career path-starting in 9th grade Foster kids are supposed to have emancipation plan but it is just filed away. Pass two program-freshman feel overwhelmed and they should have somebody to talk to thats older.	ELLS need to have more support at street; need support in literary intervention programs, models of full immersion schools would be helpful for teachers to look at Making sure kids dont fall through the cracks because they dont fall in bucket.	ELAC gets ruled in SSC -need to establish an ELAC and ruled out into SSC -ESL classes for parents Retreat with students to identify assets and parents Welcome bbq for new parents-parent orientation Student shadowing for potential new students	Identify assets among students and parents Welcoming new parents for inc. involvement	
'March 1	Dewey	-More A-G information for parents. -Early intervention - A-G for parents while students are in middle school - College-going culture -Linked Learning	Blank	Blank	Blank	Blank

*March 22	Howard	Carl Houston Facilitated... Mary Hill 1st grade teacher at Howard Katlyn Hilly, teacher at Howard Mary attended the African American Male Achievement session. She learned that Parker, which Howard partners with, will be getting an African American Male Achievement facilitator. She is wondering if Howard can leverage the facilitator somehow. There was strong feeling that there is lack of involvement when it comes to Special Ed students.	SPED African American Males. English as Second Language Learners	PTO Joint PTO and Administrator efforts Dad's club SSC Anne Martin	Boost enrollment Climate improvement Improved student behavior Improved overall attendance Lowering class size More academic support for students who are struggling	Getting parents involved. In order to do this,a meeting should be set. Once the parents are at this meeting, they need to be heard. There is definitely a need for there to be follow-up and report back to the community.
*March 22	Glenview	Glenview is preparing for a major decision on their location as the present building is not seismically safe. This has been a major distraction. Students with disabilities are treated just as other students, including restorative justice practice. All students are made to feel welcome and part of the community. Children with disabilities are celebrated and provided with opportunities to partake in school activities including recess. For AA students who face an achievement gap-particularly for boys- the school is bringing in Brothers on the Rise to work with them. They will also work non-AA boys as Glenview has an achievement gap between females and males across the board. Glitter and Razz is a strong program for girls to work on conflict resolution and provides females with a forum to explore their feelings and work out conflicts. This is not duplicated for the boys but there is a need for this at Glenview. The school is looking for a program to work with boys on conflict resolution though this is not a significant group. 16% EL group is diverse enough that they provide homework support for Latino students and parent support with an MSW. Reading specialist, 2 bilingual staff and other teachers who can translate.	The boys are a priority. Within this group the AA boys are the lowest achieving and require additional support. Boys in general are underperforming their female counterparts. This will be an area of focus going forward. Latino students are also in need of additional support along with multi-racial students and gender spectrum students who are supported. Students of LGBT parents are also a focus as Glenview has a fully integrated community model that allows students to be comfortable with their families.	Glenview is spending a fair amount of time on the need for a new building. They have just recently held a PTA meeting to discuss their CSSSP.	Decisions around how to maintain the school community during major reconstruction of the building which will include relocation of the entire school to a remote location. How will the community react to the move? Will they retain their students? How will the disabled children get services? Is the school the building or the people and their relationships?	Decisions around where to relocate the school during the construction period. How will Glenview maintain its identity during the construction phase? What is the timeline for the longest continuing public school in Oakland to re-establish itself in the neighborhood?

'March 22	Korematsu	Tie budget to school wide goals and pinpoint areas we are struggling and align budget with that. LCFF has taken services from us and help is being taken away from us. Discussion of behavior in schools - implementation of restorative justice. Parents need to learn how to use techniques at home. ELL: district does not have one curriculum that is common to all the schools. If student trasnfers from one place to the next there is no common systems. SELT standard is not clear to parents and educators. Don't feel like educators know how LCAP works and engagement in funding. General discontent around ELD and SELT. Focus on technology - include technology using iPads and encourage parents to learn how to help their child more. Parents should have access to technology at home. Principals should have more accountability to who is teaching in the classroom (because they could be teaching a different kind of Spanish). 50/50 Spanish and English at all schools. The Spanish should be an academic language and academic style. AAMA: focused on problems rather than solutions. Hire more teachers of color from urban communities and having trained counselors to help teachers out into classroom. Parents need to engage with children in all aspects of education. Need to give parents trainign to assist in upper grade level. AAMA was stuck on engagement and how we need more parent leaders. More AA teachers and work with teachers on how to deal with the kids and learn about cultural. How do we get AA parents involved? Solution is community based. Holding teachers accountable for keeping children in the classroom. Schools should try to give parents hours that are not in the middle of the work day. Want to see Latino and more people of color involved in classroom. Foster care: put younger kids into regular schools. Some of them are gettign pulled in and out of school. Want to put them in schools where they will be acknowledged and greeted so they will want to stay in school We need to build relationships. How will you measure parent involvement and student involvement? and how do we	African-american, ELD, & students not meeting Common Core standards. More inclusion of African-American parents.	African-American parent night once a month to bring community together. No support from District to start at PTA and there is no email or phone call response. PTA seems like a sham unless you are a hill school. Should be a once a month parent and teacher meeting. Creating a culture where it is okay to have parents in the classroom and then creating system for that. Divide between Latino and African-American community and through meetings with PLAN to talk about the fact that parents are willing to get involved and learn Spanish. Parents and teachers should be united. Should be a base group of parents to work with. Should bring both Latino and African American community together. Grab attentions of parents that you want. Necessary to have separate meeting and caucus to discuss their issues that don't crossover to other population.	Necessary to create a culture where it is okay to have parents in the teacher's classroom. Should be a meeting at least once a month of both parents and teachers like a PTA style organization.	Need to bridge Latino and African-American community and the meetings need to be more social and relaxed environment in order to create community. Need to think about translation at these type of events. Creating foundation of sincerely understanding the other person. Need to think like a parent and they want to see their parents shine and there should be an assembly held where they can see accomplishment of children. Afterwards there can be a 20 minute mingling session.
'March 22	Greenleaf	variety and quality of books english language learners reflect cultural diversity relevance (anglo-saxons in England) motivate students to understand how to study and do well on CELDT/how the parents can help, the parents don't know how to process/understand report cards and many other school communications inc A-G and high school requirements no free computer reader lexile-graduated practice programs We need to increase the number of students who become proficient in English. Students need to not have the CELDT score follow you into highschool because then the students will be in an ELD class and not meet the English requirements for graduation. educate parents on terminology and many other things	ELL group the focus is on high- and low-achievers, the middle needs more attention, or the lowest of that group may suffer greatly more support for pre-K and kindergarten so that student doesn't fall behind in proceeding to grade 12 literacy/comprehension - resources of all kinds for both students and parents [how to support the child at home] Special Ed group one parent is frustrated that since she only speaks Spanish she cannot help her child improve her English and would like an after-school program to address this; improve after-school programs in general, not define after-school as just child care	bring together administrators, teachers, parents so that decisions about how best to use funds can be discussed SSC times need to suit parents' schedules, eg quite early in the morning more transparency in the budget process and some sense that the parents' opinions are having influence a parent suggested instilling habits of keeping busy through activities early in life to keep kids out of trouble, rather than waiting to focus on high-school youtgh	we didn't understand this question	sports, art and other competitions between schools would give both children and parents more opportunity for involvement multi-school opportunities would provide the chance to offer many more art, dance, other programs than if offered school by school offer incentives like bus-passes to parents for involvement there was a huge interest by the parents in overcoming logistical difficulties (enough time, gas money, etc) mileage reimbursements, parent car-pooling supported by the school

*March 22	RISE/New Highland	supported. The parents are acknowledging that teachers are low paid and this is a training ground and parents are feeling left out of the education process. The parents want to help more, but they are not being given the information. We want more teachers to let us know if they need help. We could do the work and I think the parents just want to know that we are there and helpful-- we don't just want to do zumba or yoga classes. We want to know how to support the kids for college...what do we need to know in middle school. What questions do we need to ask. What is the process for parents to be able to check out books from the school library? Could parents have their own check out? This would be a great way to get parents into the library. They could create a check out system. Another thing is less substitute and no combo classes and lower class sizes. The parents wanted release time to be after school with teachers being paid. The daily rate needs to increase...don't give you half of your salary. Teacher has been out of the classroom for PD for almost 15 days. The alternative would be to increase the per diem rate and do the PD after school. Then the teachers would be happier. If you have it after school it would not be mandatory...not everyone would want to participate. Then there is pressure to attend the meeting. The coaching support...helping us have one day a week with a literacy coach then everyone will need release time to meet with the literacy coach. How do we avoid a lower level activity that can be managed by a sub. We want true intervention teachers who would be held accountable for student progress. A lot of parents had intervention on paper but ended up doing other task for the schools (supporting administrative work). The desire is to intentionally plan and align resources.	We would like a reading curriculum rather than just books. Don't just give us books and tell us the initiatives and tell us this is "common core aligned". We want our students reflected in the books.	said she had not been asked to a conference from her daughters teachers. A teacher said she does conferences with 4 families at a time based on needs. Parent: I want to know how I can help my daughter but the teacher says she 's fine. I want to know how I can help. It would be helpful if the teacher says, she great because of this, this and this. Teacher: maybe if there was something written that specifically identified what she was doing well of as well as a note with some ideas of how the parent can do to further advance student. Is the time of day making conferences so difficult? What about a different set up that is over two days and there is a more drop in style. Parents could sit down at a table with different teachers. This would give them an opportunity for parents who can't come in the daytime. What time of day will we get the most participation. Parent suggested to have teachers come 8-8:30am for teacher conferences. There is no one right solution, we need to engage parents in surveys around availability to meet. Have the conference dates and times ready at the beginning of the year and then send out reminders. One afternoon a month at the FRC where teachers can share projects and parents can coordinate to provide support. This can build relationships with teachers across grade levels. Teachers love parent help but the teachers are so busy...it's that they don't have time to connect with parent. A great way to get parent and teachers together...on one of those Wednesdays. Teachers and parents can sign up for stuff...at least once a month. The parent could say, I have a Tuesday morning, and connect with a teacher who has needs at that time. It would also	Parent says she was not able to make SSC meeting because of the timing. Most parents work and cannot make at 8am in the morning.	The two APs from RISE and New Highland were taking notes--there was reference to leadership team taking on equity for August PDs. Additionally talk about having opportunities for parents to connect with teachers to engage in classroom. Opening up the school library and have a system for parents to check out the library books. Listen centers and access to book. REACH 3000 non-fiction texts taken from news items. It levels itself. The child picks a subject they are interested in and they get articles that are leveled to their reading level. You can listen to it as well. We need to beef up our classroom computers and computer labs. We forget some of our parents don't have access to internet. It tracks by reading level. There are inequities around technologies we see this across the District. There a problem with the limited bandwidth at our school. These are things the District can do instead of talking. The chromebook was a bad idea. For kids who don't have any exposure to technology they should have laptop. 74% of our ELLs were born in the US.

*March 22	ROOTS	Concerns about communication - improve communication systems between, families and school site, improve school website - digital newsletter - Shift to the 21st century. Empowering youth with tech skills (hardware and software). SEL and mental health supports for children in crisis. Lower class sizes. Empower teachers and principals to teach/educate children. Provide other support staff to address the other needs of students. High need for PD for teachers on understanding and dealing with children in crisis and trauma. Trauma has been normalized/accepted as normal. Consistent messaging and expectations from all adults (teachers, community partners, parents, etc.)	Low income students/families. Align resources and strategies to meet this groups needs.	Faculty meetings, etc.	Better more effective communication; consistent messaging and expectations; identify ways for parents to be actively engaged on campus.	Time, professional development, staffing. Mobilize site staff and go out into the community to reach the hardest to reach. In the homes (requires training), community centers/housing. This changes power dynamics. We need to go to them. Collect family email addresses and/or give parents email addresses.
*March 22	Alliance	Read 3000 program. Need to have bilingual students in bilingual classes from the beginning of school. AAMA manhood development class is being set up, class geared toward latino boys in process of being developed. Girls inc. is geared toward female students as afterschool program.	English learner students, latino boys, african american boys.	Coffee with the principal meetings- tuesdays.	N/A	Address student achievement through meetings with advisory teachers which are more extensive than parent conferences. ABI portal is also a good way to check student achievement and attendance. Bilingual students need to attend schools with well-developed bilingual programs, like the one at Esperanza. Need principal to be on campus Monday-Friday!

'March 22	Elmhurst Community Prep	ELLs: analyze CELDT results to determine what students are struggling with. Provide information to teachers so they can be aware of it, and do something about it. Work with parents they understand where the challenges are for their children, and what their children need to do. African American Males: Provide support to administrators and staff to be culturally responsive and integrate that into the culture of the school and curriculum. Not just Black History Month. Be in better partnership with parents. Help parents to help their students. Work with parents 1 to 1.	English Learners - improve CELDT performance to increase reclassification African American students - culturally responsive teaching and curriculum, know our kids as whole kids, eliminate disparate impact Continue to bring chronic absence down	not addressed	Carve out time and space to think outside the box -- have these kinds of conversation for our school and school planning, to have all these voices in the same room together	improve reading, especially those reading far below grade level reduce referrals and suspensions reduce chronic absence improve mathematical practices performance for common core improve family engagement
'March 29	Bella Vistq	-Sports for Kids had a positive impact on their students; how do we continue that structure for recess to keep kids involved? -There needs to be greater access to technology for students -There needs to be more computer activities and English exercises and programs for students to take home and do with families -English language assisting programs for parents -There is a reclassification gap between students of certain languages - why is that? How do we address it?	-Bella Vista is recognizing that Parker and Lafayette are piloting the "0 to 8" program to address challenges the black males face in school? -Bella Vista is very diverse but there still needs to be significant support for black males -Bella Vista would like the "0 to 8" program launched in their school and would like to know how -How do we positively engage black boys, while avoiding disproportionate suspension? -	-PD and workshops around supporting different student groups -Teachers are losing time when students are disruptive and students are losing instructional time when they are removed from class -Parent engagement expectations need to be expressed at registration -Parents are not being engaged around what school culture will look like -Family engagement station at registration could have the responsibility of engaging parents at registration -Schools need to stress to parents that a student cannot be successful and a school cannot be successful in serving the student without the involvement of the parent -We need to reach the kids whose parents work and aren't involved -Students need more help in English; parents need to learn more English -There needs to be more site based support around languages	-Having conversations with students stating: "the behavior that your parent is enabling is not going to help you be successful in school; here are some examples of how you can successful in school"	-Making expectations of parent involvement clear in the beginning of the year -Language support

'March 29	Lafayette	- To eventually employ parents that reflect the community in the school. That knows the needs of the families that go to the schools and that support the parents.	- Parent Engagement (We must first gain the the parents trust? How do we want to gain the trust of parents when no actions are taken to when reports are made? principals don't last, teachers don't last, and counselors are not committed) - Too many students in a classroom. - Develop a plan that brings attention and betters the teachers who are not having success in the classroom.	- School registration days. - Latino student conference	- For parents to get involved in the education of their children. - For parents to become empowered after each workshop. - For parents to feel herd (Most parents don't feel herd. They are pushed away by admin and staff.) - Create a parent culture where they can feel comfortable. - Gain parent trust. - have a parent calendar of events.	- For there to be consistent educational parent workshops. - Translation for people that cant understand English. - An incentive for parents that come, it motivates them to continue to participate. Have a system consistent parents like a card that gets stamped after every workshop.
'March 29	HILLS	nothing is going to change because they're active and high functioning, little to no room for growth because of holding, schools are still holding. changing teacher salary to create jobs at schools apparently. RBBE, changing the way funding is based around on attendance. ICFF, prop 30, california is still funding students per people well bellow the national average, LCFF is not about taking stuff from people it's really about leveling a playing field for students who have been wronged due to a lack of access, having to give up something, have emotional intelligence around the district, attendance clerks,	special education, teachers, students who are succeeding, african american parents, children who identify as LGBTQ, parents who can afford to leave the district,	robocalls, mass emails, newsletters, district information on LCFF	support families who's students are only mildly succeeding by providing art programs for information retention. provide paraprofessionals from the community to support the classroom.	newletter, summary information, near future, new superintendent, no more innovation, cycle of action, cycle of inquiry, a superintendent must come in partnership with staff to implement common core, different ways of using the property for profit

