

Exit Ticket Responses

Timestamp	Date	One Thing I	One Thing I	One Question I Have	My Commitment	One Suggestion for a
3/3/2014 16:07:04	'March 1	Social Emotional Learning is a key predictor of life success.	Seeing broad overview of district process to respond to state mandates.	How much can the balanced scorecard change in the time available?	Follow up on school WASC results.	Additional workshop on key metrics.
3/3/2014 16:08:05	'March 1	More about the resources available at ELL Dept	the time allotted to a site meeting	Where will the \$30 million go?	Advocate for resources from the ELL Dept	Start / End with site time
3/3/2014 16:09:07	'March 1	that SEL is not included	There was a lot of info given	At what point will SEL be measured in the district/LCAP	continue working with my school towards LCAP discussions	
3/3/2014 16:15:33	'March 1	Reconfirmed our school's values	1) Chance to talk with Gary and Kevin and 2) my workshop	S.E.L.!!??	with staff and parents/guardians re: our values	S.E.L. measures
3/5/2014 16:06:56	'March 1	The need to develop more workshops to focus on parents' needs and feedback	The organization in terms of school teams having an opportunity to debrief	Where is the money?	Engaging parent and community in a collective effort to improve student achievement.	Lunch :) ?
3/5/2014 16:08:36	'March 1	AAM mission building relationship UCB Partnership	Sharing	How do we get more social & emotional support services	Sharing ideas and seek more parents involvement for the next meeting.	More information about African male attendance-keeping them involved
3/5/2014 16:11:42	'March 1	SQR does not involve people reviewing schools. The staff, etc. know lots of information that's going on that teachers, etc. need to know	A forum to get everyone involved. OUSD taking on the initiative and being open to feedback about how to improve	Was this kind of forum/meeting a mandate from the state? Is this why OUSD did it?	To call all advisory (4th per) students' families to discuss LCAP and encourage their participation in our SSC.	A list of programs, etc. successfully already happening at site's in district handed out

3/5/2014 16:14:23	March 1	Parents would like to be invited to attend professional development (PD's)	Every person had a voice and their input was taken into consideration	Why aren't there "Exit Exams" for EVERY grade level? In each subject? ex: If a student does not pass ALGEBRA I, they should not be allowed to take GEOMETRY until they pass ALGEBRA I	Sharing the new ideas I learned with the staff at our site.	Invite parents & employees at the county, state, and national levels for collaboration & to exchange ideas
3/10/2014 15:30:11	March 8	sugerencias de como involucrar mas padres a participar	todo el persona muy paciente para escuchar opiniones		involucrar mas padres a participar por en los meetings	
3/10/2014 15:34:12	March 8	los cambios que bienen para el manana que son grandes cambios	el tiempo valido el personal	en realidad el distrito esta interesado en la educacion de los ninos	seguir asistiendo en los metten prximos	una buena informacion y estrategias para que se involucren
3/10/2014 15:37:57	March 8	sugerencias informacis para atraer a mas padres a las reuniones	que cuando un ninos es neclasificado no se le pone que es un esta uprendiede ingles	como compartir informacion	llueva toda la informacion a mi escuela	poder asistir a mas temas
3/10/2014 15:42:36	March 8	que habra muchas carencias pero como padres ayudar a nuestra hijo y comunidad	ques se toma en cuenta lo importante de la informacion de los padres en la escuela	deceo que nos podieran dar mas material para apoyar a nuestros hijos ya sean sitios web y otras recursos que nos ayuden a padres que solo hablamos espanol	invducarme en la escuela	no lo se, pero yo solo tratare de asistir a la mayoria de reuniones

3/10/2014 15:51:01	March 8	the district has spent a lot of time and resources developing visions, mission statements, data compilations, and goals	being asked to offer my input... im skeptical that it will ever be taking into account but at least i had an opportunity to offer it	when will the district be identifying the actual staffing and resources that will support implementation and realization of all these goals and visions?	attend april session to review the revised LCAP	seperate by school level; elementary, middle, high school beacause the needs are very different break out into teacher groups and parent groups, then reconvene all together to share
3/10/2014 16:07:12	March 8	That i matter as a parent, lots of people care! parents dont know chronic absence rate matters a lot, make it known!	that there is a plan, but will our voices be heard?	they should have meetings like this at every school so that all parents can know! they dont have cars!	make sure every school follows the plan	make it happen. we need more safety at school. more meetings. we need to have smaller classes because there are kids that need help and stop others from learning.
3/10/2014 16:12:37	March 8	district is trying to include parent input "good"	lots of info given out, lots of parent involvement	can we get more hands on learning for students	bring info to school site council	more meetings, more announcements at schools
3/10/2014 16:15:40	March 8	that the OUSD community has many ideas to improve instruction, support families, and authentically engage students	time to speak with other staff about issues concerning OUSD and time to meet with school site team	what will actually be done to reduce class size?	attend another meeting, speak with staff at my school	more time for breakout sessions
3/10/2014 16:18:22	March 8	AAMA is trying to get A-G certifications	-parent involvement -AAMA did a good job of facilitating the discussion	why arent cross cultural resources distributed or more readily available?	find out about the "unconcious bias" course offered to teachers	more discussions during breakouts

3/10/2014 16:22:31	March 8	there are many concerns and ideas shared among stake holders	the opportunity to share ideas and concerns and listen to others.	why was there so little info about LCFF and so much info about existing programs/priorities in OUSD? it leaves little time for new input and ideas	to get the word out to the community about attending another forum	better outreach and info to the community. frame input gathering around all state priorities for LCAP
3/11/2014 8:45:21	March 8	more about the districts plan for student success	the professional atmosphere and the breakout sessions	still confused about the budgeting/funding of these changes	reflection interaction with others at school	a place with easier access ie sequoia
3/11/2014 8:46:13	March 8	everything	information	how parents get more involved	lets keep it, move it	none
3/11/2014 8:49:09	March 8	not much, lots of teachers complaining about ousd	time to meet with our school team	is the information being given today really going to be used	learn more on my own about LCAP	let us know the breakout groups in advance so we can coordinate which breakout session each team member will attend
3/11/2014 8:56:01	March 8	there are so many educated people in our district whose voices needed to be heard	a lot of people shared real, honest opinions	will the district implement any suggestions?	be more of a leader in my community	offer it at different times so you can hear from more community members
3/11/2014 8:59:19	March 8	AAMA has manhood training classes	opportunity for input	is my input going to be used or filed away?	to spread information	invite more school board members, offer different times

3/11/2014 9:03:36	'March 8	how many stakeholders viewed lower class size as critical for improvement	to hear different voices in breakouts	forum not helpful for sharing information with whole group	to get more people to next two sessions	more outreach to more stakeholders structure of meeting was logistically well thought out, but breakouts fracture energy rather than build it-need to all come together at the end
3/11/2014 9:05:15	'March 8	there is a lot of work to be done but with commitment it can be accomplished.	the time taking out to hear from diverse individuals	when will it all be implemented?	be more involved	getting the word out more with different media outlets
3/11/2014 9:12:53	'March 8	i learned that many SWD dropout and struggle with reading, absence, and suspension are also a concern with SWD.	i appreciated the attention shared in my group	how can we educate all parents about IEP's so that everyone receives the care and attention they need? And ensure that all children with IEP's are not treated differently by families without children with IEP's	i commit to sharing this information with my school community and raise awareness	one suggestion is to keep track of time and address all points with the same level of importance. we often ran out of time
3/11/2014 9:14:52	'March 8	today i learned that many students are reclassification	that they gave us a lot of information today	are the oakland schools going to have money for supplies	to have more parents	have more information
3/11/2014 9:16:39	'March 8	today i learned that many students are reclassification	that they gave us a lot of information today	are the oakland schools going to have money for supplies	to have more parents	have more information

3/11/2014 9:20:13	'March 8	many parenets dont have a lot of info	many parents showed up to support their school	can we (TCN) get an ESL teacher for parents?	communicate more with parents about how to attend and achieve	
3/11/2014 9:22:19	'March 8	More about LCAP and 8 priorities	Facilitation support in small group	Will there be follow up meetings like this each year?	Share with community	Follow up meetings every year
3/11/2014 9:27:24	'March 8	Establish family liaison in every school.	Sharing what everyone has learned.	How soon to see these ideas to be taken in action?	i'd love to come to the follow up meetings.	encourage all parents to show up to the meetings and give out their voice
3/11/2014 9:52:07	'March 8	There is still a lot of confusion about decision making power between school sites vs district (who will decide what to do with the funding??)	Facilitation of the accountability scorecard session was good	how is the OUSD community schools strategy integrate into the balance scorecard	attend follow up meeting for balanced scorecard in april	outreach!! (OLC email, outreach to oakland local) Transparency in follow up (post documentation on website, email participants from small group sessions)
3/11/2014 10:13:27	'March 8	i'm really sad to see that our kids members of this community are not graduating as much and that is really hard to see and know.	seeing that parents want the same thing for our kids to graduate	i have many questions that have to do with race and backgrounds. At that this have not made a difference for our kids.	to help my people (latinos) with the language banner	see the reality of this community it keeps our kids from concentrating in school
3/11/2014 10:16:43	'March 8	that the services for spanish speaking families are not sufficient to meet the needs	the chance to work wit the JCS families	What is the follow up to this meeting	to plan a workshop with my colleagues	shorter intro, whole group- more time for info