'March 29	WOMS	4.Action steps to keep achievement going up? Funds not for targeted groups but for everyone. All the info needs to be shared and decision making need to have all stakeholders involved. make sure and support the ability providing time and discussion in really advocating for what public funds are used for. Combine with parents, student, teacher, ect...needs to be made where everyone is involved, not top down. Want the fear to be eliminated if someone gets involved that's not at the top. School site counsel money is being discussion. She used the GATE program as an example. Engage the people that is involved. Need substitute teacher and with with the teacher schedule. Pay time was discussion and Andre mention that we will look into pay time.	What did we learn? Montera Group- Considered about the numbers ($) they are getting considering they are getting student from all areas. Andre gave info to asked the right person for list of how it got divided. Session-African american male achievement, the lady learned that the importance of working with parents to get involve in the school and their community. What happens to African American males and making sure the students and teachers are comfortable working together. More methods in getting the parents involved. Create avenue for parents who are working to get them involved. He said, that everybody who shared were sharing the lack of resources in the different area. he also learned that there are parent programs for parents with less English speaking parents. parents can engage in workshops.	2. brainstorming engaging the Montera school community parents. She said what she had done already at her meetings to engage parent more afterschool because they have more parents working during the day. more evening activities. Especially he children parents of the struggling academically students. And the achieving and non-achieving...He ask the lady about the "Common Core attendance" she is in charge of that program which she had 25-30 although it is 900 students. Maybe an idea of having child-care to increase the attendance was an suggestion by him. She also mention a focus in language and arts too. He said we need a way of time to make with parents more early on for academic issues. Engaging the problem then just academics. Talked abut how much time do the teacher it was said 5 hours a month. Andre suggested that time by grade level and each month target student towards their needs. Example we have particular student who are struggling then you want to target those students, use that hour to promote those students with great stimulating idea about the subject like reading.	3	did not get to this question

'March 29	Sequoia	There have been no general ed suspensions at sequoia this year. There is a general understanding amongst the sequoia teachers that pushing a disruptive student out of the classroom is not the route the school wants to take. How can teacher be supported with students who are presenting behavioral difficulties. Teachers need to be culturally competent in the culture of the classrooms. A diverse teaching staff is important at sequoia and this allows a better cultural understanding and an advantage in the classroom some teachers may not have that are not from a similar cultural background.	Sequoias target populations are african american students, foster youth, Latino youth, students with disabilities, eLL students. Students with disabilities is disproportionately boys of color. The school wants to begin looking at what conditions cause the number of students to be enrolled in the special ed cl	There needs to be information disseminated to parents on common core because it is difficult language to understand. PTA meetings are a good opportunity to display and present this information.	more parents need to be engaged in what the school is doing. Sequoia holds an event once a month for parents to come in and watch their students perform a song. At sequoia they have realized that if they invite their parents to see their students on stage they receive a good turnout of parents that often do not show up at school. Parent leaders need to be identified more often. Families may be more receptive and there could be quicker buy in if the messages are coming from a parent leader instead of an administrator. Parents who are leader in the school can convey messages in a meaningful way that administrators or school staff are unable to do because of their position. Soft skills need to be discussed with parents. Parents need to learn how to write I messages, know that their child needs a backpack, language to explain feelings, turn taking, negotiation ability, impulse control. Parents need to be taught how to teach the skills to their students. Parents want to learn how to help their children succeed more in the classroom. Social emotional learning needs to be discussed more often.	The class size is an important factor of a students success. Having age appropriate classroom activities is key in aiding students behavior and the presentation of these behaviors in the classroom. At Futures there could be an extra intervention specialist coming in to the school to help craft behavioral plans for students and with teachers. Schools need to work with parents to help teachers with students whose families feel their child is being pushed out of the classroom. Teachers skill sets need to be expanded to help teachers handle students who could benefit from a behavioral specialist. There will be two social work interns at the sequoia school next year. The district could provide more money to provide social work interns and social workers at school sites. There are teams with students who work to problem solve and discuss ways to manage the students behavior with the students input and feedback. The student is as much of the process and has self determination within the process. The resource program is disproportionately children of color. The children receive services that are less than up to par. the teachers need a better skill set to service students. The reading program is restrictive and difficult to get students into. We must spread the resources to students who could use the programs that are offered. The reading clinic is a great resource for students but it needs to be much more generalized to the student population. Teachers need to be trained more on decoding skills. This is a powerful tool. Reading Horizons is being purchased at the sequoia school site.
'March 22	esperanza	more teachers and reduce class size could benefit from using a different EL program. Students should practice english across all subjects. Need english in context students need to be better prepared to enter ms. They miss out on A-G when having to focus on basic skills. more of a college going culture. more staff in office and classrooms. a psychologist. plan for subs	.	april 10, parent meeting to share this info have a CELDT training at the begining of next year	better communication with families so we can improve involvement we can better inform parents about CELDT and how to help move their child up/forward. every friday a parent asks her childs teacher. need more money for resources and supplies. need a P.E. teacher	need to know how much money parent leaders will share in cost clear on criteria for reclassification.

Notes From Breakout Session Responses

TARGET GROUP	STAKEHOLDER GROUP	STUDENT OUTCOMES Q1: A-G & AP	STUDENT OUTCOMES Q2: Literacy	STUDENT OUTCOMES Q3: CAHSEE	STUDENT OUTCOMES Q4: Learning Academies (career pathways)	ENGAGEMENT Q5: Academic Achievement	ENGAGEMENT Q6: School Culture & Climate	ENGAGEMENT Q7: Attendance & Reducing Suspensions
African American Students	Students	1) Tutors in the schools to work with students who are afraid of certain subjects. 2) Opportunities for credit recovery during the day. ie. Cyber high 3) Fully funded summer schools. 4) Equity with AP classes at schools across the district. Equity with AP classes across the district.	1) When students do not come into K & 1st prepared with exposure to reading. It helps to have preschool preparation. The gap keeps widening as the students go through the grade. 2) Going to the library regularly. Writing book reports. 3) Share their SRI with the students and parents and go over their levels. 4) Adequate resources to	1) How can we add a CAHSEE prep class. 2) Teaching students reading comprehension and algebra. 3) Exposure to the test earlier in 9th grade and supporting them around reading.		1) Get parents liaison, robo calls, letters, emails visits. 2) Parents need more positive interaction with the school and the district. Parents keep getting the negative calls. We need to celebrate the students more. 3) Build better relationships with parents. 4) Parent requested to be there as part of the enrollment process. 5) Have alternative times around when parents are working. 6) Clearly defined parent engagement role. make more meaningful contacts. 7) The district is too		1) Showing students what the new "cool" is. 2) Pressuring and discipline students and taking things away if they don't attend school. 3) Being more honest and building relationships with the parents so that is more meaningful for the when schools contact the parents. 4) Take every child as an individual and have school staff build relationships. Assign staff to each students so their is individualized attention. 5) Celebrate students for coming to school everyday. Have incentives for students who come regularly. 6) Have RJ circles with students to understand what is going on in their lives and what they are dealing with.
African American Students	Parents							

African American Students	Mixed Stakeholder Group	Students that take manhood development classes may take ability to take electives away. The development of the manhood development classes should have more input from the community. Manhood development program should facilitate the increasing number of a-g courses. Like ethnic studies and social justice courses where the focus could be the civil rights movement and African-American focus. Must ensure that every student masters the standards at every grade. Missing the emphasis on making the wrong choices and where it leads you to. What's needed is to bring people that made different choices so students can see where their choices to. Equity in the course listings at all the schools (make sure that Castlemont and McClymonds have AP classes). Make sure that the best practices are replicated. If the academy system works, then it needs to be at all schools. Necessary to intervene at elementary school level where there is a mentorship opportunity.	elementary level, teachers need leveled books. Should be a budget where all teachers can buy books where people of color are represented. Need ethnic, ability and gender diversity libraries. Spend money on leveled texts that are history and science literate that are culturally diverse. Networks on OUSD where there is access to videos so teachers can access resources faster. Really important for kids to learn about all cultures and teachers should have lesson plans available to them by the curriculum			engagement to invite parents to give their voice and not make it so information heavy with the talking. Need to change the adversarial relationship between the district and the parents. Parents aren't always treated int he best of ways at engagement and board meetings. First calls from teachers should be about where the student is doing well. Our viewpoint should be asset-based where every student have assets.The administration team is not approachable at some sites. School secretaries and family resource staff should spend at least 30 seconds talking to parents. There could be a student greeter at the school to greet parents when they come through the	District fails to give parents an authentic voice in school involvement. Principals just present a single plan to the SSC without presenting different options and the SSC just ends up rubber stamping the plans. SSCs should be the body that helps to create in how money is spent at the school. Make sure the council is guiding the principal in how the money is being spent. A lot of school sites do not have PTAs or PTOs. Parents at a lot of school sites do not have a role in principal selection. Community members need to know how to get involved in SSCs and a clearinghouse of services available at school sites. Issue in new formula is the potential loss of SSCs.	training for teachers about the value piece for reducing suspensions and to see why teachers are suspending students in the classroom. Should be training pieces for community building piece and addresses unconscious biases in community members. Should track students that are being suspended. Help from the community has not been solicited. Need to focus on the socialization aspect in public education. There needs to be mentorship for African-American students and need to figure out a mentorship program at a cadre of schools. Need to use African-American male teachers as a resource for these students. Teachers need to build relationships with students in the classroom which makes students want to come to school. Schools don't do a good enough job of messaging the importance of attendance so we need to message the importance of attendance even in
African American Students	Mixed Stakeholder Group	schools; effort to hiring instructional assistants for each classroom for struggling students because it is impossible for teachers to help each struggling student alone; educators begin to honor the students and where they come from instead of trying to pour information into them; engage families (especially at the MS/HS level); cultural competency for teachers and administrators; identify with systems at onset when children start to fall behind; A-G requirement discussions should start at elementary level; principals need to reach out and get help from the district to improve cultural competency (this came from a non-AA principal); engage Early	families have an opportunity to access preschool; make sure everyone understands the data so that it's meaningful; ensure students are healthy (physically and emotionally); replace SRI with something more robust; improve reading content materials (this	Engage students into Academies; bring more counselors back into the schools; equitable Academies; plant the seeds to the pathways of the Academies early on in a child's education; cultural competency	Not enough time to address this.	Not enough time to address this.	Not enough time to address this.	Not enough time to address this.

African American Students	Mixed Stakeholder Group	See below.	Have someone at school sites to supervise proper 504 plan implementation; culture shift at schools	By reaching students early on in elementary school; cultural shifts at schools	Question was not addressed.	Engage parents and get them to make a commitment at school registration and all parent convenings; parent workshops on Common Core, etc., understanding parents' value system;	RJ coordinators at schools are a great resource; the need for parents to be hired at schools so that they are part of the school culture; deepening relationships within the school communities	Build capacity of teachers/administrators/parents to engage students in a way that allows them to address the needs of their students in a culturally-aware way; lower class sizes because teachers are overwhelmed; re-educate teachers;
African American Students	Mixed Stakeholder Group					-Back to school nights and Open Houses are outdated -Parents don't know how public education works -Parents don't understand the reality of their children living in poverty, they don't want the sugar-coated workshops; they want the truth behind what is in store for their kids int he future if they don't go to school, when they grow up in poverty and when they fall behind in school - especially for black students -There are already parents who care, so you're preaching to the choir - the real question is how do we engage the parents of the students who need it the most? -As a result of value or lack there of in education, students bring the attitudes about education to school, an attitude they get from their parents -How do we change		

English Language Learners	Parents	Didn't get to this question	2: What are the practices that are currently working at school sites to raise achievement? - exams every 3-4 months to evaluate reading level - evaluate the reading level of each student - reclassifying the students - one-on-one tutors - intervention program - after-school programs	Didn't get to this question	Didn't get to this question	5. How should school-sites keep engaging their students, families, and community about school improvement? What's the schools to communicate what's happening and how well is it happening? How are school-sites going to give opportunities to the community to give their input? - parents need to know the opportunities to be involved. - ELAC will disappear in 2015 and how can the parents continue to meet regularly? - English classes for parents - turn-out calls to parents for meetings - the school staff needs to find a way to engage the parents to be involved (i.e. providing dinner) - if there are more funds in the schools, parents wouldn't be fighting for resources, but with the funds and when used in the schools how it should (having a coach, more	3: What are things that need more resources at school sites? - more staff certified to work with learning disabilities - art programs, physical education, music programs - teacher assistance - more staff to create classrooms smaller currently there are about 32 students/1 teacher - Bilingual staff - small libraries in each classroom - to have extra staff in and outside the classroom - to turn part-time teachers to full-time teachers (art, physical education, music) - a library in each classrooms with bilingual books - workshops and resources for parents to learn tips on how to help their children with their homework that it is only in English and how teach children to write Spanish. 4. Is there anything else that the LCFF money	

English Language Learners	School Staff (teachers, classified, administrators)		SRI isn't necessarily the right assessment for every school. MLA is a dual immersion school using a 90-10 model. They don't focus on English in the early grades. Administering SRI at MLA doesn't serve a purpose before Grade 4, except to fulfill and administrative requirement. Encourage parents to read at home with their children, and have conversations at home -- in ANY language. Ensure parents understand that home language development sets students up to become bilingual/biliterate, strengthen English language development, and to be			Many parents are already focused on children's needs. And some are still focused on their own needs, and find it hard to use their brain power to develop children, because their own needs aren't met. In that case, children miss school, they don't have consistent routines at home, things chaotic at home. How can we help reduce the chaos, so children can be focused and grow? Family literacy classes could help, as with classes offered by Adult Ed. Parents can learn English, which includes discussions around life skills and opportunity to connect with other parents. Cuts have impacted availability of services -- there are implications for families. We need more family liaisons and family coordinators. Family		

			Alliance parent wants to know why ELAC was removed from the school. Where did the funds go? As parents we were not told why this ELAC was removed. Question asked - how can we ensure that more students low income, ell, AM and latino students are accessing the curriculum. Communicarle a los padres la importancia de los examenes. Please tell parents the importance of the exams what are they for?. Teachers need to motivate students - engage - explain to students what is happening. Also educated teachers to know					In Alliance the principal implemented a great program - students get suspended inside the school. The students are not missing school/classes.I think this is working. I like it. In other cases which are serious then the student might get suspended. In our school UC - parents are asked to bring an excuse - doc appts. etc. In our school REACH - we have a high rate of chronic absence the principal is at the door welcoming students, encouraging to hurry. El autobus caminante is a program where a person designated by the school walks kids to school. In addition Kids get rewarded by attending school and not being late. The reward is money at the end of the week. Alliance calls the parents that kids are chronically absence - "your child is absent today". Deberiamos premier a los padres tambien? Should we also reward parents for not being late to bring their child
English Language Learners	Mixed Stakeholder Group							

English Language Learners	Parents	know what works. Look at how many kids are reclassified by their 6th year, vs. how many per year. Need to do better at quantifying how we do. Find some consistency and commonality of strategies, data, materials among schools, including elementary, middle, high continuum. Problem of mechanics versus curriculum, e.g. 30 minutes ELD pullout is really 20 min instructional time. Manzanita SEED - no pullout, but throughout the day. Support and funding especially needed at middle school, e.g. new math teachers can continue ELD is trained. No leveled				opportunity for ELD classes Adult Ed - as parents learn ESL, align with district initiatives around academic conversations, systematic ELD. Parent resource centers to include workshops on academic discussions Look at academic home culture.		Family Services - workshops to include chronic absence. Family advocates to recruit parents.
English Language Learners	Parents	Are parents offered English classes at the schools as well as students. the parents want to have classes that support their own study of English as well as their students. The family wants help learning English that is offered through the school. There needs to be more language supports. Something extra being offered through the school. There is good communication between the schools and families. The teacher is communicating between paper with the parents. The plan exists between the teacher student and parent but the parent is unsure if the plan is being carried out. There is no verbal communication between the teacher and the parent aside from the paper form of communication.	English language help in order to help her own child become better at understanding and explaining common core to the student. The father is not always available to translate into English so the wife needs more opportunity to practice English through English classes. Kids need to practice on computers more often to be prepared to take tests online on chrome books. Newcomer parents need to be given addresses and telephone numbers of the					

English Language Learners	Mixed Stakeholder Group		LaResha Martin discussed different curricular programs utilized at the schools including Achieve 3000 and leveled reading books. Achieve 3000 is a program that students and parents can access by computer at home, however their needs to be communication with parents so that they know about these resources.			Communication with parents (via email and phone) The needs for parents are also different depending on language. Parents in our group have regular communication with their classroom teacher, however it is only when there are problems or issues. Parents have communication with pull-out ELD teacher once a year. Schools need to be in partnership with parents about what the needs are and so that funding decisions are appropriate in terms of what kinds of licenses or curricula is purchased.	Bella Vista also noted the use of "buddies" for newcomer students. While some languages like Spanish or Chinese are quite prevalent in schools there are also those students who do not have a lot of peers that speak the same language like Burmese, Afghanistan, or even no written language. At Bella Vista the Iranian newcomer may be paired up with a student from Afghanistan because there are certain linguistic similarities and the student can pair up and help them transition to the norms of the school.	
Foster Youth	Mixed Stakeholder Group	Better transcript analysis for proper course placement More training on foster youth and how to identify and support Better collaboration between CBOs and schools / central Quick heads up to school site re: foster youth incoming Do a social emotional assessment of incoming kids to identify personalized support for academic readiness Increase credit recovery options		in after school programs. Especially leadership Especially after school programs - or after school like programs in school. Check on students like they are "in kindergarten" CAHSEE	Educate TSF office re: pathways and get more students engaged Under served youth get first priority into pathways			CBO and other support partners who know the kids Need to identify a point person on each site to connect Foster youth to services Does this position exist? Can we fund a person to do this? Too many different folks doing this work at various sites - no system Community school managers currently hold this work but it is too much

Foster Youth	Mixed Stakeholder Group	-50% drop in foster youth in past three years						

Foster Youth	Mixed Stakeholder Group							

Foster Youth	Mixed Stakeholder Group		- Didn't discuss	- Didn't discuss	- it's important that we encourage and support foster youth to enroll in career pathways - make that connection for them before or as they are enrolling in a high school so they don't miss the opportunity.	We need to offer more support for foster parents - bringing parents together and getting them engaged with one another so they can learn about how to support their children. This should be done in collaboration with the family engagement office and their trainings, as well as community based partners that engage parents. Ideally there would be someone in family engagement who was specifically working to engage and educate foster parents, though in terms of centralized funding for foster youth support, this wouldn't be the top priority (first we would want to make sure that TSF was fully staffed with foster youth liaisons).	When foster youth come into schools, it is paramount that they feel welcomed. For many of them, their school is the one steady institution in their life. Schools should have welcome circles for foster youth (though they should not be identified as foster youth to their fellow students unless they prefer it that way). But generally schools should be open and welcoming environments for them AND there should be point people at each school who serve as a support point person - someone who introduces themself to the youth when they arrive and basically says "come see me for anything you need."	The above culture and climate work would help improve attendance - having that point person who checks in with foster youth at the school to make sure they're doing okay. The BIG challenge is that we don't have an MOU with the child welfare office of Alameda County - this means that it's very challenging (legally) to alert school staff when a foster youth is going to enroll in their school. to the extent that we can, we should push the child welfare office to develop this type of MOU with the district. Otherwise it's difficult to target our attendance interventions at foster youth.