3/11/2014 10:18:01	'March 8	Stakeholders are very anxious to know that their voices are heard				OUSD needs to commit to better outreach to encourage engagement
3/11/2014 10:20:41	'March 8	8 LCAP priorities and balanced scorecard	paying parents a stipend to attend	what is next steps?	continuing to engage	lunch
3/11/2014 10:22:37	'March 8	8 state priorities vs district measures	meeting with school site	why are so many district measures on achievement and none on climate, course access, services.	update at teacher meeting	give follow up dates and plan
3/11/2014 10:23:54	'March 8		openness in AAMA	when/where can we continue to have open discussion with solution	continued communication	
3/11/2014 10:26:47	'March 8	share and listening to all important comments from parents with different prospect or worried about better child education	the child care for my daughter	how to recruit more parents in this meeting	bring more parents with more ideas, doubt or worried about their childrens education	better speaker sound
3/11/2014 10:29:41	'March 8	the district seems to predetermine that each school needs a literacy coach		LCFF decision should involve parents, thats not the case at our school	do not take away the decision making right from the parents/school community	explain different level of the funding and make sure parents/community can be part of the decision process

3/11/2014 10:40:13	March 8	OUSd 8 priorities (draft) are very incomplete and need to include:stem, safety, quality SPED instruction and conditions and clear indications for parent engagement (use FES!)	facilitation was good, great to have meetings be regional	how was outreach done for this event? how can we improve outreach for future events?	i will bring parents to the 3/22 LCAP meeting	Need all documents translated and need interpreters for breakout groups
3/11/2014 10:45:06	March 1	that student and parent engagement is crucial for success	the ability to touch different issues through the sessions	how can we improve schools with low enrollment?	to work with the SSC as well as the students in engagement	more student friendly/oriented
3/11/2014 10:47:03	March 1	i learned about the LCAP and scoreboard	that many students from different schools came to the meeting	can all schools have equal funding?	to make sure i use all the resources i need to succeed in life	try to get more people interested in this topic
3/11/2014 10:49:25	March 1	parent engagement is the key to success for children relationships	all stakeholders coming together		work with skyline to bring all parent groups together	more time for parents/staff to attend other workshops/sessions a session just for parents to understand LCFF CSSP LCAP
3/11/2014 10:54:44	March 1	the work of teacher is greatly undervalued by our district	the opportunity to talk with colleagues	how can we still justify under funding schools? (Jumoke!)	to keep working as hard as i can in the face of disrespect and paternalism by my own district	listen before you implement not after

3/11/2014 11:00:36	March 1	very different understanding of how budget process works across district, schools, parents, etc	time to work with others and time to work with school site	how do we have a paradigm shift about SPED, is funding at school site?	create SPED parent group at school with FRC	get deeper: this is all still very surface level, when do we actually have conversations about the money and getting it to school sites? how does this community input affect the budgeting process that
3/11/2014 11:02:32	March 1	thought about student leadership opportunities	conversations	how do we actually make this about aligning resources with community decisions	friday meeting	talk about actual money, survey schools about their opinion on the effectiveness of initiatives
3/11/2014 11:09:57	March 1	disconnect between OUSD leaders and site needs; troubling high numbers of OUSD	spending time with our school parents and hearing them express their concerns	how is OUSD working to get more parents/community members to be present at these meetings?	continue to work with my school community on LCAP/CSSSP to support the needs of our school site	location is key-while tech is great, its location is not accessible to our families from the schools with the highest needs
4/1/2014 12:42:09	March 22	there is an African American male centered programs at certain schools in the district.	I felt that I was given a voice in determining how funding will be spent.	how do I know there will be follow-up on our input?	I will share at our next staff development meeting what I experienced today	have more time to fine tune some of the ideas that were shared.
4/1/2014 12:45:25	March 22	the work has to begin in elementary school as opposed to waiting for middle or high school	is the opportunity to have the discussions we were able to have	why was support for AAM's factored into the base since they are the bottom (academically) district wide	get more parents involved	involve the faith based community
4/1/2014 12:47:28	March 22	grad requirements change gradually by 2015	break out groups according to interest	how does LCAP affect sped funding	organize communication with sped parents at my site	break down how the money will flow to sites

4/1/2014 12:48:16	'March 22		having time to hear from the community	unclear of the purpose of this meeting	engage the community	more clarity
4/1/2014 12:49:19	'March 22	that we have many more problems than we think so	good breakfast burritos	I don't know what this meeting had to do with LCAP		more focus and clarity
4/1/2014 12:50:46	'March 22	that we need more meetings that include the community	being able to voice my opinion about different matters	how does this relate/help with the bigger picture?	to stay involved	
4/1/2014 12:52:47	'March 22	nobody knows how this is going to work	chance to hear school concerns			have toilet paper supply
4/1/2014 12:53:32	'March 22	problems	community conversations	wheres the money?	parent engagement	solutions
4/1/2014 12:56:18	'March 22	that the majority of ELL students are not classified even after being in school for more than six years	that they are taking in all the parents opinions, hopefully it gets applied	what is the district od LCAP going to do to help and get these issues resolved?	talk to parents about all the topics that were addressed here	give more solutions instead of just addressing the problems.
4/1/2014 14:06:40	'March 22	parents and teachers build bridges	hearing other parents needs and concerns	wheres the money		specific LCAP info and clarification
4/1/2014 14:30:25	'March 22	parents want to be involved	strong parent participation	what mechanisms will be in place for transparency regarding expenditures		not breaking groups up too much. keep parents and teachers together. more translation

4/1/2014 14:46:39	'March 22	KDA is addressing its inter racial issues proactively	participants were respectful, honest, positive.	should the OUSD strategic plan have a goal to get all students college, career, community, and parenthood ready or atleast feeling their power to influence future in oakland	i'll report to ed. com. of LWVO so we can advocate for positive programs. especially programs that promote positive behavior (students and adults) and improve inter racial appreciation	I thought it was ran smoothly and excellent handouts and preps for breakout leaders
4/1/2014 14:48:48	'March 22	there is a lot to improve on our schools and education for our kids	there is a lot of people willing to help with our needs	when are the changes going to occur	to keep showing up to these programs/events to let my voice be heard	changes that are occurring and positive things that are changing
4/1/2014 14:56:46	'March 22	being with LCAP rewards being on top in school as a group with cover	everyone coming together making a stand for OUSD, the support of staff there to help out		stay on top the group in the meeting funding for the school sites	more time on speaker time, ask more questions for future meetings
4/1/2014 15:00:33	'March 22	ed. code on (new bldg facilities) to include science labs and or sinks. can science really be taught by chrome books?	time to talk and plan	does Glenview allocated district funds become a "flex-plan" due to unknowns in projected more		What are the state (CA) to OUSd mandated LCAP change

4/1/2014 15:04:26	'March 22	our school is in a very good place. communication with parents and behavior management PBIS and restorative justice	reflection with school site and community specifics	is there a timeline for LCAP implementation?	continue to support and participate in school wide R>J and PBLS core lic.	help parents engage more with site and district
4/1/2014 15:06:20	'March 22	the complexity of change	bringing together multiple constituents		continue the work	SEL support for kids
4/1/2014 15:09:51	'March 22	state goals vs. OUSD goals 3yr plan	breakfast, book give away	will the district really act on our input in putting the budget together? can we trust the district to do what we need and want rather than what the school board wants.	share timeline of budget with colleagues. refer to district website to take the survey	more time for discussion in breakout groups
4/1/2014 15:14:19	'March 22	that we need cultural competency for teachers and admins anround African American and latino population	that the elephant was put in the room	where do we go from here in terms of developing African American parent leadership? can we spend more time on African American parent advocacy	connect with more African American parents to put a group to be the OR parent leaders	teachers and parents planning together how we reach African American parents and transform leaders
4/1/2014 15:17:15	'March 22	that no one can tell me how much money we are to receive	the parent input and topics being addressed	how much money will we receive from the state	to make more meetings and school district policies	more parent involvement, make every principal from each school site

4/1/2014 15:21:03	'March 22	the district needs to accommodate our foster children by providing personal PGN region to mentor their progress	brainstorming our response to upcoming state and local changes in education	what will proposals to LCCF look like for each region and site?	continue dialogue with my colleagues about the upcoming changes	more time for transition
4/1/2014 15:23:16	'March 22	when you bring a community together you can make a change, learn about different organizations	the speakers, the facilitators, some board members showing up and parents	what are the next steps after this meeting?	to continue to advocate, take back to my school site and educate parents	administrators sitting in during break out sessions
4/1/2014 16:08:56	'March 22	the enormous needs of parents and advocacy in OUSD	a platform to begin meaningful dialog amongst stakeholder groups	what are the next steps? what are the smart goals of OUSD?	parent engagement work at ECP and OUSD	space planning, longer time, smaller breakout sessions
4/9/2014 9:27:22	'March 22	the enormous needs of parents and advocacy in OUSD	a platform to begin meaningful dialog among stakeholder groups	what are the next steps? and smart goal of OUSD?	parent engagement work at ECP and OUSD (consulting)	space planning, longer time, smaller breakout sessions
4/9/2014 9:29:53	'March 22	mostly about resources and to support AA male achievement	time to plan for actions moving forward		integrate a very intentional focus on AA male achievement in CSSSP	
4/9/2014 9:49:34	'March 22	the AAMA programs is limited by funds	meeting new people	why is this formatted after we already made our budget?	the classroom is a place of great opportunities for new curriculum	have the district members rotate to give responses to community concerns

4/9/2014 9:32:26	March 22	that there are a lot of passionate parents who will come	parent participation	im really confused as a principal about what today was all about. it seemed like it was about everything	engage parents around this topic specifically	focus it more on a couple items
4/9/2014 9:51:46	March 22	that district is actually engaging the community	time to think with school, parents, facility and admins	when will budget info become available?	parent engagement and further community	more water
4/9/2014 9:55:20	March 22	parent is power	that principals, teachers and parents work together. one community	why doesnt all parents know about ABI	to stay involved in my childs school	keep up the good work
4/9/2014 10:28:40	March 22	i learned about a-g core classes my child needs	the option to talk in small group to discuss a better resolution	how to get my child in the AAM program	stay aware with the things going on in the school. keep up with my childs progress	bring food earlier so we can get started on time
4/9/2014 10:30:22	March 22	631 of k-12 OUSD students graduate	the planning session with parents and plan	how do i get more parents to attend meetings/confrences	communicate what i learned with my team	
4/9/2014 10:42:44	March 22	ELs often dont receive any additional support in middle school	opportunity to hear from parents, focus group, small group reflection/planning at the end	what is best to track EL students and progress	have parents lead our monthly parent group meeting and communicate work that came out of this meeting. holding 2 annual CELDT/reclassificati on meetings to educate parents	i love the 3 kids graphic for parents, how can the rest of the presentation have more of the same feel? i think we need to continue to simplify for parents and educators

4/9/2014 10:46:42	March 22	diff. between equality with justice	collaboration effort of OUSD departments, use of equality and quantity data	re:pp slide 7:s/e learning also occurs in Ac. discussion and not just class meetings	take todays meeting info and share with teachers in upcoming PD	make mtg documents available online for presenting for staff
4/9/2014 10:49:20	March 22	CSSSP-im new to the district so this was really helpful in terms of involvement	parents involvement and my principals willingness to share critical information	how can i help my school or student population get more funding?	get involved in my schools SSC	less complaining in breakouts and more discussion of action plans
4/9/2014 10:51:06	March 22	the mission of the AAMP	great dialog ideas about how to support students	how is the agenda generated?	work closely with parents to raise awareness about issues affecting the district	increased awareness about meetings
4/9/2014 10:52:16	March 22	funds are not evenly distributed	having a voice and gaining insight on how funds are prioritized	will the formula be reworked next year?		
4/9/2014 11:03:47	March 29	african american male achievement is doing amazing, important work	parent engagement; "school cant guarantee success of your child unless youre at the table" be really clear what parents can do to support their child	how to continue sharing ideas success between schools?	set date for common core workshops with principal hazen	more clarity about what will happen to ideas/concerns

4/9/2014 11:11:38	'March 29	principals need to say "i cant guarantee success of your childs education unless you are at the table"	hearing from AA parents	what resources exist for engaging parents in the "soft skills" of classroom success	reach out to parents to tell their stories	share best practices, at futures i learned that even the most hard to engage parents will come to school to see their child on stage performing. we at sequoia have designed monthly parent engagement assemblies led by different grade levels. we message out core values SEL then.
4/9/2014 11:17:55	'March 29	that kindergarten isnt compulsory in california	the facilitator encouraged discussion	why isnt kindergarten compulsory? why is class size so large?	take info back to school	provide comparison data that shows the students that fall into multiple sub groups
4/9/2014 12:14:33	'March 29	access to print more important variable literacy	participation form everyone	how will african american task force resources impact elementary schools	target intervention 3rd/4th grade	more attendants, the schedule (date)
4/9/2014 12:22:47	'March 29	ideas for better engaging AA parents, we have under utilize district services that can help schools and families	hearing from a diverse group of people, hearing specifically from parents how they are apart of the solution	is there a single source for finding out about all of the district services to school? will district provide the technology based ELD program to school?	present to PTA meeting april 3, present to positive school climate team on april 3, present at faculty meeting april 7	find ways to engage asian parents
4/9/2014 12:32:53	'March 29	that the staff hears the voice of the parents in the community	as parents we can unite and come together and achieve many things	how are they going to reach the resolutions of the needs of the community	take the information from today and share with the community	
4/9/2014 12:38:51	'March 29	that we have a voice as parents	that there are no difference in schools		attend the following meetings	

Staff - Volunteer Feedback

Timestamp	participated	you play?	Event Series: + plusses	for Event Series:	Outreach &	Outreach &	Logistics and Set
3/5/2014 12:45:47	March 1	Lead for a Breakout Session	<p>High School students introducing and playing a role in the Introductory Presentation</p> <p>High School Network Officer playing a role in the introductory Presentation</p> <p>Having groups stand up so we could see who was attending -- parents, teachers, principals/administrators, central office, community members</p> <p>Community partners who came to facilitate in our Breakout were very strong and active, and one came early to go over our Breakout agenda in detail.</p>	<p>No internet so no Chromebooks -- we did not bring an extra computer to capture feedback, though we had planned to mainly use post-its and chart paper and type up the notes later</p>	<p>Tremendous and positive turnout of students. Student and parent turnout seemed like an indication of some really good outreach through existing channels and partnerships.</p>	<p>Not sure how the word got out, as one long-time organizer from OCO told me she had somehow heard about only the March 1, and didn't realize there were four opportunities to participate.</p>	<p>People came early to help us move chairs and tables to set up our room.</p>
3/5/2014 13:23:25	March 1	Lead for Break out session	<p>the time and flow of the breakout session worked well.</p>	<p>Make sure that the notetakers and facilitators understand their role... issue with a notetaker interjecting and "correcting: participants one notetaker was unable to writing down everything... needed a facilitator for staff group...</p>	<p>good number of participants: parents, staff and students</p>		

3/5/2014 14:11:10	March 1	Facilitator					
3/5/2014 14:11:43	March 1	Lead for Breakout Session	Time for breakout groups WITHIN the breakout groups (students, parents, staff). Time for school sites to meet.	<p>more of a product for school site teams to submit once they've met.</p> <p>Less "talking at" audience during all pieces (both breakout and during whole-group presentation). Some parents found parts of the</p>	We had strong attendance and parents were very engaged.	It sounds like there were insufficient translators for the parents who were there.	Rooms had items that were needed (projector).

3/5/2014 14:18:16	'March 1	Content Lead for ELL Breakout	<p>- Breakout agenda of short amount of input, strong guiding questions for community input</p> <p>- Facilitator's guide</p> <p>- Parent outreach</p>	<p>Community members torn between Latino and ELL groups. Lots of overlap.</p> <p>It was challenging to prepare without knowing who was coming (parents, youth, staff) although we were able to adapt the input to a mostly parent audience. We only had one "table facilitator" and only one notetaker show up.</p>	Good community representation.	<p>It seemed that we had lower school team representation than we expected. How can we get more school teams with strong teacher representation?</p>	Tremendous job with so many moving pieces!!!
3/5/2014 15:14:51	'March 1	Note taker ELL parent	<p>PP was outstanding - might want to show the reclassification process - there were a few questions concerning what is/ how is done/ how do they get more info about it....</p> <p>The small break out groups, parents, staff etc works well, because they lend to individuals to share more details.</p>	<p>From the beginning all volunteers need to know what is expected of them. I did not know until I got to the room what was I supposed to be doing, neither the presenter, but we worked it out when we saw that nobody was taking notes for the parents group...</p>		<p>Not enough outreach. School principals need to reach out directly to PTAs / parent volunteers/ and get the word out. Use social media (facebook)!!!!</p> <p>Not all schools of Oakland were represented!</p>	