Latino Students	Mixed Stakeholder Group	- How do we know what % of students have access to A-G? - It's important for student to know what the requirements are. - We need more counselors. At Skyline, the APs are doing double the work. We need more counselors. - Need access to culturally competent counselors. - We should have posters in every classroom so students know what A-G requirements are - Does every school have A-G? What about a school like McClymonds? - Need to have the resources to offer every A-G class. Could students at McClymonds go to Tech to fill in gaps? Maybe that's where LCAP can fill the gap. - Where are the access gaps? Where are Latinos located? What about the alternative schools? - Do we allow ELLs to take both ELD classes plus the A-G English? Can we allow them to double up and make up courses? - Is there a way to double code ELD classes? - Staci (Tech Principal) is trying to fix this this year - Need more clarity about how to either get higher level ELD classes to count as A-G and/or double book students - A lot of ELLs get stuck - they are long term - ELD teachers sometimes seem to want to keep the kids. Not sure why. - There's a low expectations issue at OUSD. In order to improve Latino	- Relevancy. Kids have to be interested. If I was taught to read & it was about Mexican history, it would be more relevant. It should be something from their culture. - There should be more ethnic studies, Chicano studies. When you are integrating something, you are not honoring it. Not just Cesar Chavez birthday or Black history month [but a real program of study.] - Castlemont has this. - Ethnic Studies should be A-G - It should be everywhere. - I like Linked Learning / Pathways - We need culturally appropriate enrichment,					

Latino Students	School Staff (teachers, classified, administrators)	We need to reach out to parents and get them information. How do we facilitate getting information out to families? We have to fight the perception that they can't send children to college because of lack of funds. "We can never do enough" to get access to information. We don't push our Latino students as much as we have with other cultures. We need to ask more of parents and encourage them to participate in the classroom instead of obeying teachers. Need to be assertive. Some parents have a fear of the English language to get into the classroom, and we need to make them feel comfortable in the classroom even when they are unfamiliar with the language. How can we teach parents to know when walking into the classroom when students in classrooms are on task?	Avoid jargon - just say "reading level" rather than SRI. It's important to encourage parents to read, read, read to kids, either in Spanish or in English. Kids absorb all kind of things. Comprehension in one language helps in another. It's important to carve out a time and place to read.		College trips in elementary school to expose small children to a larger world (from an early age!) It would be great to have a HS academy/career pathway to talk to elementary school children. How do we get alumni to speak out about opportunities? On the other hand, we need more vocational training. When students graduate, need to have options, either college or a trade/career (e.g. automotive industries). Not everyone wants to go to college.	We need to figure out a way to make families feel welcome. Sometimes parents show up scared. If they say something wrong, they'll feel insecure or like they're being made fun of. Something that's working in Allendale is Adult EL classes, every day for 4 hours a day. They feel more confident once they learn the language. There is also child care, which is important.	It's important to have people in the schools speak Spanish, especially in role model roles, to welcome families. Parents are very involved in the school in cultural events. At Allendale they are doing a multi-cultural festival and carnival.	Need to control suspensions from the outset by nipping it in the bud.

Latino Students	Parents	-One way might be involving ourselves in the school and knowing what is going on at school so that we are able to help our students at home because if we do not know the plan at school so we can assure that they are in the right path and advancing. -We need mentors for our students because parents are mostly working and are intimidated to get informed because of language barriers or insecurity with knowledge and power structures. We need to do this in order to change the structures. -We as parents need to be involved especially after school -Communication is key because from a personal experience i trusted my student too much and thought he was ongoing with his grade but due to much confidence in my student i did not notice my student's grades were lowering and I am also blaming not just myself but the school also did not warn me that they are declining in their grades.	parent I take my child to the library to check out books and I let her read in every subject. -I always make sure that he always has his backpack with him so that they are always reading whenever they have free time or when in the car that way they are advancing -My daughter loves to read especially to her little brother. It is important to me that we keep Spanish as the fundamental language but we incorporate English in our daily lives -It is suggested that parents are also introducing or talk about not just literacy but also incorporate math and	-practicing problems that might be on the test with them at home -"real test" practice at schools -If we know what the expectations and requirements -Sometimes if we do not know all of the requirements then how do we know if they are on track to graduate because we are relying that they are in school and that is enough but its not (we need to know timelines) -Parent support is necessary because we dont know how to help (School Support staff) -			-Security: I am furious to know that school is not safe. Personally, after incidents have occurred in our schools and as a parent we are confident that they are safe in the school but I know that it is not possible because my child does not feel safe and because he suffers from anxiety he cannot concentrate when an incident occurs. This affects us as a parent and to our students (Physically and mentally)	need to have meetings with parents whose students who are not attending to find out what is happening and to see what support they need. This needs to happen in a safe environment so that they are comfortable to share what is going on -I think that there are a lot of factors (uniforms, resources, work, language barriers). I have seen that there are a lot of parents with a lot of necessities and so they do not want to share that they do not have money, food or uniforms. Also a lot of us parents work and we do not know that they are missing school but we believe that they are. -Bullying is big, for my child this was why my child was missing school. There was an investigation to get to the bottom of this in order for my child to attend. I had to intervene as a parent because the school was not doing what they were doing. What I appreciated was conflict resolution that worked for one of the cases. (Resources such as clothing or materialistic has to do with the bullying and so I

Latino Students	Mixed Stakeholder Group	Acorn teacher: The A-G requirements need to be made clear first Acorn teacher: The parents need more information about the A-G requirements and they also need more information about how to prepare and help students get to HS graduation Ascend/Skyline parent: The 4 ELD courses that ELL students take in HS only count as 1 English course towards graduation and this is made very unclear to parents. Those students are not eligible for UC and Cal States because you can only take 1 ELD course per year. At the end of 4 courses it only counts as 1 required HS English course and the exit exam for HS students is extremely difficult and advanced. ELD students are unprepared.	- Acorn parent: It is important parent workshop and resources because parents want to know what an academic discussion looks like and and how to understand Guided Reading levels, lexile, etc. Parents do not understand A-Z guided reading levels and what that means in terms of reading comprehension for their children. Acorn principal: Schools across the district level books differently. Some schools use guided reading levels, others use lexile. The district should support and have presentation on a common system for parents to understand if their students are passing and					
Latino Students	Parents	middle and elementary school information tell parents about A-G more access in both languages to the information provided. more AP classes for our students in OUSD. more staff to support students with this requirement. make A-G bilingual, the program should not create a climate that excludes students from the requirements.	on literacy early intervention more programs that support our more challenged students before and after school. ELD programs need more support. literacy intervention specialist more books bigger libraries librarians	to reclassified students. more instruction around the subjects presented in the exam more focus on language development for english learners. assistance in middle school. help students in the special ed program who	program in middle school with Alumni from Linked Learning. Broaden the reach of those programs. An explanation of what the programs could lead to. More meaningful instruction for students of color. Tell parents what linked learning is before they get to HS.	opportunities to the school more communication with parents and students. adult education brings more parents into the school. bring adult education back to OUSD Schools to support engagement. opportunities for parents to get to know their teachers rather than just meet them.	More of these programs need to reach the schools. As a unified district OUSD is sparce in it's ability to provide services for parents equitably. create more staffed spaces for parents to learn about what's going on at the site. more teachers and staff of color that reflect the student body.	more communication between parents and administration. bigger emphasis on safety at the school site. SSOs. create more programs that students want to go to (extracurricular.) more reasons to come to school.

Low Income / Literacy	School Staff (teachers, classified, administrators)	See Summary	See Summary	Not asked	Not asked	See Summary		

Low Income / Literacy	Parents		mass mailing about SRI to parents - Make sure parents read with their child for 20 minutes a day - There should be a reduction of class size and programs to hire alumni & parents to increase literacy - A really great program: Bay Area Urban Debate League - high level debate			impress on parents the importance of literacy - MUST start in kindergarten and 1st grade and school must call out what they need from parents - Reading buddies: peer and parent buddies - Making learning fun all the time - Reading coalition - parent volunteer program (part of Oakland Reads 20/20) - Encourage parents to know that testing		
Low Income / Literacy	Students	would like to see financial aid application (for college) included in LCAP as an indicator for college readiness.	~~Need a printer to~~ print the reading list for SRI-more hard resources and supplies. Teachers need to give more time for reading during class.			Need to reduce class size. Hire parents/alumni trained to work or etc.- will increase better adult-student relationship.		
Low Income / Literacy	Parents		mass mailing about SRI to parents. There should be a reduction of class size and programs to hire alumni and parents to increase literacy. Bay Area Urban Debate League-high leveled debate team, kids come from all sorts of			impress on parents the importance of literacy-must start in K and 1st grade and call out what they need from parents. Reading buddies-peer and parent buddies. Reading coalition to parent volunteer program-oakland reads 20/20 Encourage parents to know testing matters. Superstars-teachers recommends students		

Low Income / Literacy	School Staff (teachers, classified, administrators)	Did not ask question	Equitable access to quality resources across district are needed; ie quality classroom libraries in each classroom; need resources that address literacy from age 0-college. Need for qualified, credentialed librarians/educators to facilitate regular use of school libraries. Professional teacher librarian is a teacher with dual credential in library information and education; this role is missing across OUSD; critical position to support and collaborate with classroom teachers. Classroom libraries with books at	Did not ask question	Did not ask question	Ideas to increase parent engagement: look at technology. Parents may have more access to technology then we have assumed. There is a ton of technology we should get families to access, like e-books. Need to get books in the hands of students and families. Interactive online reading resources: need to have a plan on how to use e-books to support students learning and engage parents. If students work on a reading online program at home and it's cloud based, then teachers could monitor students' progress. Need someone there to coach parents and support them in getting engaged. Help parents access the literacy resources (on line and books). Maybe a literacy parent coordinator position at the schools. someone	There was discussion about creating comfortable and welcoming classroom environments not just at elementary levels, but also at middle school and high school levels. There should be cozy reading corners, sofas, rugs, etc. at all levels, so students want to be in that classroom, feel comfortable there, want to read for SSR, etc.	Did not ask question

Low Income / Literacy	Parents	what are some of the needs? Trish: we need staff stability, low class size, support services Bridges: we need parent language classes to support parent literacy TCN: physical education and sports so students have something to do with their free time Laurel: engaging parents to help them with their students, library card applications in the office, more challenging books and curriculum Yolanda: we need the highest quality teachers teaching our most needy teachers Andre: improve working conditions for all teachers Monica: looking at conditions at schools where high poverty students are making high progress	happening at schools: Laurel: read-a-thon and reading night library TCN: adult support in the classroom for reading intervention, we have student teachers and AmeriCorps members who support us Bridges: playworks has been supportive; librarian; read-a-					

Low Income / Literacy	Mixed Stakeholder Group	***REACH ACADEMY NOTES ONLY*** **SEE BELOW***	***REACH ACADEMY NOTES ONLY*** **SEE BELOW***	***REACH ACADEMY NOTES ONLY*** **SEE BELOW***	***REACH ACADEMY NOTES ONLY*** **SEE BELOW***	***REACH ACADEMY NOTES ONLY*** **SEE BELOW***	***REACH ACADEMY NOTES ONLY*** **SEE BELOW***	***REACH ACADEMY NOTES ONLY*** **SEE BELOW***

Low Income / Literacy	Mixed Stakeholder Group		assessments, writing units (focus on writing school wide), readers workshop - starting with Kinder and moving out, professional development and teacher support, SEL and family support, after school literacy support and intervention, reading groups during advisory, adopted guided reading and balanced literacy, community/family engagement, providing teachers with planning time, making sure PLCs are effective, lunch time book club (Oakland Rotary Club donation of books), word clubs -			need - not all families are in the same place and have access; families and children are in trauma 9 SEL needs must be met first; mindfulness and yoga, education around absenteeism - importance of coming to school, family read nights - food and literacy stations; story telling, read alouds; book give away; parent engagement looks different across sites and across families; supporting families to make sure students show up on time, rested, feed and ready to learn; monthly newsletters and robo-calls with strategies/tips/resources; engage families "off-site"/in the community (apartment complexes, churches, community centers); need to be a district wide emphasis on consistent/stable leadership to build long term trust with	RJ, PBIS,	

Low Income / Literacy	School Staff (teachers, classified, administrators)	-smaller classes -more classroom support (aides) -work at the elementary level so high school teachers don't have such a difficult time (start early!) -English learners (long-term English learners) not taking the classes they need for A-G requirements. Providing other avenues for them to complete their requirements -support for English learner parents (some schools had parent programs to get their GED, but the programs were cut! ex: MLK, Lafayette) -welcoming environment for parents (conferencing becomes second nature) -more reading materials in their hands that they can take home -counselors (so many social/psychological needs) SEL is so important! Needs to be supported organizationally not just site by site -libraries -too many programs cut! collective vision - all students become independent readers, critical thinkers in preparation for college, career and community 37,040 total number of k-12 students in Oakland free/reduced price lunch - 71.4% eligible for free or reduced-price lunch what are factors that affect reading levels? parent practices at home	Overlap between questions! -culture of reading/love of reading -reading competency is a bit part of being competent in other academic areas as well -communication about SRI understanding for parents -outside reading book all the time as an expectation (ex: pull it out in math after testing) "if you finish early you get to have dessert" -use books as rewards (even in a math class!) -reading is important and it's happening everywhere district initiatives supporting the shifts: -scholastic reading inventory/running		-VOCATIONAL SCHOOLS! skill-based way of learning, sense of accomplishment -not everyone is going to go to college, they need a way to feel like they are going to make a meaningful contribution to the world -"career ready" as replaced "vocational" -students need a basic skill set for anything they do after (even car mechanics now have jobs that are very technology heavy positions) -level the skill base to be commensurate with the needs of modern society -computer literacy, technology literacy needs to begin EARLY (access to technology promotes engagement - we need more access to technology for our students - esp.	-give them the information - they need to know where their student is. Timely and accurate -access to technology at home (how do you level the playing field when there is such unequal access?) -tri-pod with student, parent, teacher (forces kids to reflect/own it)		-by secondary, attendance is more on the student than it is on the parents -school has to be interesting/engaging for them to want to be there - they can vote with their feet where they want to spend their time! -zone in on the students who are absent and sit down with them to come up with a plan to make them change -elementary school kids who are absent - we need to talk with the parents because they are responsible for the lateness. Also these students then take on their parents practices so let's intervene early! -restorative justice, alternatives to suspension -fights/weapons treated differently than smaller offenses -a way within your schools climate - RJ

Low Income / Literacy	School Staff (teachers, classified, administrators)	early childhood exposure to reading parenting practices and envolvement with reading. Making opportunities to read. Access to lots of books in the home. Raise the level with an Adult Education program which we at one time had in the District. Class Size Really Matters and is the most important in terms of the one on one attention in terms of getting students ready for the classroom	Teachers and Student - collective responsibility from a student perspective. Need all dimensions of wellness to make sure the teacher has a student ready to learn. Student responsibility for there job, life skills. Mobile centers (e.g. mobile library) to meet where the students are in their community.	what about schools that are not part of the balanced school card or other special programs. Are all the schools getting the materials they need or just certain schools.		what about schools that are not part of the balanced school card or other special programs. Are all the schools getting the materials they need or just certain schools. Lexile reading level - is it culturally competent? Parents should check with teacher to print out the specific recommended texts for their level of student.	what is appropriate lexile for 7th grade = 900?	

Students with Disabilities	Mixed Stakeholder Group	Change the way SPED is funded. That SPED and GE are funded separately, it often dictates the way programs and services are offered. It doesn't match the reality of the life in schools. Ideally, funding and programming should be integrated to provide students with education in the least restrictive environment. Funding currently does not match needs. For example, if you want to place a student out of an SDC class into a GE class, you can't, because all the seats are taken by GE students. We need a paradigm shift in how we fund SPED so that really do make it a reality that "ALL means ALL." SPED students should be integrated into everything that's going on in the school site, including linked learning opportunities and A-G courses. There needs to be accountability in providing a rigorous education for students with disability. One way to ensure this, is it to implement full co-teaching between SPED and mainstream teachers. Parents need to put pressure on schools to include SPED students. Don't give options for SPED students to be in or out of pathways; make it the default for them to be in pathways. The idea of students being inclusion or not doesn't make sense. Most students are more on a continuum. They don't need SDC for everything, or they don't need it for much, but they need some. Once they	Literacy is a big issue for students with disabilities. Many get misidentified based on not being able to read. Expand the capacity of the Reading Clinic. GE and SPED teachers need to be able to teach in that model of reading instruction. Implement that model more broadly – expand wherever possible. Need to develop resources for middle school and high school students who can't read. By the time they reach secondary they have "aged out" for the reading clinic. Great to provide early intervention to prevent		Why can't we have Individual Transition Planning aligned with career pathways planning for students with disability? The ITP includes the same things – planning for career and postsecondary education. Can we explore best practices at a State level for career pathways with students with disability and adapt and tailor for OUSD to promote inclusion in linked learning? Elk Grove has been doing this for 20-30 years and both Long Beach and San Diego are way ahead of us. All students are different. All schools are different. Wholesale models don't always work in a standard way. Schools need leeway to create	Parent engagement with parents of students with disability at high school is difficult. There's lots of need for information about a lot of different things. We need to teach parents about special education, what they can do, what are the resources, what are their rights, legal issues, programs.. At my school, there is a special ed parents group. Special ed experiences are so diverse, it's hard to cover all needs. We try to provide support by creating a space for parents to connect, and an orientation to the basics of what they need to know. There are so many things parents need to and want to know from legal matters to programming matters to who to talk to in the school. The parent group has not been as diverse as we'd like, so we are working with African American	There is a stigma to being in special education that doesn't need to be there and needs to be broken down. But only 20% of people of people are actually "normal" in the way that we believe "normal" to be. Not everybody get s to where they're going. People with disabilities find different ways to get there; they may not use the front door. What does it mean, then to be "normal?" Don't need to hide disability – embrace it – like a second language. Students need to feel safe in school everyday.	Parents need to understand the school bus schedule. At Rudsdale, if a student's attendance drops below 80%, grades get held up, and the student must make up the class time.

Students with Disabilities	Parents	Students want the help of counselors in order to understand the system. If the family has never experienced how the school system works it is helpful to be led through the process with a counselor earlier than later in the students school career. More support/intervention of students with IEP's. Problem with students having to be extremely low to receive an IEP that students who still need help and don't meet those extremely low scores doesn't receive the help they need and fall through the cracks. Include more teacher aids in the classroom and more support in the classrooms for teachers. Parent support could be a option for the support or teacher aids hired by the school to handle students who are disruptive or need extra help. Teachers could send students to be evaluated for an IEP earlier before the student falls very far behind in grade level. Very little support for ELL students in special ed. There is a large problem in this area. Much of the language is in English in special ed. There needs to be more access and communication between departments to service students who are ELL and special ed.	More intervention can be provided to students who are not the lowest need but second to lowest. Pilot new programs to reach and service students who barely miss the cut off for receiving extra help due to scores. Provide a baseline to parents that is clear so parents can know how close to grade level or baseline the student is. Parent teacher conferences should include resources for parents to show students where their student is at grade level. Weather the student is above, bellow, or at grade level. The district	Improve access to resources for parents to access materials online while at home. This can provide reading materials that are at level for the student while at home. The service could be through the school and would provide students a chance to access reading materials at home that are at grade level.			Could teachers let parents know the progress of the child in the classroom. Such as weekly updates to parents from teachers in the form of notes or monthly. Parents working with teachers to let parents know if theri student is getting in trouble or needing extra help or what the student could be doing at home with the parent while not in school. Teachers can communicate via text or cell phone if their student is struggling to behave or having a hard time in the classroom. School climate must be student focused and parent friendly. Make a more open invitation to parents and families to see what their children are doing in school. Make the reporting of the students progress or trouble more informal and relaxed so the culture is more open and transparent. More transparent will allow	

Students with Disabilities	Mixed Stakeholder Group	- Counselor support for students and families - Need more teacher aids in the classroom - Encouraging parents to volunteer in the classrooms - From teacher perspective: increase the number of special Ed teachers and ensure teachers are certified to be with special Ed students - Need earlier assessment and intervention - Counselor support -How do you protect grade level content? - Teachers should create pods of students and group students together who are in the same grades to protect grade level content by teaching content to students in the appropriate grade - Special Ed is viewed as a separate conglomerate that mutually exclusive of other student groups and the access to resources aren't equitable	intervention - Teacher: work with the community organizations (such as Reading Partners, etc) to come to the schools and work with the students; these resources are offered to other students - How does evaluation of literacy happen? - Parent: evaluations happen in conferences with teachers - Parent: 6-8th graders don't have a baseline standard of where their child should be reading so even if they have tests and can see the performance, they don't have a standard to				teachers give her weekly progress reports - Parent: the school has all of her contact information and keeps in contact often? - Parent: does not feel positive school culture & climate - Teacher: we want families to volunteer but in preschool, the parents have a very hard time dealing with parents visiting and then leaving. They become very emotional. - Parent: teachers seem to not be comfortable with parents being in the class but she has observed a teacher become more comfortable with parents in the class and kids getting used to this way of school culture and climate, and students being less distracted - Parent: the family engagement culture in general ed classes aren't embraced in SPED; parents only hear from teachers when they are	

Students with Disabilities	Mixed Stakeholder Group			1) Focus in the resource room on the CAHSEE topics 2) Start earlier with praticing			Parent 1; We have had a lot of problems in SPED at our schools; we have organized and gotten together so we can be informed. We have people from the district and PEC come. Trying to reduce abuse between children. Parent 2- Our school is REACH - We don't have a behavioral system. We need a system set up for kids who are really disruptive. Our school doesn't have that type of system. I dont like the set up. My daughter is in a self-defense mode. Parent 3 - It is a learning disability or PTSD? Some kids with intense emotional needs are assigned SPED. Scary to segregate kids in a room. Parent - The kids are not learning at all. Majority of it is behavioral issues. Parent - I think the district is trying to have restorative justice. Parent - more help from	Parent - we have to make sure we are getting up our kids on time, tell them it is very important to be on time.

Students with Disabilities	Mixed Stakeholder Group		I'm a strong advocate for very early child learning Brain develops much faster 0-3 than another time in the child's life More cells developing, more connections being made Have you heard the advertisements for First 5, California? They say read to your child, sing to your child, talk to your child. You have no idea how important those things are My thought is, if we had in high school, not only preparing children for college, career and community but also for parenting, help them understand their role in getting child ready for school	Have students focus on what they need to do better, and provide resources Focus on that, focus on what they need to work on to be able to eventually do well on CAHSEE Start earlier, let them take test in 9th grade to practice		It all depends on me -- how I see to what she's doing. What I do matters. I have to pay attention to her TV watching, doing her homework, going to bed at 9 every night. I give her rules like that and she knows what to do, what is expected of her. She gets "A" grades all the time. And I'm sure that I give her rules like that, and it helps. She's grade "A" all the time here. The lowest grade that she got was history 94. She honor roll at Roots. And I'm happy with school. It all depends on me. Teachers are second. The whole day she spends with teachers. But she comes home and spends more time at home. And she knows what to do With disabilities and everything she's going to be going the right way. I'm sure my daughter is going to	We've had a lot of problems with special educatin at our school and we're not infored about a lot of things that's we've organized so we can be informed That's when we formed these meetings why we got together, we also partnered with parents in Gen Ed so there's better treatment of every child, not so much abuse, collaborated with district, from PEC, and we talk with the principal I feel you need to set up better system to manage the behavior at our school We don't have a behavioral system set up Our students with disability with behavioral disorder are abusing students without My daughter does not have behavioral disorder, and she's starting to pick up those behaviors I don't like that Need new systems Additional supports for behaviors or SE issues She's in self-defense mode, the kids attack	We parents have to make them to get up on time, let them know it's important not to miss school. If you're not that sick, go to school anyway. I see that volunteering is very very important for parents to see what's going on in the school. It helps you to be involved. The principals should push for more volunteer parents, offering to sit in groups We've been pushing for volunteers, but when we're there, they don't' know what to do with us. Maybe we should try and give the teachers the language to talk to parents, and push for more parent volunteers, and make it mandatory. Mandatory for kids to be school on time, and show how necessary it is, because you're losing classroom hours, and creating gaps in your education, make it mandatory for the parents Helpful for parents to be included in training for RJ and conflict resolution. Help us know how to do it with our kids at home.

Students with Disabilities	School Staff (teachers, classified, administrators)	Should have resource specialists that are credentialed in high schools to support students with disabilities. Programs should be fully staffed in special education in terms of special education teachers. Reducing caseloads across the board in SDC classes - can't help students improve if you are running around all the time. Implement RTI at school sites. There needs to be more support for teachers to implement these strategies. Not support in implementing behavior support programs.	teachers at elementary schools should know how teach students how to read. With balanced literacy, it's all mushy because people don't know what they are doing. Not clear on which programs we should be using. Reading clinic trainings should go deeper. Early childhood staff should receive training around	N/A	N/A	engagement at IEP meetings that happen annually. Having more resources to talk to parents about what it means to have a child in special education. Principal sees very little from the district about how to communicate with parents about how to communicate around issues with special education or Common Core or with all the departments in the district. Seems to be left up to each individual school. Most parents don't	No resources given to school sites even though there is a mandate to reduce suspensions in the district. Not a lot of resources district-wide in order to reduce suspensions and address the issues that these students are facing. Increasing staff would help.	There needs to be more staff in order to implement the interventions & reduce suspensions. Either more classroom teaching & behavior management staff would be great. Needs to be a way to refer problems that are class-wide.
Students with Disabilities	Parents		with PK students to start thinking about reading with their children and whatever language. At the "child find" level providing PK parent groups with more SPED support around education/training groups around promoting literacy/math/emotional skills.			1. Targeting each student by the IEP level. 2. Differentiated support based on disability or unique needs of student (not placing students with internalized problems with externalized problems). 3. Classified staff better compensated 4. Ongoing professional development for SPED staff.	SPED planning engagements 2. Better outreach regarding SPED meeting 3. Timely notification of SPED community meetings Meetings at a variety of times with food, child care, and translation, locations that are convenient, Facebook outreach 4. SPED (PEC) participation with African-American and Latino initiatives, especially district related parent conferences	

Students with Disabilities	School Staff (teachers, classified, administrators)	A. Ensure target groups get A-G and AP classes *HS resource teachers with qualifications in subject areas *Fully staffed programs with paras, permanent teachers, reduced caseloads to provide adequate time for services *Solid RTI at sites (counselors, other non-SPED supports, behavior support plan supports, behavior support plan supports (30/caseload too many)	*Assign SPED/Resource teachers who know how to teach reading *Expand Lindamood Bell traiing beyond same 1 hour gig *Training for SPED pre-school staff (Lindamood Bell?) for earlier intervention C. Engaging parents/kids around SRI *Why is this one measure so	D/E. CAHSEE passing/Linked learning access (see other questions)		I. Support for all in Common Core -Reduce/streamline initiatives so teachers can focus attention- -Differentiation resources -Involve classified staff in PD around curriculum -Pleasant classrooms -Some schools overcrowded	Involvement *Effective IEPs *Childcare *District-level communiques instead of school-sites creating their own all the time *Broader CAC outreach F. Parent Education -Robocalls -Flyers -Messaging from D.O. -Consistent expectations across district and delivery of info/training about how parents can support kids; team approach b/c school and home	H.Increased Attendance, Lowered Suspensions -Need more staff to support counselors and VPs

Students with Disabilities	Students	What are the struggles that this group of students face, in school and in their community? Have a hard time fitting in Access to facilities What are some ideas/proposals you have on what our schools/district can do to better support students with disabilities? Programs that are more attentive to their needs Having them interact with different groups of people to feel more comfortable. Have a mentor/advisor that follows them till graduation to help them not fall back. Should excuse students with disabilities from having to take the cahsee, but still encourage them to pass it. Case workers should not have such such a large load of students Hire more case workers Train teachers more to be able to to help and educate students with disabilities. Raise salaries for people that work with students with disabilities.					What are the struggles that this group of students face, in school and in their community? Have a hard time fitting in Access to facilities What are some ideas/proposals you have on what our schools/district can do to better support students with disabilities? Programs that are more attentive to their needs Having them interact with different groups of people to feel more comfortable. Have a mentor/advisor that follows them till graduation to help them not fall back. Should excuse students with disabilities from having to take the cahsee, but still encourage them to pass it. Case workers should not have such such a large load of students Hire more case workers Train teachers more to be able to to help and educate students with disabilities. Raise salaries for people that work with students	What are the struggles that this group of students face, in school and in their community? Have a hard time fitting in Access to facilities What are some ideas/proposals you have on what our schools/district can do to better support students with disabilities? Programs that are more attentive to their needs Having them interact with different groups of people to feel more comfortable. Have a mentor/advisor that follows them till graduation to help them not fall back. Should excuse students with disabilities from having to take the cahsee, but still encourage them to pass it. Case workers should not have such such a large load of students Hire more case workers Train teachers more to be able to to help and educate students with disabilities. Raise salaries for people that work with students with disabilities.