3/5/2014 16:03:54	'March 1	Debrief facilitator	Great outreach, location was ok. Good start time, stayed on time, information in the folders about break out groups, having the color dot stickers on the sign ins for teams to split up. Students opening up the morning, OUSD central staff was very visible.	Clear note-taking guide?	Although it was a bit short notice (wasn't it supposed to be later in the month for HS?), lots of people showed up. Asking the principals and community school managers to convene the team was a good thing.	Perhaps support sites that are large to do outreach? Provide principals/community managers with an email template for outreach? (some people are still struggling to understand what LCAP is vs LCFF etc.).	all good.
3/13/2014 15:16:50	'March 1	Lead Facilitator	Supporting documents were good	Not enough time for authentic planning and came across overall as a compliance convening. Entirely too much going on. Spread out the convening's.	Attendance was low	less is more. Let's do 3 things WELL	There were plenty of OUSD staff present to support
3/20/2014 14:41:17	'March 1	The following feedback is from Community Partners based at Fremont High.					

and Set-Up: deltas	Overview Presentation:	Overview Presentation:	Sessions: + plusses	Sessions: deltas	Sessions: + plusses	Sessions: deltas
<p>Our particular room was a science lab, and it didn't have any real wall space to hang our "Chalk Talk" posters.</p> <p>We made it work with the lab tables, though.</p>	<p>Overall, gave a good overview</p>	<p>The part about the LCAP being our Strategic Plan v.3 was a little hard to follow if you were new to the whole scene.</p> <p>I also think it would be great to give a strong shout out and endorsement to the role of parents and community partners in getting out the vote on Prop 30, which laid the grounds for Governor Brown to put forward a plan to direct resources toward districts and students with greater need. And to link the LCAP and Strategic Plan to that fundamental equity issue, even more strongly.</p>		<p>We are revising our plan for the Breakout to give more prominence to parent and student voice. We did get a lot of input and feedback through our Chalk Talk, but would like to get more voice in the dialogue part of the breakout.</p>		
		<p>too long</p>		<p>some participants did not understand why we were not specifically addressing issues of low income students</p>		

				I don't know if there is anything we can do about this but there was not representatives from every high school in the sessions.		
Signs were insufficiently clear (too small).	Shout outs of different groups who were present. Using students to open was also engaging.	Length of time (went over time) and some of the info was confusing for students and parents.	Time for participants to talk.	None	Provide "ushers" to move people into their rooms.	Have a clearer document/next steps for school sites to take back. What is the accountability process for following up on what school sites agree to do?

Choose sites with tables and wifi.	Nice overview	So hard to engage in Tech auditorium - too big, too impersonal	see above	see above	was not able to attend	n/a

				Is there a way to fit in more than one topic? Have on the spot evals for the presenters.	Had a note-taking guide, and a note taker :)	Can someone take photos of the teams? I regret not doing this! Perhaps some recommended next steps for schools who might not have a plan or might not know what to do next....
Lift up student and parent voice in the opening session.	Appreciated the range of speakers	Maria spoke too long. The Moral Imperative - Passion, Purpose, Call to Action	Facilitator was very knowledgeable of the content area. Engage, Encourage and Empowered participants.	More time to allow for in group and inter group discussion and report outs	Encourage student facilitators or students have equal time to speak.	Did not lift up the voices of the students. Would have benefited from a time keeper. Some of the adults who reported out were long winded.
			The foster youth session was informative. Learned about the need for a better climate for foster youth, need to improve system.	The AAMA session contained a lot of information they already knew, would like the conversation to progress past known data. The SBAC session contained information they already knew. The input session portion was unclear.		

plusses

7b. Childcare: deltas

feedback on any topic

		My main concern was that I don't think school site teams really understood how the LCAP is going to affect their schools. After their breakout sessions I believe that people were informed about the session they choose to attend but did not understand how to incorporate that information into their site plan.			
(no response)	(no response)	(no response)			

n/a	n/a	Thank you.			
na	na				

LCAP Survey Responses

Timestamp	Stakeholder	If you are a parent/guardian, please indicate the school(s) that your student(s) currently attend. If you are an OUSD student, please indicate the school you currently attend.	If you are a parent/guardian, please indicate the grade(s) in which your student(s) are currently enrolled. If you are a student, please indicate the grade you are currently enrolled in.	If you are a parent/guardian, please indicate all programs in which your student is currently participating. All responses are CONFIDENTIAL and will not be shared.	If you are a parent/guardian, please indicate the race or ethnicity of your student(s). If you are a student, please indicate your race or ethnicity.	How satisfied are you with the level of instruction students receive from their teachers?	How satisfied are you with student readiness for success in college and career?
						STUDENT ACHIEVEMENT	
3/27/2014 18:16:16	I am a parent/guardian of a current OUSD student.	Oakland Technical	9th grade	Special Education Program	Hispanic - Latino, White	Very Satsified	Satisfied
3/27/2014 18:28:54	I am a current OUSD student.	Montclair	4th grade	Academic tutoring or support (e.g. reading support class, online/computer-based reading program, tutoring, etc.)	Hispanic - Latino	Very Satsified	Satisfied
3/27/2014 18:34:55	I am a parent/guardian of a current OUSD student.	Chabot	4th grade	Special Education Program, 504 Accommodation Plan , Academic tutoring or support (e.g. reading support class, online/computer-based reading program, tutoring, etc.)	White	Very Satsified	Very Satisfied
3/27/2014 18:38:28	I am a parent/guardian of a current OUSD student.	Hillcrest	7th grade		White	Satisfied	Satisfied

3/27/2014 18:46:33	I am a parent/guardian of a current OUSD student.	Crocker Highlands	2nd grade		White	Satisfied	Very Satisfied
3/27/2014 18:47:07	I am a parent/guardian of a current OUSD student.	Fruitvale	Kindergarten	School lunch services	African American	Satisfied	Satisfied
3/27/2014 18:47:51	I am a parent/guardian of a current OUSD student.	Manzanita SEED	Transitional Kindergarten		White	Very Satsified	Very Satisfied
3/27/2014 19:27:14	I am a parent/guardian of a current OUSD student., I am a community member in the OUSD., I am an educatur outside OUSD, I am an Alameda County taxpayer for the past 26 years	Joaquin Miller	3rd grade	Academic tutoring or support (e.g. reading support class, online/computer-based reading program, tutoring, etc.)	Two or more races / ethnicities	Satisfied	Satisfied

3/27/2014 22:21:21	I am a parent/guardian of a current OUSD student.	Esperanza	1st grade	The school has attempted to offer him a special program to support his extreme asynchrony, mostly without success, due to lack of support for gifted kids in our district.	American Indian/Alaskan Native, African American, Two or more races / ethnicities	Not at All Satisfied	Not at All Satisfied
3/27/2014 23:49:14	I am a parent/guardian of a current OUSD student.	Redwood Heights	1st grade, 4th grade		White	Satisfied	Satisfied
3/28/2014 11:10:38	I am a parent/guardian of a current OUSD student.	Kaiser	2nd grade, 5th grade		White	Satisfied	Satisfied
3/28/2014 9:30:14	I am a parent/guardian of a current OUSD student.	Chabot	4th grade		Hispanic - Latino	Satisfied	Satisfied
3/28/2014 14:02:42	I am a parent/guardian of a current OUSD student.	Kaiser	Kindergarten, 4th grade	School lunch services	Decline to state	Satisfied	Satisfied

3/28/2014 14:17:00	I am a parent/guardian of a current OUSD student.	Kaiser	3rd grade		White	Very Satsified	Very Satisfied
3/28/2014 15:09:00	I am a parent/guardian of a current OUSD student.	Kaiser	2nd grade		African American	Very Satsified	Very Satisfied
3/28/2014 18:38:29	I am a parent/guardian of a current OUSD student.	Kaiser	2nd grade, 5th grade, 7th grade		White	Satisfied	Satisfied
3/28/2014 16:54:10	I am a parent/guardian of a current OUSD student.	Claremont, Kaiser	3rd grade, 8th grade	Academic tutoring or support (e.g. reading support class, online/computer-based reading program, tutoring, etc.)	White	Satisfied	Not Satisfied

3/28/2014 20:22:13	I am a parent/guardian of a current OUSD student., I am a classified, non-management, OUSD employee.	Kaiser	2nd grade		African American	Satisfied	Not Satisfied
3/29/2014 6:24:24	I am a parent/guardian of a current OUSD student.	Kaiser	3rd grade		Two or more races / ethnicities	Very Satsified	Satisfied
3/28/2014 23:34:50	I am a parent/guardian of a current OUSD student.	Kaiser	1st grade	English Language Learner (ELL) Program	Two or more races / ethnicities	Very Satsified	Satisfied
3/29/2014 6:40:55	I am a parent/guardian of a current OUSD student.	Kaiser	1st grade, 4th grade	Academic tutoring or support (e.g. reading support class, online/computer-based reading program, tutoring, etc.), Speech therapy	Two or more races / ethnicities	Satisfied	Satisfied
3/29/2014 7:45:10	I am a parent/guardian of a current OUSD student.	Kaiser	3rd grade		White	Very Satsified	Very Satisfied