English Language Learners	Students	What are the struggles that this group of students face, in school and in the community? Keeping up with the pace of the class, leading them to fall behind. Don't really understand. Fitting in with English speakers is more difficult. Issues with documentation. Cant/dont know how to ask for help Teachers do not slow down for these students, they keep going and actually get mad and then the student gets mad and then the students gets in trouble. The have to choose family and money over school They miss classes needed for a-g Challenge in the community with communication, making it harder to get jobs. What are some ideas/proposals on what our schools/district can do to better support english language learners? Extra program before, during, and after school Multi-lingual teachers English basic/core class ELD classes to practice. Teachers that support ELL students Paid opportunities for ELL students Support with new culture 44% in career pathways Make pathways more understandable Multi cultural Multi Ligual Academic/social counselors motivation, focus, additional academic support Block periods specifically for ELL College support	What are the struggles that this group of students face, in school and in the community? Keeping up with the pace of the class, leading them to fall behind. Don't really understand. Fitting in with English speakers is more difficult. Issues with documentation. Cant/dont know how to ask for help Teachers do not slow down for these students, they keep going and actually get mad and then the student gets mad and then the students gets in trouble. The have to choose family and money over school They miss classes needed for a-g Challenge in the		What are the struggles that this group of students face, in school and in the community? Keeping up with the pace of the class, leading them to fall behind. Don't really understand. Fitting in with English speakers is more difficult. Issues with documentation. Cant/dont know how to ask for help Teachers do not slow down for these students, they keep going and actually get mad and then the student gets mad and then the students gets in trouble. The have to choose family and money over school They miss classes needed for a-g Challenge in the community with communication, making it harder to get jobs. What are some	What are the struggles that this group of students face, in school and in the community? Keeping up with the pace of the class, leading them to fall behind. Don't really understand. Fitting in with English speakers is more difficult. Issues with documentation. Cant/dont know how to ask for help Teachers do not slow down for these students, they keep going and actually get mad and then the student gets mad and then the students gets in trouble. The have to choose family and money over school They miss classes needed for a-g Challenge in the community with communication, making it harder to get jobs. What are some ideas/proposals on what our	What are the struggles that this group of students face, in school and in the community? Keeping up with the pace of the class, leading them to fall behind. Don't really understand. Fitting in with English speakers is more difficult. Issues with documentation. Cant/dont know how to ask for help Teachers do not slow down for these students, they keep going and actually get mad and then the student gets mad and then the students gets in trouble. The have to choose family and money over school They miss classes needed for a-g Challenge in the community with communication, making it harder to get jobs. What are some ideas/proposals on what our schools/district can do to better support english language learners? Extra program before,	What are the struggles that this group of students face, in school and in the community? Keeping up with the pace of the class, leading them to fall behind. Don't really understand. Fitting in with English speakers is more difficult. Issues with documentation. Cant/dont know how to ask for help Teachers do not slow down for these students, they keep going and actually get mad and then the student gets mad and then the students gets in trouble. The have to choose family and money over school They miss classes needed for a-g Challenge in the community with communication, making it harder to get jobs. What are some ideas/proposals on what our schools/district can do to better support english language learners? Extra program before, during, and after school Multi-lingual teachers English basic/core class ELD classes to practice. Teachers that support ELL students Paid opportunities for ELL

Foster Youth	Students	What are the struggles that this group of students face, in school and in the community? Not having a stable household Abnormal feelings In and out of school Not having adults to go to Emotions deep solitary and pain they don't have friends to go to Not able to rely on their parents What are some ideas/proposals on what our schools/district can do to better support foster care students. Provide counselors to check in on the students one on one Giving them resources Provide teachers or teacher that can work with the students one on one to build a relationship with the students. Providing a youth center providing a space for them. Providing internships Good counselors After school programs Additional programs Staff that knows where they are coming from	What are the struggles that this group of students face, in school and in the community? Not having a stable household Abnormal feelings In and out of school Not having adults to go to Emotions deep solitary and pain they don't have friends to go to Not able to rely on their parents What are some ideas/proposals on what our schools/district can do to better support foster care students. Provide counselors to check in on the students one on one Giving them resources Provide teachers or teacher that can work with the students one		What are the struggles that this group of students face, in school and in the community? Not having a stable household Abnormal feelings In and out of school Not having adults to go to Emotions deep solitary and pain they don't have friends to go to Not able to rely on their parents What are some ideas/proposals on what our schools/district can do to better support foster care students. Provide counselors to check in on the students one on one Giving them resources Provide teachers or teacher that can work with the students one on one to build a relationship with the students.		What are the struggles that this group of students face, in school and in the community? Not having a stable household Abnormal feelings In and out of school Not having adults to go to Emotions deep solitary and pain they don't have friends to go to Not able to rely on their parents What are some ideas/proposals on what our schools/district can do to better support foster care students. Provide counselors to check in on the students one on one Giving them resources Provide teachers or teacher that can work with the students one on one to build a relationship with the students. Providing a youth center providing a space for them. Providing internships Good counselors After school programs Additional programs Staff that knows where	What are the struggles that this group of students face, in school and in the community? Not having a stable household Abnormal feelings In and out of school Not having adults to go to Emotions deep solitary and pain they don't have friends to go to Not able to rely on their parents What are some ideas/proposals on what our schools/district can do to better support foster care students. Provide counselors to check in on the students one on one Giving them resources Provide teachers or teacher that can work with the students one on one to build a relationship with the students. Providing a youth center providing a space for them. Providing internships Good counselors After school programs Additional programs Staff that knows where they are coming from

African American Students	Students	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support African American students? Increase family engagement/support More variety of career pathways Train principals & teachers (STAFF!) about how they are stereotyping African-Americans Re-evaluate the referral system Review panel for suspensions with students on the panel Train staff to stop harsher penalties for Af-Am students More understanding: staff training for understanding personal lives and struggles of Af-Am students More internships that are desirable for Af-Am students More Af-Am teachers hired and more homegrown teachers from Oakland 9th grade class about what it means to be African-American (Ethnic Studies) Teachers and counselors, we need more. Staff that willing to work with students Unnecessary test eliminated Supplies ethnic studies classes Students running school government Tracking of support for students to be 100% prepared 360 support system Conflict mediators	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support African American students? Increase family engagement/support More variety of career pathways Train principals & teachers (STAFF!) about how they are stereotyping African-Americans Re-evaluate the referral system Review panel for suspensions with students on the		What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support African American students? Increase family engagement/suppo rt More variety of career pathways Train principals & teachers (STAFF!) about how they are stereotyping African-Americans Re-evaluate the referral system Review panel for suspensions with students on the panel Train staff to stop harsher penalties	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support African American students? Increase family engagement/support More variety of career pathways Train principals & teachers (STAFF!) about how they are stereotyping African-Americans Re-evaluate the referral system Review panel for suspensions with students on the panel Train staff to stop harsher penalties for Af-Am students More understanding: staff training for understanding personal lives and	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support African American students? Increase family engagement/support More variety of career pathways Train principals & teachers (STAFF!) about how they are stereotyping African-Americans Re-evaluate the referral system Review panel for suspensions with students on the panel Train staff to stop harsher penalties for Af-Am students More understanding: staff training for understanding personal lives and struggles of Af-Am students More internships that are	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support African American students? Increase family engagement/support More variety of career pathways Train principals & teachers (STAFF!) about how they are stereotyping African-Americans Re-evaluate the referral system Review panel for suspensions with students on the panel Train staff to stop harsher penalties for Af-Am students More understanding: staff training for understanding personal lives and struggles of Af-Am students More internships that are desirable for Af-Am students More Af-Am teachers hired and more homegrown teachers from Oakland 9th grade class about what it

Low Income / Literacy	Students	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support Low Income students? Youth employment at school Giving youth jobs to be: peer counseling Help clean up school Youth involvement More Teachers Helping students Lessons on life More resources Offered to them Less students in a class Cut out unnecessary testing More learning about culture, Get more Supplies	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support Low Income students? Youth employment at school Giving youth jobs to be: peer counseling Help clean up school Youth involvement More Teachers Helping students Lessons on life More resources Offered to them Less students in a class		What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support Low Income students? Youth employment at school Giving youth jobs to be: peer counseling Help clean up school Youth involvement More Teachers Helping students Lessons on life More resources Offered to them Less students in a class Cut out unnecessary testing More learning	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support Low Income students? Youth employment at school Giving youth jobs to be: peer counseling Help clean up school Youth involvement More Teachers Helping students Lessons on life More resources Offered to them Less students in a class Cut out unnecessary testing More learning about culture, Get more Supplies	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support Low Income students? Youth employment at school Giving youth jobs to be: peer counseling Help clean up school Youth involvement More Teachers Helping students Lessons on life More resources Offered to them Less students in a class Cut out unnecessary testing More learning about culture, Get more Supplies	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support Low Income students? Youth employment at school Giving youth jobs to be: peer counseling Help clean up school Youth involvement More Teachers Helping students Lessons on life More resources Offered to them Less students in a class Cut out unnecessary testing More learning about culture, Get more Supplies

			What are the struggles that this group of students face, in school and in the community? Drugs Low Income Violence A lot of new immigrants English is not their first language There is low expectations of latinos Separation of families due to immigration harms students and the opportunity to to focus in school What are some ideas/proposals on what our schools/district can do to better support Latino/a students? More awareness, information and services to help immigrant/undocumented youth Drug prevention programs & services Internships and jobs for immigrant students and families Develop teachers to have more skills and information when it comes to immigrant students			What are the struggles that this group of students face, in school and in the community? Drugs Low Income Violence A lot of new immigrants English is not their first language There is low expectations of latinos Separation of families due to immigration harms students and the opportunity to to focus in school What are some ideas/proposals on what our schools/district can do to better support Latino/a students? More awareness, information and services to help immigrant/undocumented youth Drug prevention programs & services Internships and jobs for immigrant students and families Develop teachers to have more skills and information when it comes to immigrant students	What are the struggles that this group of students face, in school and in the community? Drugs Low Income Violence A lot of new immigrants English is not their first language There is low expectations of latinos Separation of families due to immigration harms students and the opportunity to to focus in school What are some ideas/proposals on what our schools/district can do to better support Latino/a students? More awareness, information and services to help immigrant/undocumented youth Drug prevention programs & services Internships and jobs for immigrant students and families Develop teachers to have more skills and information when it comes to immigrant students Give more time for	What are the struggles that this group of students face, in school and in the community? Drugs Low Income Violence A lot of new immigrants English is not their first language There is low expectations of latinos Separation of families due to immigration harms students and the opportunity to to focus in school What are some ideas/proposals on what our schools/district can do to better support Latino/a students? More awareness, information and services to help immigrant/undocumented youth Drug prevention programs & services Internships and jobs for immigrant students and families Develop teachers to have more skills and information when it comes to immigrant students Give more time for teachers to support ELL students.
Latino Students	Students	ELL students.	programs &		jobs for immigrant	information when it		

Latino Students	Students	The youth that participated in the Survey stated concerns around the need for Tutors in these class rooms. The need for better prepared teachers and the need for Counselors. Most of the youth said that they need to have good grades to be able to get into AP classes and most of them are not doing so good in their classes so they suggested there be free tutoring for all the youth who are interested in getting into AP classes. There was one student that said that they would like more AP classes at Fremont High, however, she stated that that cannot happen until the AP courses already being offered are classes where the students can pass the class. She said that some of her friends are taking AP classes but they are not passing, so what's the point of taking AP classes if their designed to fail.	All of the students stated that they wanted a functioning Library at Fremont High. Many stated that their classmates are not reading at grade level because they have never been inspired to read. Some said that they don't like reading because they were never good at it and because they were never good at it they didn't bother reading.	Many students claimed that their fellow classmates are not passing the CAHSEE. Many suggested tutoring while some of the suggestions that they had was to provide a summer program for those students that need the extra help. There was one senior who has been having a hard time passing the test and she has yet to pass it. All she talked about was how she wanted to graduate and	Many students are very interested in being a part of an internship that can better prepare them for the future. They would like paid internships but they stated that they would like to have the tools to be able to qualify for a good job or to help them get into college.	The students said that their parents could use a small payment for attending meetings. Some said that its hard for their families to be a part of their education when their parents have 2-3 jobs a day. A particular students shared with me that his mother was deported and his father went with his mother and now he is with family members with his younger brother and many other students said they have witnessed loved ones be taken away and they receive no support at their school in terms of how they are doing every	A few students said that parents should partner up with SSO's for support that way they understand the culture at the school.	Many students suggested that there be a Life Skills class instead of suspending youth from school. Many suggested that it should be difficult to suspend students to begin with. Other suggested that it would be a good idea to have students pick up trash on campus.

English Language Learners	Parents	CASTLEMONT/SKYLINE Input Session: 1. What are the needs of English Learners students to raise achievement? •More content in Spanish •More motivation from adults •More support in the classrooms during classes (Biology, History, Ciencias,etc) •More support with academic vocabulary, to better reading comprehension •English classes/A-G orientations for parents •Acculturation classes for both, parents and students •Teacher capacity/more preparation to teaching •Instructional coaching from District •Spanish Classes for teachers •Coaching for SEI content teachers •Reduce class suspension and have more buddy teachers to help with behavior •Extend the day or the year for more practices of English Learners	*Latino Students* (A)** (B).....-teachers that represent them cultural (B)*.....-Relevancy in instruction & curriculum content (A)*******.....-Parent Liaison should reflect community they are organizing (A)**********.....Providing space and time for reading and homework	SKYLINE/CASTLEMONT •Have Counselours •Parent Involvement •More Ethnic Studies & Programs •Student Voice Leadership Programs •Communication between families & Schools •EL + English Class at the same time •More transparency with staff transition •Accomplish District Goals •More workshops with families to know A-G requirements, etc •More student focus •Bilingual staff •Parent meetings off-site •Involve parents to meetings •Communication between teachers & parents	CASTLEMONT "School Teams Debrief & Planning" *African American Male Achievement* (A)**.....-Safe environment, cool teachers (A)**.....-Focus on individual needs of students ( ).....-Best practices for AA males apply as best practices in general (A)****.....-Developing positive relationships between teachers/staff/students (C) (A)**-Connecting Youth to mental health services (Positive role models) (A)**.....-Support 4 reading (In school & home) (A)****....-Make space 4 student voice (Input) (A)*.....-Greater alignment & Coordination between services & Programs @	Educational Training, Leadership Team, effective channel of communication between parent/teachers/admin, Parent Patrol, school governance committees,	Co-constructing an effective Code of Safety, Code of electronics, parent leadership, Social emotional learning, Linked learning, •Providing space and time for reading and homework •team work in the families •Conversation about esp. is a small school where there are no designated classes •Parent meetings •1 on 1's from parent to other parent •Training for parents (Educational Training) •Parents & teachers working together •Admin working with parents/teachers •Support in Home Language •Nothing •Don't have support/communication •Don't have ELD classes, the Admin send the students to other school •Intervention class of ELD •Alumni is coming to support to High School Students •	1. Personal phone calls between teacher and parents 2. Opportunities of Leadership into the school 3. More After school programs 4. Home visit to understand the culture of the students and families 5. Restorative Justice 6. Detention in schools; not sending the students to the house

CONDITIONS Q8: Data Inferences	CONDITIONS Q9: CCSS Practices	CONDITIONS Q10: Professional Development, Materials, Facilities	SUMMARY: Student Outcomes	SUMMARY: Engagement	SUMMARY: Conditions	STUDENT OUTCOMES Q1: A-G & AP
	1) We need to time to shift the mindset from teaching the traditional way. Work it in with different benchmarks 2) Relationships with students. Need to build cultural competency to put the work in practice. 3) Teachers with ongoing professional development to build relationships with students and develop the cultural competencies. 4) Teachers need to believe in the curriculum. 5) Many teachers are teacher-centered and drive		Mental health services. The ratio from student to counselor can be anywhere from 1-to-700 to 1-to-2000. It is not practical for students to get support for mental, emotional, college and career with the small number of support staff at each school. For example Oakland Tech has 1 mental health staff for 2000 students.	Building individualized relationships with students and parents is the way to improve all aspects: attendance, parent engagement, student outcomes, academic achievement, reducing suspensions.	Giving the students voice so that the school staff can understand what they are dealing with. We are hear to serve the students and parents but most times as adults we tell the students what we want from them and how they should behave. It would be more effective to find out from them what would make them more engaged in school. What would get them to improve academically. That also engages and empowers students and parents by giving them a voice about their education.	
		There needs to be more exposure to A-G requirements. Lets find something and stick with it " the district changes too much." We should be reviewing best practices outside and within the district to address the needs of students. Intentional focus on building quality relationships.	The district should be calling out structural racism. This prevents equity and access to students . We need ways to counteract the affect the rap music has on students. There should be more opportunities for students to showcase the successes and accomplishments.	There need to be more workshops for parents and families at school sites surrounding the importance/ value of the SRI. Building trust with parents is essential. This means communicating with parents in the community: Home visits, existing parent meeting, PTA. We have to activate the agency and assets of the parent students. This is a powerful relationship. The district reaches out to parents when its too late. We need pro-active communication and strong leadership at schools so that we hear about the perfect score more often than the class absences	See Engagement and PD	

		Money and time for teachers to find resources to put together the curriculum. Need to address safety in the actual buildings and on the ground. Need to have an SSO on every school so that there is another adult on campus. Lack of school security officers. Need to have an credentialed teacher for students in in-school suspension. Need to keep in mind the multi-use buildings for charter schools and considering the safety of students in these multi-use buildings. Do charter schools have to follow VRP? Need to have family engagement around the facility usage regarding charter and the tearing down of buildings.	District needs to be sure that the curriculum features social emotional learning. and allow teachers more flexibility in academic curriculum in order to feature ethnically diverse material.	SSCs/parents/community need to be authentically engaged in school site plan and school budget plan in order to create a better relationship between district and community members.	Need to consider the safety of the facilities and the use of elementary schools as multi-use buildings for use by charter schools.	
Not enough time to address this.	Not enough time to address this.	on how to juggle some of the kids' experiences that they cannot relate to; intentional effort by the district for teachers to get support around addressing the needs of AA students; proper playgrounds/learning spaces for children to grow and learn; proper preparation for Common Core; "the history of District Professional Development SUCKS", PD's need to be vetted and trained and get	There was a lot of agreement amongst the group of parents/principals/teachers/community.	There was a lot of agreement amongst the group of parents/principals/teachers/community.	There was a lot of agreement amongst the group of parents/principals/teachers/community.	