3/29/2014 8:15:38	I am a parent/guardian of a current OUSD student.	Kaiser	Kindergarten		African American, White	Very Satsified	Satisfied
3/29/2014 9:25:29	I am a parent/guardian of a current OUSD student.	Kaiser	1st grade	Academic tutoring or support (e.g. reading support class, online/computer-based reading program, tutoring, etc.)	Hispanic - Latino	Very Satsified	Satisfied
3/29/2014 10:40:08	I am a parent/guardian of a current OUSD student., I am a certificated, non-management OUSD employee., I am a community member in the OUSD.	Kaiser	3rd grade		Two or more races / ethnicities	Very Satsified	Very Satisfied
3/30/2014 13:21:11	I am a parent/guardian of a current OUSD student., I am a community member in the OUSD.	Kaiser	3rd grade		White	Satisfied	Satisfied
3/31/2014 18:07:33	I am a parent/guardian of a current OUSD student.	Crocker Highlands	Kindergarten		White	Very Satsified	Very Satisfied
4/3/2014 10:26:59	I am a classified, non-management, OUSD employee.					Not Satisfied	Not Satisfied
4/4/2014 2:29:43	I am a parent/guardian of a current OUSD student.	Grass Valley	3rd grade	Special Education Program	Filipino, Hispanic - Latino	Not Satisfied	Not Satisfied
4/4/2014 7:07:44	I am a parent/guardian of a current OUSD student., I am a certificated, non-management OUSD employee.	Manzanita SEED	2nd grade		Hispanic - Latino	Very Satsified	Very Satisfied
4/4/2014 9:02:48	I am a parent/guardian of an OUSD graduate.	Manzanita SEED	1st grade		Hispanic - Latino	Satisfied	Satisfied

4/4/2014 20:45:27	I am a parent/guardian of a current OUSD student., I am a certificated, non-management OUSD employee.	Oakland Technical	10th grade		Hispanic - Latino	Not Satisfied	Not Satisfied
4/5/2014 20:01:36	I am a certificated, non-management OUSD employee.					Satisfied	Not Satisfied
4/7/2014 0:09:04	I am a parent/guardian of a current OUSD student.	Claremont, Peralta	5th grade, 7th grade			Satisfied	Satisfied
4/7/2014 9:29:38	I am a parent/guardian of a current OUSD student.	Crocker Highlands	1st grade	Academic tutoring or support (e.g. reading support class, online/computer-based reading program, tutoring, etc.)	Two or more races / ethnicities	Not Satisfied	Satisfied
4/7/2014 14:04:55	I am a parent/guardian of a current OUSD student.	Chabot, Claremont	3rd grade, 6th grade, 8th grade		White	Satisfied	Satisfied

4/7/2014 17:13:50	I am a parent/guardian of a current OUSD student.	Cleveland	Kindergarten, 2nd grade, 4th grade	GATE	African American, Hispanic - Latino, White, Two or more races / ethnicities	Very Satsifed	Very Satisfied
4/7/2014 14:29:11	I am an OUSD graduate.	Oakland Technical	9th grade	none	African American	Satisfied	Satisfied
4/7/2014 19:13:35	I am a parent/guardian of a current OUSD student., I am a certificated, non-management OUSD employee.	Cleveland	5th grade	Special Education Program	White	Satisfied	Satisfied
4/8/2014 9:00:04	I am a certificated, non-management OUSD employee.					Not Satisfied	Not Satisfied

4/8/2014 12:17:50	I am a parent/guardian of a current OUSD student.	Cleveland	4th grade		Asian	Satisfied	Satisfied
4/8/2014 12:36:38	I am a parent/guardian of a current OUSD student.	Cleveland	2nd grade		African American, White	Satisfied	Satisfied
4/10/2014 1:05:35	I am an OUSD graduate., I am a parent/guardian of a current OUSD student.	Fruitvale	5th grade	School lunch services	African American	Satisfied	Satisfied
4/10/2014 9:01:55	I am a community member in the OUSD.					Not Satisfied	Not Satisfied

4/11/2014 19:20:08	I am an OUSD graduate., Interested Grandparent	Cleveland	5th grade		Decline to state	Very Satsifed	Satisfied
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In addition to assessments and a focus on particular skills, how else might OUSD improve student achievement? Or please provide other comments on Student Achievement.	How satisfied are you with the efforts the district makes to maintain and/or increase student attendance and involve students in school activities?	How satisfied are you overall with student engagement in school, including student attendance and involvement in school activities?	How might OUSD improve student attendance and student engagement in school? Or please provide other comments on Student Engagement.	How familiar are you with the Common Core State Standards?	In addition to preparing our teachers to teach the Common Core State Standards, how else should the district invest in the transition to the Common Core? Or please provide other comments on the Common Core Standards.	How satisfied are you with the efforts of the district to create safe, supportive, and healthy schools?	How might we improve the climate in our schools to ensure all students feel safe and connected to their schools? Or please provide other comments on School Climate.
	STUDENT ENGAGEMENT			CCSS		SCHOOL CLIMATE	
Oakland Tech has three popular academies, including health, biotech, and engineering. More kids want to participate than there are spaces available. Other programs like Padeia are also very popular. Why not expand these programs to make space for everyone who wants them?	Very Satisfied	Very Satisfied		Not Familiar		Very Satisfied	Oakland Tech does a great job of creating a place where my child feels safe and connected.
Writing assessments on opinion/argument and Informative/expository	Satisfied	Satisfied		Very Familiar	Great school and classroom libraries that provide a wide range of non-fiction and fiction titles at different reading levels. Professional development for teachers about the new demands on literacy (close reading, writing to sources, academic conversation)	Satisfied	
To OUSD - this is a personal note, as I do not have any complaints or suggestions on how to improve except to say I hope every school in the OUSD system runs like ours. My son has received great support and encouragement from K onward at Chabot Elementary. As parents we try to stay involved with his progress at school and volunteer at school. He has had several excellent teachers who have really helped us find ways to help him learn. The staff, every one of them, really care about our kids and it shows. Overall raising a child and sending him to a public school in Oakland has been a very positive experience. Thank you for asking - we're happy!	Very Satisfied	Very Satisfied		Familiar		Satisfied	Not sure what role the District plays in this for Chabot Elementary - I will say that the neighborhood library, Rockridge, is the fall back after care location for lots of kids from Claremont, which must be a drain on library staff. Of course everything depends on budget, but giving kids a safe space to occupy, more structured for kids than a library, after school is over would be great.
Devote resources to high achievers, not just to disadvantaged or underachievers. Too many engaged parents opt out of OUSD because they see the lack of programs for gifted students. The loss of the students and the parents deprives the entire school district of good examples and engaged volunteers. The loss of funding creates a downward spiral, effectively dis-investing in the city's school age population to the detriment of the children, the parents and the community.	Satisfied	Satisfied	It starts at home. Parents who care and are engaged get their children engaged. Programs that address parents can be helpful.	Familiar	I think the jury is still out as to what the efficacy and success will be. But if you want additional inputs, you need to more fully engage the business community for specific reinforcing recommendations and the general community to gain their support. The general community, including parents, are suspicious of the change and need to be more fully informed to get behind the initiative. If the home environment, specifically the parents, isn't supportive then it will be tough to impossible to implement the CC effectively.	Very Satisfied	