This question did not get addressed.	This question did not get addressed.	After school leadership development of students	AA males are really struggling in middle school and they are 2nd-3rd generation offspring of alcohol/drug abusers and under-educated parents and they need intervention/prevention efforts early on in their education years;	Home visits for every high school student have been effective; funding for more resources at school site to address disproportionality;	Figuring out how to engage the un-engaged parents.	Have someone at school sites to supervise proper 504 plan implementation; make sure parents are aware and understand what the requirements are; culture shift at schools
			-Parent/MLK- African American males have behavioral issues at the elementary level - how do we address this as early as possible? -AAMA has "0 to 8" initiative - looks at the elementary grades and partners with other OUSD departments to pilot more Manhood Development programs (Parker & Lafayette) -From 2010-2014, the suspension rate of African American boys has been cut in half. This has also raised other issues, such as: how do address behavior and defiance in place of suspension? -How do we change adult behavior on how they respond differently to white and black boys when it comes to breaking rules and being defiant? -How do we coach teachers to help black boys channel this energy? -Are teachers being taught cultural competency to productively engage black boys? -504 PLAN - students with learning differences, but there is no one in the schools designated to supervise students under	-A white teacher in this session has admitted to recognizing that white teachers have much work to do when it comes to support black boys because she is recognizing that they are constantly reprimanded - how can black boys see themselves as successful students in the classroom when they are separated from the class and constantly punished? -There needs to be PD around the way teachers respond to certain students -Each individual school site has different needs and challenges and there needs to be professional development around how to address these variances in relation to black boys -CCPA teacher: Parents need to be hired in the schools because there is a cultural gap between teachers and the community of Oakland. -CCPA teacher: with the new funding, schools need to create more positions in schools and hire more staff	-Oakland Housing Authority is partnering with OUSD to create positions for parents to get hired in schools -Yes, there needs to be money in the schools but it needs to be an ongoing commitment because these changes take significant time with constant support -Many of our parents who were once students of OUSD were failed by OUSD, so how do we repair that damage now that they have children going through the same school district? -Parents are bombarded with information that they don't understand and that deters them from further engaging - how do we simplify urgent information? -Common Core was not simplified nearly enough. Introducing workshops isn't doing the job because parents are going to come if they don't initially understand the point or why there is a sense of urgency for them to be educated around this matter -Parents are coming to school in pajamas and dressed in other inappropriate clothing - what message does that relay to children, when it's time to come engage around your students education?	

Didn't get to this question	Didn't get to this question	Didn't get to this question	There were no students present.	There were two groups (I was in the group of monolingual Spanish speaking group, all women) and the parents were really engaged in the conversation.	It was a really big group. It was divided into two (one English speaking group and a monolingual Spanish speaking group which most of them were parents). Parents involvement in schools are based on the conditions and the resources available. More bilingual classes should be provided so children could receive help from their parents doing their homework and reading.	

		What conditions are necessary for a school to nurture among students the joy of reading? (follow-up from literacy discussion above) I'd be great if we had books that kids could take home and have fun with. It's tricky sending home bags of books. It'd be wonderful if we could send the books home, and not have to manage the return, and keep track of everything. Would be great if we had a bundle of books, and not worry about getting them back, but worry about getting them into the hands of children in their homes. How is it that we have a focus on reading and their are no librarians funded? Seems like there's a direct relationship between reading and librarians. There's more to the goal of kids reading than focusing on the academic skill. Who can operationally facilitate the other stuff? It'd be great to have a librarian who could help make that	For positively impacting literacy, cultivating a love of reading in schools and with families in their homes, is critical. SRI is not a meaningful assessment or tool for dual language programs Promote biliteracy for all students -- not just English Learners.	Help families understand the development of academic language, and that they can positively influence academic growth in any language (doesn't have to be in English). Much more development is still needed to meet families' needs as a full service community district.	Need ways to get books into students hands, including resourcing librarians. Make sure assessments are available in the languages being taught. Makes sure to enact the value of multilingualism by translating materials and resources into other languages, e.g. common core report cards, CSSSP materials, assessments, communication materials, etc.	

			Make sure the student know how they are doing academically.	A common theme was communication/relationship between parents and teachers. more is needed. Empower parents by explaining to them how to read the test results.	The schools with high percentage of Spanish family should have more bilingual teachers.	

		Middle school - pull out, intensive reading. Curriculum does not encourage conversation. Need teacher PD on embedding systematic ELD throughout the content. Need help with explicit instructional and adding speaking, reading, writing through all subjects.		Engaging parents in English Language Learning	Allowing students to attempt academic discourse in peer groups.	
		support in learning how to help ELL students. Teachers are not currently adequately prepared as upper grade teachers to support ELL students well. Teachers need more support from the school in how to better serve students who are ELL. Staff is trying to learn how to have documents translated into all the necessary languages that students speak at their school site. The school sites need to have more access to translators or translation services to reach the families and students more and adequately. The culture around education of ELL students and the culture amongst families of ELL students can be looked at because it may affect the speed at which English is acquired in the family and the student. Look at the cultures view	The family is new to the community so they think that having students practicing computer skills. The family feels it would be beneficial to have and English class for the parents. Parents should be thought hohw to teach their students English. Parents need to be taught skills in how to teach their own children. They want to acquire skills in how they can train and teach their kids and help them at home.	A parent discussed the need to have more communication and better communication between them self and the students teacher. Currently the form of communication is only occurring through notes. The parents student is not receiving any extra reading help and the parent would like to see more English tutoring to increase the students reading level.	The group brought up the topics of increasing technology in the schools and improving the use of technology among parents and students. The group talked about the need to learn of more resources that are offered through the schools their children attend. School site staff spoke about the need to improve the amount of technology and the speed at which technology is acquired at school sites.	There needs to be more support than pulling the student out for thirty minutes two times a week for extra English help. The students do not always understand what is being said in the classroom. There needs to be more help in the classroom during explanations and checking for understanding. Email or telephone is the best mode of communication for parents from the school site. Parents were suggested to utilize the chrome book reading carts so students can access online books outside of school that are at reading level. The reading 180 class is what she was referring to.

	The group noted that one way to support students in CCSS practices is the ongoing development of students native language at home since research shows that the concurrent development of a students home language also supports English language acquisition and development. This is an important to notes since many parents feel like they can not support their students if they don't have the English skills to support their students.	Secondary teachers need more professional development working with English learners since secondary teachers are experts of content and not necessarily pedagogy. While secondary teachers may have taken a test that saids they know how to work with ELs, it doesn't really play out in reality. There is also a huge technology gap in the schools. Some schools don't even have wi-fi, and those schools that do the access is spotty. The transition to technology also needs to be accelerated, and while chromebooks have been purchased. Bella Vista principal also noticed a trend that Asian ELs tend to reclassify at higher rates, but don't necessarily know why. Hypotheses regarding why they might reclassify at higher rates is due to perhaps cultural values, staff values, etc.	Parents shared that they would like to have their students at reading level. Some felt that their students might be working in groups at school, but don't really know what they are expected to be doing. Strategies for parent support at home included: 1) increasing parent knowledge/education in English and getting access to English classes for parents, 2) continue to develop home language at home because this has proven to help English development when students have a solid base in their first language, 3) access Achieve 3000 at home, and parents know what resources their students have access to	Parents indicated that email and phone would be best means of communication for them. For those parents who do not speak one of the more prevalent languages in the district such as Chinese and Spanish, the availability of translation or on-site staff that speak their language is not as readily available. School staff noted that for rare languages taking advantage of community members or other families that speak a similar language and having them communicate with each other. Parents also indicated that they don't have regular communication with school support staff such as ELD pull-out teacher or speech therapist. A parent also assumed their child was getting EL language supports, however school staff helped clarify that what they might be getting instead is SpEd supports - the distinction for parents is not clear.	Increasing access to technology (wi-fi and hardware). Making sure that all schools have the necessary literacy curricula and supports whether it is the leveled reading books, Achieve 3000, or getting a list of books that are appropriate for a students reading level to parents. Increasing communication with parents so that they have a better sense of the resources available to them. Students do not have even access to approrpriate books for their lexile level. *** Megan from Americorps also took notes from this group so there may be duplication.	
		Teachers must be trained in SEL. Must learn to build relationships. This piece is not consistent across the system and must be.	Engage students in after school programs. Especially leadership Especially after school programs - or after school like programs in school. Check on students like they are "in kindergarten" CAHSEE bootcamp - fund this again	SEL Work w CBOs	Give foster youth first priority in placement - must reserve space at each high school Need to have the identified point person at each high school ready to receive a warm handoff - training needed	

			-how do we track foster students in OUSD? -under reported in the numbers Suggested LCAP Improvements: -look at high school youth and make sure they make it into summer youth employment (Gary Yee) (ex: ILSP) -Point person at School site -Specific counselor that work with all foster youth (high school/middle school) -provide welcoming supportive environment at schools Tony - what about students that experience foster-like situations but do not go through the system. They are not documented as "foster youth" but do not have access to social services. What about them? Gary Yee response - let's work on the students who are in the system first. If we don't even have that structure in place we cannot help these students who do not qualify as "foster care"....that is future work! Curits - chance for us to	Contact System? If the foster students are doing well, they are generally contacted less often, if ever. Point person at each school (ex: Aeries), having a person to plug foster youth into services would be beneficial. Gary Yee's suggestion: contact letter home each year to foster youth/families? One point of contact a year could be manageable. It should be the job of the foster unit to track students, not the job of the schools to track their own foster youth. Not all 86 schools are going to be able to coordinate foster services when they only have 1 or 2 foster youth....that responsibility should fall on the foster unit. Curtis - What is the role/responsibility of the central team? What work falls on school staff? Current OUSD Practices: -Currently "no" formal teams to manage foster youth Suggested LCAP Improvements: -Collaboration within the COS Team for services for Foster	Current OUSD Practices: -Immediate School Enrollment -Referrals to ILSP (High School Students) -Referrals to After School Programs Suggested LCAP Improvements: -attendance monitoring -provide extra support to those students who fail to pass CAHSEE by the 12th grade -for our elementary foster youth use CST scores within the first 30 days to assess gaps in learning Steps for Moving Forward: -celebration -tracking tool -support for high school foster youth -summer employment (within their school - take ownership over the schools, conflict mediation, culture keepers, work-study like college, pay the young people to do these jobs!) It's about changing their mentality, and show them something different. -trying to engage those who have left the system and turn them into advocates -have group home staff come to OUSD trainings THANK YOU FOR YOUR COMMITMENT TO YOUNG FOSTER YOUTH!	

			•We need Better attendance monitoring •We need Provide better support for CAHSEE •We do transcript analysis •We need to get student grades up •We do(CCRO)gets students work permit •We need to have one persona at each high school that we can coordinate specifically •We need to provide comprehensive assessments	We do Immediate school enrollment We do referrals to ILSP •We do Referrals for after school programs •We need to hold spaces for foster youth We need get students to buy into the program- packets provided at schools - provide as much access as possible to school •We supply computers to group homes •We need to work with the transitional students and families unit to share information while maintaining confidentiality and protecting the individual • How can I receive training to support:	•We need to employ teams to manage youth •We need one person that can work with a region that can coordinate working with student supports. This can work as case management •We need to partner with a specific special education programs •We need to provide a welcoming circle with our schools •We as a district need to use and share data •We need an MOU with ACOE and Child Welfare	

- Foster youth have a much higher rate of being in special education classes, their test scores tend to be lower, graduate rates are lower - they have a lot of risk factors for not succeeding academically or graduating from high school. - Our foster youth liaison (Lydell) works hard to ensure that all foster youth have access to a computer at their home or group home, but they don't necessarily have internet. We need to continue to support them in getting access to computers and the internet - In addition, enrolling foster youth in the after school program at their schools is hugely helpful to having them feel welcome and	- didn't discuss	- We need MORE central staff to support foster youth. There should be a model similar to that of the behavioral health unit where there is one person for each region who's job it is to support foster youth at each school, to work with COST teams to make sure they are meeting the needs of foster youth, etc. - In addition, there should be someone in the special ed office who explicitly works on special ed services for foster youth. The coordination with SPED is totally lacking right now, and it's a key piece of the puzzle to ensure that we are serving foster youth in the way they need and deserve. - ALL staff should be trained in basic principles of how to best support foster youth. In addition, there should be staff at every school who know the rights of foster youth, which services they legally have access to, which services are available to them through the district.	Since there is not a high concentration of foster youth at any one school, we need to strengthen our central office support for foster youth - in short, we need more staff. Lydell has been holding this work on his own, and it's too much for one person. We need regional liaisons as well as a SPED liaison who all explicitly work on foster youth support. In addition, if possible, we need a family engagement liaison who focuses on engagement and education of foster parents.	We need to work with Alameda County Child Welfare Office to get a MOU so that data can be shared. Otherwise school staff won't know who the foster kids are at their sites. Training for foster parents in how best to advocate for and support their child.	Staff at every single school who are trained in how to best serve foster youth - how to support them, their legal needs, etc. Schools need to be welcoming environments to foster youth - we need to continue building strong culture that welcomes kids when they come in and provides them with adults who are there for them. Training anyone who does mental health work or helps run COST in how to best serve foster youth through their services and through the COST team. Strong connections to special ed office - that connection and collaboration needs to happen in a systematic way	- We should continue to offer credit recovery classes over the summer for foster youth, and perhaps even expand that programming so that they not only get credit recovery opportunities but also have the opportunity for enrichment - Opening slots in the after school programs for foster youth so they will always have a place in the program even if they transfer to a school mid-year

			- Drop out rate - need to remove the alienation that many students are feeling at school - Strengthen the EL program. - Have a very strong bilingual program - Parents want transparency. Feel that every time there is a new administration, it falls on them to run the program. Want consistency. - Improve Latino personnel at every level. - Lack of Latinos in decision making affects the policy. We need brown faces that speak up for Latinos. - Parents want outreach. Moms with baby buggies feel ignored. No one says hello. - Reach out to dysfunctional families. - Do more about drop outs.	Need more info on A-G - Mor Linked Learning - More middle school intervention - more field trips to college - More outreach to parents and community stateholders. - Student: a teacher said to her, "Latinos, you are not going to graduate. You are not going to be successful." - There is a such a need for parent engagement. Latinos need to learn how to express themselves, especially Latina women. That's what parent engagement does. - We come across as victims, as losers. How can we express our needs without negativity? We should be saying, "This is what happens when there is not equity." - How can we turn it around so we are not victims?	N/A	

Attendance from parents is very low at data shares - we need to build confidence in parents to engage in intellectual conversations and not intimidate them.		Need to have presentations on how to help parents pay for college (Dream Act). Some families are homeless, and they need support. It's helpful to have administrative staff speak Spanish, too.	We need to get to the bottom of problems and target the issue itself rather than all the noise around it -- ask questions and identify the problems. At Allendale there is a Principal Binder to record issues that parents are having so that the school can track the issue. The general concerns are then passed along to principals to share parents' voices (sometimes confidentially).	1. Have Spanish speakers at schools. Once they feel welcome and have support to speak the language, parents are able to engage more with students. 2. Give English supports at schools, like family engagement. The question is HOW to get those funds? 3. There is a barrier between when parents are unhappy and being able to SAY why they're unhappy. We need to create engagement opportunities for community feedback. It's about building trust to build ability to speak up and out. Maybe a suggestion box or anonymous comment box / setting expectations that conversation needs to happen one-on-one and openly. 4. Informational nights in SSC (e.g. reading/math strategies) to connect to a broader world outside of their neighborhood.	Welcoming staff, child care, food. Need to make conversations relevant to them -- how does it fit in my life and how is it relevant to me? It's important to have conversations about possibilities for Latinos and advertise heavily and build understanding that they, too, can go to college.	

			engagement, security, practice tests, mentors	school and parent support	parent engagement, support and strategies	

- The parents do not know what Common Core is and they don't understand what it means for their child - What is the CCSS change going to look like in the classrooms? - The parents want more meaningful discussions in the classrooms with both the teacher and their children present to have discussions about academic performance - Large group discussions where all teachers invite parents to come discuss how to support children at home, where students should be in their coursework, what teachers have mapped out for the year - Throughout the entire year, there needs to be			***GENERAL NOTES*** - Teachers are not staying in the district - Teachers are unhappy with the system, salary and conditions so they leave after 5 years and they go work for other districts - There needs to be more teachers who can give direct support to bilingual classes - There needs to be more opportunities to keep students engaged in school like: music, art, dance (there aren't enough activities to keep them motivated) - There needs to be more take home resources for students to get them motivated around and math and science (creative ways to make math and science interesting and engaging, the curriculum is not motivating students) - Each school should have a required, clear and concrete plan that they are held accountable for around creating a school culture of motivating students, engaging parents and training parents around CCSS - A better plan for security in the schools - There needs to be more ESL classes	See summary above	See summary above	
CCSS needs a reflection of people of color. the program should allow the student to see himself in the curriculum. The books need to be culturally relevant and identifiable.		more cultural learning opportunities for staff where schools meet and the communities they serve. it would reduce bias and allow for parents and staff to communicate.	if students are begging parents for support, and parents are giving all they have, what can the district do to meet the needs we cannot fulfill socialistic, emotionally, academically.	Families give a lot, but staff to do not respond with the funding or event hosting that allows a platform for Latinos to have discussions around academics, Reclassification,	OUSD asks a lot from parents we are giving and ready for the community school model, but we need to receive support back to us. Parents should not have to fund fundraising projects that show no results. School districts need to provide more services to parents in Oakland, CA We need to create communication and major support to celebrate Pay teachers overtime for preping lessons so teachers no longer need to take days away from the classroom to teach the classroom.	A-G needs to be explained to Latino parents.

			1. Attendance; be there and engage. The struggle is getting the kids to school. There is a lack of motivation, some students have jobs. We need a strong initiative to link up with AC transit. There are also issues with nutrition/ quality of the food. More parent outreach with incentives. Do outreach, go to the parents in the cars dropping off the students. Strongest attendance for parent meetings is when there is an evening meeting and parent representatives contact other parents, e.g. Fremont 150 calls for 10 attendees. We are doing meetings and agendas without impute of parents. We should talk to parents creating agenda and programs that meet the needs of parents. I understand the need for discussion of literacy; get parent leaders that will motivate parents to come to be a part of that. Tax night only 2 parents attended; at Dewey. SQR inform the district the things that have happened across the district.	2. Group is mostly continuation schools, we get new kids and we have other students. They do not come with data already. Our systems SAM doesn't communicate with AERIES SRI. SRI sends letters to parents. Kevin Taylor created a climate and culture about the importance of SRI by posting things around the campus. Parents need to understand what is SRI and the importance of it. Options for students Achieve 3000 can be accessed from home or some other program that can be accessed at home. Giving students the space and time to read, this is a luxury at the high school level. What does it look like to have a structured reading time for high school? What does it look like if students are reading different texts/ same texts? Make a connecting to colleges and SRI or have SRI be included in college information sessions . College fairs in May asking school to include the general percentages of the other things e.g. loan default. It takes longer than a 6 period day. We need a longer school day. This allows some students to have	Met West : Going to the library with the students 1:1. This speaks to the need to have a smaller teacher student ratio.	

			The group felt that there needs to be a focus on beginning literacy early on and that children need to be able to read at their own pace and there should be no isolation in the classroom. The group also felt strongly about reduction of class sizes and there should be programs to involve alumni and parents in the efforts to increase literacy in the classroom in order to alleviate the problem of large class sizes.	The group focused heavily on parent involvement in literacy efforts. Programs like Reading Buddies, Reading Coalition, Superstars and Parent University need to be supported so that parents can get all the information they need to know about supporting their child in the classroom.	Most of the conversation the group had centered around parent and family engagement around literacy. In order to engage in the academic shifts, the district and school sites must engage families around what needs to happen at home in order for students to reach the state standards. There should be training for parents around best practices and strategies in supporting children.	

Did not ask question	Did not ask question	Need to know resources provided by the district, and the resources provided at the school site. Teachers being able to observe other teachers' classrooms to understand the learning at different level. Paid professional development time so teachers can go to other classrooms and schools to learn ideas. Concern about subs- wasted classroom time, so teachers don't want to leave their classrooms to bring in a sub. Idea of training a cadre of STPP subs who have created curriculum/lesson plans- they come in as subs when needed and teachers can be confident students will be learning. Release days have been valuable at TCN: principal has created a very tight schedule with clear objectives for these release days. When school micromanages the plans for the release day, this is better than centralized PD	Access to necessary resources- especially lots of books in classrooms and for families to take home Small classroom sizes are critical across all school levels!	Because there was a vocal representative from Friends of Oakland Public Libraries in this group, and because literacy was the primary frame/focus of this conversation: the conversation focused primarily on literacy, classroom libraries, reading time with parents and students. The group was very engaged in discussion about supporting/coaching parents in being able to support their children's literacy at home. The idea of small classroom sizes across all school levels got a lot of energetic discussion; plus the idea of creating comfortable classroom environments (with reading rugs, corners, sofas, etc.) This group had school staff from elementary and middle schools. there was an interest in cross-sharing and better understanding what is happening across schools and across school levels (elementary, middle) in supporting students' literacy and engaging parents around	Keeping classroom sizes at 20 students across elementary, middle, and high school levels (all levels). small class size3 is what's needed to support student's literacy and development. Brewer teacher bought 15 small camp chairs, and this help transform here classroom into a safe comfortable reading culture/environment. Sofas, rugs and other things that make the classroom comfortable are necessary not just in elementary, but in higher school levels too. Need to create the kind of comfortable learning classroom environment that kids would love to be in. Reading culture: culture of reading: parents come in. everyone does family read at home. schools constantly re-inventing the wheel on these things. need sharing of the good ideas and good work being done at specific sites.	

	working that we could put more resources into Laurel: parent ambassadors doing 1:1s giving info for CCSS to parents, letting parents become more aware, initiative in FSCP to get more parents involved, district orientation and support TCN: more support for the student teachers that support the class, more parent education classes Bridges: more library support, more		parent literacy support; conditions in schools such as more planning time, lower class sizes, and student teachers/volunteers/specialists supporting in the class	engagement with parents around literacy, curriculum that supports enrichment and offers multiple chances to engage in the arts, sports, etc.	we need to support parents with more resources to support their students at home we need better home-school connections	

			- SRI (Scholastic reading inventory) is very important data that needs to be utilized, although they only address level of comprehension and literacy is encompasses more than that - Chromebooks are coming, but not for all grades - There needs to be an instructional tech teacher to work with the new technology - Students are not familiar with technology and this is a major disadvantage; students are not using a computer on a regular basis; there needs to be improvement in this area - There is not access to internet and technology on a regular basis both at home and in the schools for many students - English Learner Group: discussed how we can improve understanding in literacy and writing; it would be good to establish quality programs for students to improve in these areas - 50% of African American males are already behind by 1st grade so by the time they reach 3rd they are so far behind they will require many services to support	- Safe spaces and being to take risks and struggle while learning is huge for students - There is alot of trauma in the neighborhoods and students are experiencing anxiety - Suggestions: more Restorative justice programs and support from the district - Restorative justice cannot be placed solely on teachers - SPED parents want more engagement from the teachers - SPED department and parents need stronger communication so parents can work with children at home - Spanish speaking parents want the web address (Achieve 3000) that has audio reading online for students and parents to work together at home - Parents would like personal calls to the home to make them aware of what is going on with students - Awards given to children for performance would increase parent engagement - Economic Hardship: the biggest concern is class size being too large; safety and drugs and the impact on students is directly affecting their time in class	- Parents suggested much smaller class sizes and availability of chromebooks on a class by class basis - Ex: if classroom is split then half of the students can work on Achievement 3000 while the other half works with teacher - SPED is being incorporated in CCSS, as well as using the chromebooks - SPED will have an exit exam that students must pass to receive a HS diploma - Support for parents to read report cards, evaluations and trainings - There needs to be more support around CCSS, the changes, how parents can understand those changes and how parents can support children to move towards graduation - More resources in the classrooms to learn - Large classrooms affects the way teachers engage because many students have different emotions and teachers have to address those emotions and still teach	
REACH ACADEMY NOTES ONLY **SEE BELOW***	***REACH ACADEMY NOTES ONLY*** **SEE BELOW***	***REACH ACADEMY NOTES ONLY*** **SEE BELOW***				***REACH ACADEMY NOTES ONLY*** **SEE BELOW***

		support - too much time and energy is wasted by teachers and principals on addressing basis operational needs. Central needs to be a better support to sites ion order to free up educators to educate. Facilities needs - broken window, heat, lights, safety, crossing guards, etc. Increase in mental health supports for students living with trauma, especially in the elementary schools. Adults also need access to SEL and mental health supports - vicarious trauma. A more equitable distribution of resources - clinics, clinicians, community managers, etc. in elementary schools. Deadlines and expectations, increasing demands on sites/principals with little to no support (extra staffing, etc)	student needs must be met to support learning. mental health, social emotion, food, clothing, etc.	not much discussion	demands continue to increase while resources decrease. central decisonsa nd supports to not often reflect the actual needs of schools.	

-teachers need time to learn them, work with colleagues on lesson design -copy machines at work -we have thrown common core at our parents - we need to give them time to get used to it (in CA this was rolled out very fast, whereas other states it was more gentle) -parents need to learn the common core! show parents some examples of curriculum (we do have common core videos in english/spanish to explain CCSS --more parent engagement w/ CCSS so that it is publicized - parents aren't coming because they don't know! -priorities need to be taken seriously - we don't need more rhetoric!	-providing training for teaching in common core aligned cirriculum	-more resources for parents -need the right personnel -technology -books -quality nonfiction text, diversity of text -task group to find great texts -pool our resources! we need a formal structure within OUSD to pool resources/knowledge. we all are left on our own little islands -funds need to come with the CHILD, not the SCHOOL- kids dealing with huge issues outside - we are dealing with it inside the school -students with tons of needs/issues, and there is no money coming their way!	-make education more engaging!	-more information for parents (around literacy levels of their child)	-more resources -more technology -more books -more and better staff	

			Needs to raise student achievement: If free reduced numbers are the only ones that are being counted, What about the students who are not being counted by the district? Needs more training. Parent Engagement. Someone at the school whose sole role is engaging parent. Biggest impact is what happens in child home. Many students do not have a place for HOME. Educating parent support teams for the schools. Parents respond when you meet them where they are. Parent Leadership at every school. Parents knowing and supporting other parents, i.e. using the community to build parent to parent. How do we break it down. All public schools are failing because school and parents are not parents. What Practices are working? Parents and community engagement are working. Small Schools at Santa Kofa is working well because of the small school situation. Literal engagement with	Parent Engagement Team - Principal who is capable of facilitator for whole student and all the wrap around services.	Resources and Lifting up: Wrap around services. Protecting training and privacy/parent friendly. Use resources of school to put parent support (home owners, etc Transparency and process b family liason community based family engagement - advocacy, agitation, collaboration. hire a parent as family laison. The district needs to hire better people from the neighborhood. Grass roots - open door. We have parents that want to get involved and the district hasn't done a good job at this in the past. Home visits - there is someone we can reach in that family we can reach. We need people doing this work. Flexible so we can do behind the sense assistance to the teacher so we can get the best delivery in the classroom everyday.	Access to Pre-School and early educa Cultural competency in decision makers within OUSD. OUSD has good intentions but does not culturally competent within the community. How do we reach the parents. make an impact through action not studies. Teachers from out of town don't understand our students. We need teachers from Oakland.

	Need to facilitate unification of GE and SPED. Provide opportunities for dialogue and learning focused on differentiating instruction. SPED teachers have a lot of techniques for differentiation that can be adapted for Common Core in both SPED and GE.		Need high quality effective teachers Provide early intervention to circumvent future problems – catch things early For students who are struggling, provide appropriate interventions, especially for non-readers Overhaul funding system. Shift the paradigm so SPED is not seen as separate – integrate SPED and GE as much as possible. Ensure schools have some autonomy to make decisions for their school community based on their unique situation and needs.	All parents should be fully informed about parent rights, student rights. Provide a SPED orientation for parents. Then continue engage parents throughout the year – not just once at the beginning of the school year. Create different kinds of opportunities for parents to involved, so they can understand what's going on in the school, build relationships with people in the school, and ask questions. Create a parent support groups – not at the CAC district level, but at the school level.	Students need more access to assistive technology. Invite parents to teacher PD on CCSS so they understand what's supposed to be happening in the classroom for their children.	

there should be grade specific intervention for chronic absences. Include different forms of learning so students can be learning the way they feel best. There are multiple intelligence and these different intelligence should be tapped and students should have the opportunity to learn the way they learn best. More after school or arts programming such as dance, art, music, and drama to provide routes for students with multiple intelligence and learning forms can learn.	We have to know how to educate the parent so the parent can reinforce at home.		the group wants to see more guidance from counselors and parent leaders in how to get their students to college and understand what is occurring in the classroom. Parents want to be more engaged in the classroom and in their students life at school. They want more opportunities to team with teachers in the classroom.	Parents want students who are ELL in special ed to have more transparency between the teachers and themselves. Parents want to see leadership workshops being help at the schools that can teach parents how to be more engaged in their students life outside of school and in school.	Parents want to see the school culture being more open to parent engagement. Parents would like to see more teacher updates on how their student is proceeding in the classroom and where improvements could be made at home.	

- SWD pace needs to be adjusted to help students catch up - There needs to be multiple strategies to engage students	1. Helping families understand what Common Core is 2. Training the parent on Common Core so they know how to engage the student at home - Build up relationships first		SWD encompasses so much. There needs to be teachers who are well equipped to deal with that. Teachers that engage families all year round and understand the unique needs of the child. Equal access to resources that general Ed students have.	Modeling the family engagement strategies that exist in the general Ed school culture & climate and applying those same strategies to SWD and their families.	There needs to be a greater effort to make families feel safe and welcome at the schools. Families want to be engaged and understand how to help their child because having a SWD is difficult and more efforts should go into building community.	

			see below	see below	Big Ideas: 1. You can't over communicate. Parents are intimidated by the SPED process. Referring them to written documents online is not necessarily the best way 2 Early Intervention. It seems like there may be some challenges for SPED in identifying students in K & 1 - yet sometimes parents do know earlier that their children need help and this is the best time to intervene. 3. Parents are concerned about disruptive behaviors at the school site. They are concerned that there is a blurring between students with special learning needs and students with behavior issues that may be related to trauma 4. Parents are hungry for more information about parenting skills. In particular, they are excited about learning more about Restorative Justice and want to link what's happening at school to the home.	

			early identification and intervention better home-school partnerships to ensure positive academic outcomes	better communication, availability of information and support specifically related to special education	prevent actions of students with behavior disorders from detracting from other students' education	

N/A	Need to streamline or reduce the number of initiatives thrown on the school site so that they can focus.	Need more professional development and training. Attendance clerks should have meetings and trainings as well. Some school sites have enough space and some do not. Some classrooms are stuffy and muggy and the environment needs to be bettered.	The biggest trend that I found is that school sites need to be fully staffed and trained and the district should be more clear on what programs are to be used for instruction at school sites.	There should be clear expectations of what parent involvement looks like at school sites and the district should support sites by making robo-calls and flyers around parent education and literacy.	There should be streamlining of the number of initiatives that are sent down to school sites so that there is focus and there should be more professional development and training.	N/A
	in instructional programs based on need as opposed to mixing students with different disability 2. improving classroom facilities 3. Integrating classrooms for students into the school community (breaking the isolation of portables) 4. Teachers have smaller class size 5. More emphasis on providing prevention services		Most concern around over suspensions. Want targeted instruction to match IEP and student needs.	* Want better outreach and more access points (online, email, calls, etc) about meetings even this meeting * Want more timely notification so they can make arrangements to attend since have kids and transportation issues * Want lots of different times and locations that are convenience * Want PEC to take a more obviously part in all district parent conferences not just SPED but AfAm, Latino, etc.	Teachers need smaller class size. Teachers and support staff need better training. Aides should get more money for their services. More staff to help provide more/better intervention services. Facilities in old portables or isolated away from main part of campus.	

			More resources (e.g., people to provide intervention, to reach out to families, to find and apply for grant money, etc).	Want more parent engagement and acknowledge need more strategies and resources to meet parent needs. Want more meaningful parent education so understand SPED processes and support services better. Also how to help their children.	Meaningful training is needed across the board.	