<p>We feel that students at my daughters school are being taught to the lowest common denominator. She is usually quite bored and so we wish that the school could somehow cater to the more advanced students with some kind of teaching that challenges them instead of having them continually wallow in curriculum that they are bored by.</p> <p>We understand that in a few years there will be classes more catered to advanced students but as the old adage goes, "a mind is a terrible thing to waste." Isn't there some way that all children could be challenged by their teachers?</p> <p>Also, many many studies have shown that homework before the 5'th or 6'th grade is actually harmful to a child's learning development. We feel that children need to play more and study less. There are, of course, exceptions but mostly we would like to see play and free time be made more of a priority and more work at home made less important.</p> <p>Lastly, my wife and I feel that Art and P.E. need to be put towards the top of the list in terms of academic priorities instead of toward the bottom. Let kids run and draw- math (for example) doesn't need to be shoved down their throat yet.</p>	Very Satisfied	Very Satisfied	<p>Student attendance would increase if you were able to hold parents accountable if their kids failed to show up for school. Determine a way to penalize parents and you can bet their kids will be better about showing up for school. Maybe parents need to be taught that an education isn't something to be taken for granted. Maybe somehow make the level of governmental assistance to families (at least the ones receiving assistance) dependent on whether or not their kids show up to school. Other families that don't fall into this category will have to be incentivized in some other fashion, but I leave it up to the experts to figure out how that would work.</p>	Not Familiar		Very Satisfied	
<p>require that parents be involved in their children education, ex: volunteering for a certain number of hours in the classroom a month</p>	Satisfied	Satisfied	award assemblies	Not Familiar	<p>Being a former student of OUSD, I hope the CCSS really enforce the transition for student to succeed in college and with their career. I barely made it through college because I was not prepared and I only hope my son do not have to endure the same.</p>	Satisfied	No Comment
<p>More art, music, and P.E.</p>	Satisfied	Very Satisfied		Not Familiar		Very Satisfied	
<p>Parental or other family member involvement is a major key to student success. OUSD should continue to create initiatives to involve parents and other family members at school with their students. Many parents do not have the time to get involved on a regular or time consuming basis. If these parents or other family members can be persuaded to come to school events, show up for just few minutes for special classroom events, etc. it sends a message to their kids that the parents care. Student achievement will go up dramatically with more parent/family involvement at the school site.</p>	Very Satisfied	Very Satisfied	<p>i realize that many parents are not available to participate in their children's education. During enrollment or at other times OUSD should identify family members that can get involved at the student's school. I see older siblings, grand parents, friends, etc. dropping off students. OUSD needs to reach out to the student's extended community to be sure that someone is involved at the school in the student's best interest. it can be a driver for a field trip, bringing cup cakes, carrots or decorations for a class party, volunteering in the classroom for just 30 min a week, or anything that shows the student that an adult in their life cares about their education.</p>	Very Familiar	<p>Send out more PR. Use PSAs, bill boards, celebrities or other avenues to reach the masses that Common Core is an exciting gateway for student success.</p>	Not Satisfied	<p>Unfortunately school closures have caused an explosion in other schools' populations. Our school now has classrooms with over 35 students (and some teachers that cannot control their classroom dynamics), playgrounds that never have enough supervision (more fights, bullying, bad language, disrespect to elders, etc), aftercare with 60 families waiting. The quality for the school climate has dramatically declined due to so many students and fewer adult to student supervision/teaching ratios. A solution would be to provide two teacher aides to every classroom for discipline control and teacher support. Even with the parent classroom involvement that we have it is not enough. We went from a high parent/classroom involvement to a four year low and I wager it will be reflected in student assessments.</p>

We need programs for our GATE students, esp the highly to profoundly gifted students. Gifted kids are often as different from "average" kids as are those with severe learning disabilities. They have learning and temperament differences which can only be well-served by appropriately trained faculty and special programming. Right now, these kids (including my own) are left to drown. It is criminal that in a district this size, there is nothing whatsoever offered to high ability children.	Not at All Satisfied	Not at All Satisfied	You need to reduce class sizes and offer more support to teachers. Teachers are stressed out, over-burdened, and unable to meet the needs of so many students.	Familiar	I think the Common Core is awful.	Not at All Satisfied	Reduce class sizes, support teachers with classroom aides/paraprofessionals, put music and art back in the schools.
One of my children has been diagnosed with mild ADD - distractibility -does best during tests but large classroom size is a detriment. My child is very bright testing out 2 grade levels ahead of current grade in reading and math but classroom size hinders her progress. So, would like to see smaller classroom size.	Not Satisfied	Very Satisfied	I believe that the being is school is very important, every week we have notified of how much money the school has lost because of not having 98% attendance. That has deterred us from family vacations/reunions and schedule family events when school is out.	Very Familiar	We need to be able to communicate and resolve conflicts as much as we need to learn math facts and photosynthesis to be successful in life. Art and music needs to be incorporated as both involve math and organizational skills and exercise different parts of the brain.	Not Satisfied	For the first time this since going to the school we have had 4 lock downs, and had a in school fire set by a student. This is elementary school, but since the closing of other schools and having children from outside the community come it integration and socialization to the community has been a challenge. I think the school administrators and teachers are constantly improving but it is difficult situation.
	Satisfied	Satisfied		Not at All Familiar		Very Satisfied	
More differentiation for kids at both ends of the spectrum	Satisfied	Satisfied		Not Familiar		Satisfied	
	Not Satisfied	Very Satisfied	Instead of having someone sit in an office taking attendance and making phone calls, go to the homes and confront the child and/or their parents? Do home checks!	Not Familiar	The whole thing is entire baffling. I'm not not familiar from lack of reading. You've done as good a job as you can reaching out with letters and robo calls, so it's not from lack of effort from OUSD.	Satisfied	The district has done nothing to help create any climate of any kind at our school, so I cannot speak to this. In 5 years, the district has pink slipped teachers, tried to close our school, stopped paying for a kindergarten teacher, threatened to expand us, promised budgetary items and then broke those promised, told us we are "privileged and should shut up"(this actually happened) sucked up thousands of hours of volunteer hours just dealing with the district and not the actual day to day school life and now has gone back to complete and utter benign neglect.

Provide funding for high achievers, training for teachers undifferentiated learning and replace GATE with a more robust and meaningful program.	Not at All Satisfied	Satisfied	Unless paid for by parents - in non title 1 schools - there are no after school activities that are offered to all students. There is no meaningful or robust playground supervision by the district, all is provided by parent volunteers or PTA. There are no inter-changes/partnering between middle and elementary schools of any significance and if they exist they are not financially supported by the district in any shape or form. It's time to change the paradigm!!	Familiar	Collaboration time at school level to identify the alterations to the curriculum necessary at each grade level. Lesson learned should be collected and spread between schools.	Not at All Satisfied	If the district was doing a good job then the disparity between schools would not be that great!. It's time the district invests in a methodology for transferring lessons learned between schools, between staffs and between communities.
Kaiser needs a full time librarian to support the students with the curriculum they are learning. A librarian at EACH site should be an automatically filled position, just like teachers, and principals. Also, a full time counselor or other mental health support professional should be on site to help with the social emotional issues that arise on a daily basis. My child's teacher doesn't have time to be a teacher and a counselor. The teachers have enough on their plates, other than to deal with the emotional things that kids bring to school.	Not at All Satisfied	Satisfied	Not sure about this one.	Familiar	Investments should be made in implementing the latest technology in the computer labs. An on site computer teacher, staffed by OUSD, should be on site to help teachers and students make this transition into digital testing. How is OUSD supporting their sites with this now?	Satisfied	If you're serious about reducing the expulsion rate, there should be mental health support staff on hand at EVERY school. Early intervention in elementary schools would help identify children at an early age that need help. Social emotional wellness is the key to keeping students on track and in school. If there was help available at each site, we'd have less problems, and less expulsion.
	Satisfied	Satisfied		Familiar		Satisfied	
I have been happy with kaiser, but Claremont this year has been very difficult. The English teacher was absent most of the first half of the year and my son has had very little English instruction. I am concerned he will not be ready for high school. In addition this year there have been a lot of behavior issues, especially in the history class. This was the one class that my son was challenged academically. Due to behavioral issues, the teacher has given up and is just teaching out of the text book. The restorative justice idea is great, but the school district is not providing the resources needed. my son is not receiving the academic instruction he needs. He is bored and frustrated he has to deal with other kids who are disruptive. basically the kids who are behaving and want to learn are being punished because of the other kids who are disruptive. I wish middle school was more like high school where there were AP classes to push the kids that need it and other classes to help support the kids that need it. Pooling all those kids together means that none of them get the support or learning they need. I am seriously considering NOT sending my youngest to OUSD middle school. I find that there is not the support needed for all the kids. My kid because he is not a behavioral issue is basically ignored.	Not Satisfied	Not Satisfied	OUSD is a large and hugely diverse school district. I find it very frustrating and short sighted that it often feels like a one size fits all. There is no way this will ever work. You have kids who live in poverty and kids who live in privileged homes. How can one solution meet the needs of all those kids? Parental involvement in my opinion is one of the most important factors in the success of students. Some kids dont have parents or parents that care and others have uber involved (overly sometimes parents). You have kids in 8th grade who can't read at a 3rd grade reading level and kids in 8th grade who are reading college level material. OSUD needs to support ALL of those kids, not just the kids struggling but also the kids needing the challenges. I have one kid who has an SST and needs the support and one kid who is bored out of his mind and not challenged. The kid with the SST is getting great support, my other one is getting absolutely none. That in my opinion is a huge problem and why many families leave to do private	Familiar	There needs to be a way to challenge the kids that need it and support the kids that need it. Right now I do not see how this is being done at all	Not at All Satisfied	middle school has been a bit of a nightmare. Behavioral issues, fights, kids vandalizing teachers equipment and personal items. Kids that are kicked out of one middle school because they are a behavioral problem are dumped on another middle school. Basically the issues are never addressed and just moved around. No additional resources are provided to help these kids, and honestly it has been a huge issue at Claremont. Why is it okay for these kids to act with no impunity? how are we teaching these kids to be self sufficient in the real world? Not to mention that the kids that are not vandalizing items, acting out are the ones who in the end get to suffer because they are not being taught or pushed to their full potential. This is a real problem and makes me question sending my youngest son to OUSD middle school. I am seriously considering a charter or private, which I thought I would never do.