	What are the struggles that this group of students face, in school and in their community? Have a hard time fitting in Access to facilities What are some ideas/proposals you have on what our schools/district can do to better support students with disabilities? Programs that are more attentive to their needs Having them interact with different groups of people to feel more comfortable. Have a mentor/advisor that follows them till graduation to help them not fall back. Should excuse students with disabilities from having to take the cahsee, but still encourage them to pass it. Case workers should not have such such a large load of students Hire more case	What are the struggles that this group of students face, in school and in their community? Have a hard time fitting in Access to facilities What are some ideas/proposals you have on what our schools/district can do to better support students with disabilities? Programs that are more attentive to their needs Having them interact with different groups of people to feel more comfortable. Have a mentor/advisor that follows them till graduation to help them not fall back. Should excuse students with disabilities from having to take the cahsee, but still encourage them to pass it. Case workers should not have such such a large load of students Hire more case workers Train teachers more to be able to to help and educate students with disabilities. Raise salaries for people that work with students with disabilities.	What are the struggles that this group of students face, in school and in their community? Have a hard time fitting in Access to facilities What are some ideas/proposals you have on what our schools/district can do to better support students with disabilities? Programs that are more attentive to their needs Having them interact with different groups of people to feel more comfortable. Have a mentor/advisor that follows them till graduation to help them not fall back. Should excuse students with disabilities from having to take the cahsee, but still encourage them to pass it. Case workers should not have such such a large load of students Hire more case workers Train teachers more to be able to to help and educate students with disabilities. Raise salaries for people that work with students with disabilities.	What are the struggles that this group of students face, in school and in their community? Have a hard time fitting in Access to facilities What are some ideas/proposals you have on what our schools/district can do to better support students with disabilities? Programs that are more attentive to their needs Having them interact with different groups of people to feel more comfortable. Have a mentor/advisor that follows them till graduation to help them not fall back. Should excuse students with disabilities from having to take the cahsee, but still encourage them to pass it. Case workers should not have such such a large load of students Hire more case workers Train teachers more to be able to to help and educate students with disabilities. Raise salaries for people that work with students with disabilities.	What are the struggles that this group of students face, in school and in their community? Have a hard time fitting in Access to facilities What are some ideas/proposals you have on what our schools/district can do to better support students with disabilities? Programs that are more attentive to their needs Having them interact with different groups of people to feel more comfortable. Have a mentor/advisor that follows them till graduation to help them not fall back. Should excuse students with disabilities from having to take the cahsee, but still encourage them to pass it. Case workers should not have such such a large load of students Hire more case workers Train teachers more to be able to to help and educate students with disabilities. Raise salaries for people that work with students with disabilities.	

	What are the struggles that this group of students face, in school and in the community? Keeping up with the pace of the class, leading them to fall behind. Don't really understand. Fitting in with English speakers is more difficult. Issues with documentation. Cant/dont know how to ask for help Teachers do not slow down for these students, they keep going and actually get mad and then the student gets mad and then the students gets in trouble. The have to choose family and money over school They miss classes needed for a-g Challenge in the community with communication, making it harder to get jobs. What are some ideas/proposals on	What are the struggles that this group of students face, in school and in the community? Keeping up with the pace of the class, leading them to fall behind. Don't really understand. Fitting in with English speakers is more difficult. Issues with documentation. Cant/dont know how to ask for help Teachers do not slow down for these students, they keep going and actually get mad and then the student gets mad and then the students gets in trouble. The have to choose family and money over school They miss classes needed for a-g Challenge in the community with communication, making it harder to get jobs. What are some ideas/proposals on what our schools/district can do to better support english language learners? Extra program before, during, and after school Multi-lingual teachers English basic/core class ELD classes to practice.	What are the struggles that this group of students face, in school and in the community? Keeping up with the pace of the class, leading them to fall behind. Don't really understand. Fitting in with English speakers is more difficult. Issues with documentation. Cant/dont know how to ask for help Teachers do not slow down for these students, they keep going and actually get mad and then the student gets mad and then the students gets in trouble. The have to choose family and money over school They miss classes needed for a-g Challenge in the community with communication, making it harder to get jobs. What are some ideas/proposals on what our schools/district can do to better support english language learners? Extra program before, during, and after school Multi-lingual teachers English basic/core class ELD classes to practice. Teachers that support ELL students Paid opportunities for ELL	What are the struggles that this group of students face, in school and in the community? Keeping up with the pace of the class, leading them to fall behind. Don't really understand. Fitting in with English speakers is more difficult. Issues with documentation. Cant/dont know how to ask for help Teachers do not slow down for these students, they keep going and actually get mad and then the student gets mad and then the students gets in trouble. The have to choose family and money over school They miss classes needed for a-g Challenge in the community with communication, making it harder to get jobs. What are some ideas/proposals on what our schools/district can do to better support english language learners? Extra program before, during, and after school Multi-lingual teachers English basic/core class ELD classes to practice. Teachers that support ELL students Paid opportunities for ELL	What are the struggles that this group of students face, in school and in the community? Keeping up with the pace of the class, leading them to fall behind. Don't really understand. Fitting in with English speakers is more difficult. Issues with documentation. Cant/dont know how to ask for help Teachers do not slow down for these students, they keep going and actually get mad and then the student gets mad and then the students gets in trouble. The have to choose family and money over school They miss classes needed for a-g Challenge in the community with communication, making it harder to get jobs. What are some ideas/proposals on what our schools/district can do to better support english language learners? Extra program before, during, and after school Multi-lingual teachers English basic/core class ELD classes to practice. Teachers that support ELL students Paid opportunities for ELL students Support with new culture 44% in career pathways Make pathways more understandable Multi cultural Multi Ligual Academic/social counselors	

	What are the struggles that this group of students face, in school and in the community? Not having a stable household Abnormal feelings In and out of school Not having adults to go to Emotions deep solitary and pain they don't have friends to go to Not able to rely on their parents What are some ideas/proposals on what our schools/district can do to better support foster care students. Provide counselors to check in on the students one on one Giving them resources Provide teachers or teacher that can work with the students one on one to build a relationship with the students. Providing a youth center providing a space for them.	What are the struggles that this group of students face, in school and in the community? Not having a stable household Abnormal feelings In and out of school Not having adults to go to Emotions deep solitary and pain they don't have friends to go to Not able to rely on their parents What are some ideas/proposals on what our schools/district can do to better support foster care students. Provide counselors to check in on the students one on one Giving them resources Provide teachers or teacher that can work with the students one on one to build a relationship with the students. Providing a youth center providing a space for them. Providing internships Good counselors After school programs Additional programs Staff that knows where they are coming from	What are the struggles that this group of students face, in school and in the community? Not having a stable household Abnormal feelings In and out of school Not having adults to go to Emotions deep solitary and pain they don't have friends to go to Not able to rely on their parents What are some ideas/proposals on what our schools/district can do to better support foster care students. Provide counselors to check in on the students one on one Giving them resources Provide teachers or teacher that can work with the students one on one to build a relationship with the students. Providing a youth center providing a space for them. Providing internships Good counselors After school programs Additional programs Staff that knows where they are coming from	What are the struggles that this group of students face, in school and in the community? Not having a stable household Abnormal feelings In and out of school Not having adults to go to Emotions deep solitary and pain they don't have friends to go to Not able to rely on their parents What are some ideas/proposals on what our schools/district can do to better support foster care students. Provide counselors to check in on the students one on one Giving them resources Provide teachers or teacher that can work with the students one on one to build a relationship with the students. Providing a youth center providing a space for them. Providing internships Good counselors After school programs Additional programs Staff that knows where they are coming from	What are the struggles that this group of students face, in school and in the community? Not having a stable household Abnormal feelings In and out of school Not having adults to go to Emotions deep solitary and pain they don't have friends to go to Not able to rely on their parents What are some ideas/proposals on what our schools/district can do to better support foster care students. Provide counselors to check in on the students one on one Giving them resources Provide teachers or teacher that can work with the students one on one to build a relationship with the students. Providing a youth center providing a space for them. Providing internships Good counselors After school programs Additional programs Staff that knows where they are coming from	

	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support African American students? Increase family engagement/support More variety of career pathways Train principals & teachers (STAFF!) about how they are stereotyping African-Americans Re-evaluate the referral system Review panel for suspensions with students on the panel Train staff to stop harsher penalties for Af-Am students More understanding: staff training for	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support African American students? Increase family engagement/support More variety of career pathways Train principals & teachers (STAFF!) about how they are stereotyping African-Americans Re-evaluate the referral system Review panel for suspensions with students on the panel Train staff to stop harsher penalties for Af-Am students More understanding: staff training for understanding personal lives and struggles of Af-Am students More internships that are desirable for Af-Am students	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support African American students? Increase family engagement/support More variety of career pathways Train principals & teachers (STAFF!) about how they are stereotyping African-Americans Re-evaluate the referral system Review panel for suspensions with students on the panel Train staff to stop harsher penalties for Af-Am students More understanding: staff training for understanding personal lives and struggles of Af-Am students More internships that are desirable for Af-Am students More Af-Am teachers hired and more homegrown teachers from Oakland 9th grade class about what it	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support African American students? Increase family engagement/support More variety of career pathways Train principals & teachers (STAFF!) about how they are stereotyping African-Americans Re-evaluate the referral system Review panel for suspensions with students on the panel Train staff to stop harsher penalties for Af-Am students More understanding: staff training for understanding personal lives and struggles of Af-Am students More internships that are desirable for Af-Am students More Af-Am teachers hired and more homegrown teachers from Oakland 9th grade class about what it means to be African-American (Ethnic Studies) Teachers and counselors, we need more. Staff that willing to work with students Unnecessary test eliminated Supplies ethnic studies classes	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support African American students? Increase family engagement/support More variety of career pathways Train principals & teachers (STAFF!) about how they are stereotyping African-Americans Re-evaluate the referral system Review panel for suspensions with students on the panel Train staff to stop harsher penalties for Af-Am students More understanding: staff training for understanding personal lives and struggles of Af-Am students More internships that are desirable for Af-Am students More Af-Am teachers hired and more homegrown teachers from Oakland 9th grade class about what it means to be African-American (Ethnic Studies) Teachers and counselors, we need more. Staff that willing to work with students Unnecessary test eliminated Supplies ethnic studies classes	

		What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support Low Income students? Youth employment at school Giving youth jobs to be: peer counseling Help clean up school Youth involvement More Teachers Helping students Lessons on life More resources Offered to them Less students in a class Cut out unnecessary testing More learning about culture, Get more Supplies	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support Low Income students? Youth employment at school Giving youth jobs to be: peer counseling Help clean up school Youth involvement More Teachers Helping students Lessons on life More resources Offered to them Less students in a class Cut out unnecessary testing More learning about culture, Get more Supplies	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support Low Income students? Youth employment at school Giving youth jobs to be: peer counseling Help clean up school Youth involvement More Teachers Helping students Lessons on life More resources Offered to them Less students in a class Cut out unnecessary testing More learning about culture, Get more Supplies	What are the struggles that this group of students face, in school and in the community? Need money Transportation Do not always know Lack of good influence Lack of supplies to succeed What are some ideas/proposals on what our schools/district can do to better support Low Income students? Youth employment at school Giving youth jobs to be: peer counseling Help clean up school Youth involvement More Teachers Helping students Lessons on life More resources Offered to them Less students in a class Cut out unnecessary testing More learning about culture, Get more Supplies	

	What are the struggles that this group of students face, in school and in the community? Drugs Low Income Violence A lot of new immigrants English is not their first language There is low expectations of latinos Separation of families due to immigration harms students and the opportunity to to focus in school What are some ideas/proposals on what our schools/district can do to better support Latino/a students? More awareness, information and services to help immigrant/undocumented youth Drug prevention programs & services Internships and jobs for immigrant students and families	What are the struggles that this group of students face, in school and in the community? Drugs Low Income Violence A lot of new immigrants English is not their first language There is low expectations of latinos Separation of families due to immigration harms students and the opportunity to to focus in school What are some ideas/proposals on what our schools/district can do to better support Latino/a students? More awareness, information and services to help immigrant/undocumented youth Drug prevention programs & services Internships and jobs for immigrant students and families Develop teachers to have more skills and information when it comes to immigrant students Give more time for teachers to support ELL	What are the struggles that this group of students face, in school and in the community? Drugs Low Income Violence A lot of new immigrants English is not their first language There is low expectations of latinos Separation of families due to immigration harms students and the opportunity to to focus in school What are some ideas/proposals on what our schools/district can do to better support Latino/a students? More awareness, information and services to help immigrant/undocumented youth Drug prevention programs & services Internships and jobs for immigrant students and families Develop teachers to have more skills and information when it comes to immigrant students Give more time for teachers to support ELL students.	What are the struggles that this group of students face, in school and in the community? Drugs Low Income Violence A lot of new immigrants English is not their first language There is low expectations of latinos Separation of families due to immigration harms students and the opportunity to to focus in school What are some ideas/proposals on what our schools/district can do to better support Latino/a students? More awareness, information and services to help immigrant/undocumented youth Drug prevention programs & services Internships and jobs for immigrant students and families Develop teachers to have more skills and information when it comes to immigrant students Give more time for teachers to support ELL students.		

These students need a lot of support with their school subjects. They claim the classes are not engaging or fun. They don't like being in classes where they don't feel appreciated by their teachers. They need caring adults that are fun and creative.		Students from the Oakland area have a lot of trauma. Not just because of the area that they live in or because of what they see on their way home and to school, but the trauma is deeper than that. There are wounds and triggers that are waiting to explode and even though most of the teacher don't deserve the bad treatment that result to the trauma students experience, if one remembers and gets to know their students then one can understand how ti find the tools and resources to help the student excel in class.	Many students insisted that they need more support in their academics because they all are interested in being a part of Advance Placement Classes but their grades don't allow that. I asked them if they could take an AP class if they would and many said they would but that they don't even have Counselors to help them figure out how to choose classes. Many students want tutors for their classes. When I asked the youth if they wanted more of a variety of AP Classes on campus, one student informed me that she has a few friends taking AP classes on campus and that they are not doing well in the class. She suggested that those AP classes get support with tutoring/TA or	Students said that they suggest that parents spend time with SSO on campus. They also suggested that if there was a way to pay parents for coming to these meetings then they would be more likely to attend and be more engaged. Students said that their parents work too much to be a part of the evening meetings. They also have younger siblings and its hard to attend meetings when their parents have all these responsibilities after they have worked 2-3 jobs.	The students are really aware of the many things that their school needs in order for them to fully be successful. Many students said that to improve the needs at their school, they need more spirit at their school and to do that they would like to get free high school gear. They also said that the bathrooms don't always have toilet paper and that the students hate using the bathroom on Campus. Students also said that there are not enough therapist on campus as well as counselors. Other students were saying that the materials for their sports on campus are expensive and they have to fund raise for it when they would rather fund raise to go to more practices together as a team, or go out to fun trips together but their focus is to save money for the Season. The AC doesn't work in all the classrooms and they cant be in a classroom with many students when the room is too hot to be in.	

The English Learners Students will need more attention and more support to get the same level of the rest of the students It is the same situation for the parents of the EL because they can to support in the home if the parents don't understand the CCSS process	1. To be sure that the teachers are implementing CCSS 2. Linked learning is a key in the CCSS process 3. Educational Training for parents, students, teachers and admin 4. Monthly training for parents with teachers all together (Orientation, discussion, and classroom solutions) 4. PD for teachers	1. Understanding of the CCSS implementation 2. Understanding what is the correct way to Reading 3. Increase the time of reading 4. Homework about narration and comprehension of reading 5. Computers and Technology 6. Test of practices about CCSS	CASTLEMONT/SKYLINE Input Session: 1. What are the needs of English Learners students to raise achievement? •More content in Spanish •More motivation from adults •More support in the classrooms during classes (Biology, History, Ciencias,etc) •More support with academic vocabulary, to better reading comprehension •English classes for parents •Acculturation classes for both, parents and students •Teacher capacity/more preparation to teaching •Instructional coaching from District •Spanish Classes for teachers •Coaching for SEI content teachers •Reduce class suspension and have more buddy teachers to help with behavior •Extend the day or the year for more practices of English Learners	* Priorities: -Family Engagement with Educational Training -Front Desk Person (Bilingual) -More teachers capacities in ELL's teaching -More training for parents(A-G requirements, SSC/ELAC, LCFF, LCAP, CCSS) -Follow up from Middle to High School -Counselors -Social & Emotional Learning -Restorative Justice	SKYLINE "School Team Debrief & Planning" 1. What would you like to take back to your school? 2. What can your school start on? •Have Counselors •Parent Involvement •More Ethnic Studies & Programs •Student Voice Leadership Programs •Communication between families & Schools •EL + English Class at the same time •More transparency with staff transition •Accomplish District Goals •More workshops with families to know A-G requirements, etc •More student focus •Funding for FRC •Bilingual staff •Need translators at meetings •Parents Groups working together •Try uniting groups •Robot call meeting in a variety of languages •Parent meetings off-site •Involve parents to meetings •Refreshments at meetings •Better communication •Communication between teachers & parents •Workshops for parents (Ex: Use ABI) •Coordination for Parent Volunteers •Getting more student voice •Principal hire HQT teachers.	CASTLEMONT "School Teams Debrief & Planning" *African American Male Achievement* (A)**.....-Safe environment, cool teachers (A)**.....-Focus on individual needs of students ( )..... -Best practices for AA males apply as best practices in general (A)****.....-Developing positive relationships between teachers/staff/students (C) (A)**-Connecting Youth to mental health services (Positive role models) (A)**.....-Support 4 reading (In school & home) (A)****....-Make space 4 student voice (Input) (A)*.....-Greater alignment & Coordination between services & Programs @ school (A)*.....-Admin & District meet parents more they are