					The district can invest in technology and technology instruction (for teachers and students). The current lack of access to technology can affect students' ability to take the computer-based standardized tests. It also means they are behind in skills such as information literacy. Also, it would help to invest in classroom tools such as math manipulatives, to help students learn different problem solving skills.		
	Not Satisfied	Not Satisfied	More/improved communication with parents/guardians/families. Busing/transportation could help attendance, as well.	Familiar		Satisfied	
<p>Provide more art and science in education. Kaiser already does a good job with music and art (with Ms. Bonnie Allen, aka "Ms. Leonardo"). Unfortunately, it's not enough. Teaching to the test is not the best way for achievement.</p> <p>Provide access to students who do not have enough money to afford after school enrichment classes, such as robotics, chess, guitar, piano, art, origami, etc.</p> <p>Provide more opportunities for financial aid/scholarships for more kids to participate in these activities.</p>	Not Satisfied	Satisfied	<p>I don't like how OUSD penalizes the students for attendance (absences and tardies). It's not a good idea to tie school money to student attendance.</p> <p>You can improve student attendance by offering incentives to students (e.g., prize for students who miss '0' classes for the whole year, awards for students who miss less than 5 classes for the whole year, etc.).</p>	Not Familiar	<p>I still think it's important to not teach to the test. I have, many times, thought about pulling my child out of OUSD to a private school such as Park Day, where students study what they are interested in, while bringing that interest across all disciplines (e.g., language arts, art, science, math). There is much more creativity and freedom on the part of the teachers, students, and parents when the focus is not on teaching to the test. Everybody in this district comes from diverse backgrounds, which needs to be considered, whether it's race, socio-economic class, religion, family dynamics, language, etc.</p>	Satisfied	<p>Have more socio-affective learning opportunities for students, parents, and teachers. I think Kaiser does a good job with Ms. Jackson with Second Step, so I believe that is a good start. My child has dealt with two mini instances of "bullying" by another child, but it was quickly dealt with and resolved by parents, teachers, and our awesome principal (Mr. Avent). I think the school climate is a good one, which keeps us here at Kaiser.</p>
	Very Satisfied	Very Satisfied		Not Familiar		Very Satisfied	
Smaller classes. More help and guidance for new teachers.	Very Satisfied	Satisfied		Familiar		Very Satisfied	
<p>Providing services that teach social-emotional skills and conflict resolution have really helped the students at Kaiser elementary be better able to focus on academics. An on-site coordinator frees teachers to teach academic skills.</p>	Very Satisfied	Very Satisfied		Familiar	<p>I hope that common core assessment are not administered on computers. This seems to be what is being piloted, and I feel it is inappropriate to ask elementary school children to take this type of assessment.</p>	Very Satisfied	

	Satisfied	Very Satisfied		Familiar		Satisfied	
Funding art, music, computers and PE. Classroom aids, more money for teachers less for facilities, share resources- respect parents more roots of empathy-	Satisfied	Satisfied	Continue to support music and art and PE better marketing to community and city more artists and creative PR outreach between neighborhood	Familiar	Stop the iPad invasion.	Satisfied	Provide the second step program Talk to parents on site Have farmers markets and healthy snacks available Partner with community
	Satisfied	Very Satisfied		Familiar	I think it is key to provide enough support to make the transition successful for both the teacher and the student.	Very Satisfied	
I feel, and have witnesses, that OUSD does much to aim for empowering those with great challenges - social, learning and physical. Yet those who are in the middle, who could be pushed harder to excel and improve, are overlooked in the tyranny of the urgent need to help those who are dramatically failing. I believe that is one of the reasons why we don't see more from our graduates.	Satisfied	Satisfied		Familiar	More instruction on art, visual, performing, music. I also think we need more on computer use, programing, options.....we do our kids a disservice by teaching them to think and reason, without giving them the tools with which they'll be required to do it in their lifetimes.	Satisfied	I am deeply suspicious of the OEA. I suspect that they are more worried about losing teaching jobs than in working to improve education overall, and teacher performance - which is all intended to empower our children.
	Satisfied	Satisfied		Not at All Familiar		Satisfied	
more rigor, more A/P classes	Not Satisfied	Not Satisfied	awards program for good attendance on a school and individual basis marketing campaign about importance of attendance (requires funding)	Not Familiar		Not Satisfied	Safety seems to be a very big issue, and I believe this impacts enrollment, especially at the middle school level
Common core isn't working for my child. Not practical. Reading/comprehension and math should be offered as an after school clinic.	Not Satisfied	Satisfied	In order to keep children engaged, support parents by offering workshops on ways that we can foster learning at home to support what is being taught in class. Also, workshops on how we as parents can be more proactive in our child's school.	Not at All Familiar	We're somewhat lost. Hired a private tutor 2x per week and saw a significant increase in reading comprehension from work with the tutor.	Not Satisfied	somewhat satisfied.
allocated money to sites so that sites have money to hire additional staff to support students who need additional support such as intervention	Satisfied	Not Satisfied	send money to sites so that they can hire support personal to implement structure play at recess to reduce problems at the playground and increase health/fitness of students	Very Familiar	provide resources to teachers, provide tech support personnel to assist with software/hardware maintenance as teachers incorporate more technology to prepare students for SBAC provide adequate resources to purchase adequate number of technology equipment for the students	Not Satisfied	we only have the nurse 1 day a week. how does that support a healthy school? all campuses should have nurses 5 days a week If your goal is to reduce suspension and expulsion rates, all sites should have support personnel to service the socioemotional needs of students at risk of suspension and expulsion
More space for learning	Not Satisfied	Very Satisfied	Changing the system	Familiar		Not Satisfied	Food needs to be more nutritious More engaged activities during recess

I believe OUSD should hold teachers accountable to regularly updating ABI so that teachers and students will know where they stand.	Not Satisfied	Not Satisfied	Student engagement might improve if there were more opportunities for students to engage with experts in the fields they are studying.	Very Familiar	Professional development among teachers should focus on teachers sharing high quality materials and best teaching practices.	Satisfied	OUSD could improve School Climate by offering more opportunities for community engagement (community gardens, advertising health fairs, hosting and publicizing cultural events, etc.)
Provide more family services information: parenting classes, adult education, physical health services, mental health services, exercise classes, and nutritional health services. School provided service: physical education, music education, art education, full time on site nurses, after school tutoring, better after school programs, on site physical and mental health services.	Not Satisfied	Not Satisfied		Very Familiar		Not Satisfied	
Our middle school, Claremont, could benefit immensely if we had a dean of students who could be the main contact point for newly arriving students during the middle of the school year. We have had 30+ new students come to our school after the winter break. Getting to know them and their needs take a lot of administrative time. These students are often asked to leave their prior schools and may not have the same level of academic preparation as the students at Claremont who started in August.	Not Satisfied	Not Satisfied	The newly arriving students have been more disruptive. We've heard reports that they have been inappropriate at some of the merchants along College Avenue. I'm not sure who, but some students are not in class when they are supposed to be. We have onsite security who don't seem to know to get the kids in their classroom. We need more social service needs support for students and families. We have students from a variety of Oakland neighborhoods. We need resources to go out to the neighborhoods where students live to engage with them.	Familiar	They seem like a step in the right direction. For Claremont, we need more resources for getting students who are below basic up to grade level.	Not Satisfied	We need more staff and support around school climate at Claremont. Kids are afraid to report bad behavior because they worry they will be labelled "snitches."
SQR did a good job of indicating weaknesses in instruction at Crocker. Too much teacher direct instruction, not enough PBL or student led work time. OUSD should consider portfolio assessments at secondary level.	Satisfied	Satisfied		Familiar	The map is not the territory. Pacing guides etc are good if teachers do not think that 'covering the material' is the goal. The goal of CCSS is deeper learning, students learning to be learners and problem solvers. This goes back to principles of good teaching regardless of standards.	Satisfied	Schools where students do not feel safe need dramatic interventions. District needs to do something very different at Castlemont and Fremont, these schools are a mess according to teachers and staff I know. The small schools there at least stopped the bleeding somewhat. College Board curriculum is not the answer. The schools are too segregated, it's a systemic problem.
	Satisfied	Very Satisfied		Familiar		Very Satisfied	

Provide GATE programs and vocational hands on learning. OUSD needs more programs that speaks to the needs of all students, regardless of their desire to attend college. I have children that do well academically, but it would be comforting to know that if my kid wanted to be a carpenter or welder, he could gain hands on opportunities to develop those skills while in school. At least one of my children is ahead academically, but it is hard for a parent to hear that OUSD is not concerned about the needs of kids who are capable of doing advanced work. The point that I am trying to make is that OUSD has issues satisfying folks at both ends...many that are bound for selective colleges and universities leave in middle school. Also, students that want to pursue a trade or skill that doesn't require a college degree get frustrated because their education doesn't seem relevant. I am glad to see OUSD moving towards academies for high school, however, such options should also be available in middle schools. Where I come from middle and high schools were all "magnet schools" each school had a academic/vocational focus.	Very Satisfied	Very Satisfied	It is difficult to improve engagement because so many families have busy schedule; however, I wish that the OUSD website was easier to navigate to find out about OUSD Board agenda items and actions. I certainly appreciate having the chance to voice my opinion via survey. I just hope that the survey results will carry as much weight as meeting attendance.	Familiar	Last year was a transitional year at Cleveland and this year the CCSS is fully implemented. To date, I haven't seen anything that has alarmed me about the CCSS.	Satisfied	I wish that Cleveland had a bigger multi-purpose room and a grassy area--I would even take astro-turf! Other than that, I love Cleveland School!!
Where there are students who cannot come to schools maybe reasons of transportation.	Satisfied	Not Satisfied	Children are not taking advantage of after school care and the effort in going to school may be reasons of transportation.	Not at All Familiar	Oakland Tech has a Padia Program only designed for GATE students which is unfair while all students should be given the opportunity to learn in the expectations of the (CCSS) standards.	Satisfied	Security Patrol Services until 5:00pm which is not seen especially on high school grounds.
Please direct more resources to special education so that children like my son can access general education. Having resource specialists split between two sites is NOT WORKING.	Satisfied	Satisfied	Work directly with families who have attendance issues earlier on.	Very Familiar	Training and curriculum materials for teachers. We also need to consider how these new standards affect students with disabilities.	Satisfied	
OUSD could provide funding for garden educators to support robust, high-impact garden education programs. Garden education programs tend to be more active and multi-sensory, engaging more learners. Garden education programs are, by definition, rich with realia which supports literacy work. Exposure to natural settings, trees, and garden soil has been shown to decrease salivary cortisol and increase attention span and focus, setting students up for academic success.	Not Satisfied	Not Satisfied	Providing funding for robust garden-education programs allows students to make a tangible (and edible) impact on their campus and their community. Giving students a vehicle to make a difference increases engagement with school. Students, staff, and families love being in beautiful natural environments. Investment in programs designed to create these spaces and use them for educational and programmatic purposes would increase engagement.	Familiar	Educational gardens provide a rich context for learning in all content areas including language arts and math. Gardens are an ideal learning environment for students to meet the more performance-based Common Core Standards. However, robust educational garden programs require paid-staff non-credentialed staff to bring down student to adult ratios, to maintain the site, and to coordinate program logistics. Without additional adult resources to manage educational gardens, experience shows that most classroom teachers cannot access them for common core instruction.	Not Satisfied	Lots of research shows that urban greening and gardening has positive mental health and wellness benefits. The amount of asphalt and lack of trees/greenery at many district schools certainly has a negative impact on student well-being.

<p>1. Pay more attention to differentiating the curriculum for more advanced students as well as for those needing remediation.</p> <p>2. Re-introduce GATE programs to help provide extra challenge to academically advanced students.</p> <p>3. Provide more tutoring and intensive 1-1 education for those needing remediation, and do it early. I've seen newly arrived refugee 9th graders who are still counting on their fingers to add, and then adding to multiply, who are stuck in geometry classes. They don't even know how to read English. How are they supposed to succeed in geometry without a lot of 1-1 help?</p> <p>4. Provide more counseling and conflict resolution resources for students with mental health needs and/or acute psychological or social stress, to help prevent recurrent fights and behavioral problems that take away from teachers' ability to teach students. Too often, instruction gets interrupted to deal with repeated fights between the same students.</p>	Not Satisfied	Satisfied		Familiar	<p>I'm not sure how rigorous Common Core is, especially for math. It does sacrifice breadth for "depth", and spends a lot of time reviewing concepts they already covered in earlier grades. I think the main benefit will be for kids who may have been struggling to understand math concepts, to review in a more comprehensive way. I think teachers should be taught and encouraged to provide more challenging material for those who are capable of going faster. Also, it's very important that Algebra I continue to be offered in middle school; otherwise OUSD students have no way to get to calculus in high school, putting them at a disadvantage for more selective colleges. I also think it's premature to take geometry out. A significant number of students are capable of doing it in 8th grade, given a chance, and why should they be held back?</p> <p>I'm fine with the move towards non-fiction reading in CCSS.</p>	Not Satisfied	<p>abuse of young OUSD girls on OUSD school campuses by strangers is not acceptable. The district should have acted after the first such incident, not waited until after 3-4 girls were victimized in this way, to do widespread community engagement and education and engage in increased security measures around campuses. I have yet to see visible evidence of increased security, even though my son's school isn't far from the latest school affected (Bella Vista).</p> <p>Also, my son keeps telling me about physical fights that occur with some frequency among his 4th grade peers at Cleveland. It's time to bring back a full time, skilled counselor to campus to work intensively with the kids most frequently involved, to help mediate conflicts and teach conflict resolution and anger management skills before they escalate to physical fights. For the last few years, the PTA has had to fundraise to keep a very part-time, retired counselor</p>
<p>Providing support for kids that don't qualify for an IEP but could use some extra help.</p>	Satisfied	Satisfied		Familiar	<p>More parent information sessions at the student's school</p>	Satisfied	
<p>My daughter is above grade level and I don't feel there are any programs offered in certain neighborhoods to help support students that are excelling. Her school has more programs to support students with behavior or academic struggles.</p>	Satisfied	Not Satisfied		Very Familiar	<p>Seminars for parents to understand the new standards and ways it's being taught so they can help their children at home.</p>	Not Satisfied	<p>I think another review on keeping the suspension rate down. Set guidelines on what a child can and should be suspended for. My daughters school has too many children that do whatever they want and nothings done about it. I understand and agree that all children have the right to an education, but it shouldn't be at the expense of others learning.</p>
<p>Employ teachers with experience in educating in urban areas, increase parental involvement in academic achievement, increase special services (ELL, mental health, etc)</p>	Satisfied	Satisfied		Very Familiar	<p>CCS ask students and teachers to think differently and to make thinking visible so it can be assessed. Teachers should receive training on visible thinking strategies and then teach the students the strategies. Schedule time for students to reflect and revise work. Increase common planning time for teachers to collaborate.</p>	Not Satisfied	<p>Leadership at schools set the climate. Give school leaders training on setting positive, respectful climates and require all staff to practice a culture of kindness with each other as well as with the students.</p>

Classroom sizes of 20 or less. Update all schools technologically so each student has an opportunity to work on the latest electronic tools. Support Music and the Arts in all schools. Develop a strong easy to access program that gives parents/guardian/students information on tutoring assistance and/or where the latest services are for break programs ie summer/holidays..best camps etal..yes with educational curriculum. A commnity resource program.	Satisfied	Satisfied	<p>This is the age old challenge ..perhaps at some point there will be a way to have students themselves at all ages undergo a survey on their interests and areas that they enjoy participating in. Then work from that information to start to create programs that relate to these interests..hone in on the ones most often mentioned or some such. I know there all kinds of pitfalls but I am just trying to figure out how do you grab a young persons attention when you do not have a clue what they care about. Just thinkin!!</p>	Familiar	<p>I have been working my way through and do not feel qualified to comment just yet. I do feel that there is a solid effort to re assess how our children are being taught and I salute that effort.</p>	Satisfied	<p>The school I have immediate involvement in is a safe supportive environment mostly due to the strong involvement of Teachers and Parents. I would like to see the district do a better job on Plant Maintenance and support for the School Staff. A clean nicely maintained plant is part of the message to the children that they do count and there is caring. Helping the children to have pride in their immediate environment is very much a part of positive overall performance.</p>
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How satisfied are you with the efforts of the district to keep parents/guardians informed about student learning & progress, and school/district events, notifications, and policies?	How satisfied are you with SCHOOL efforts to keep parents/guardians informed about student learning & progress, and school/district events, notifications, and policies?	How satisfied are you with the efforts of the district to engage/partner with families in student achievement and school/district improvement?	How satisfied are you with SCHOOL efforts to engage/partner with families in student achievement and school/district improvement?	How else might the schools and district support parent involvement in schools and district-level decisions? Or please provide other comments on Parental Involvement.	How aware do you think parents/guardians are of the classes their students need in order to be college and career ready and that students have access to those classes in their schools?	How aware do you think students are of the classes they need in order to be college and career ready and that they have access to those classes in their schools?	How can the district support all students to be successful in school and be "college-and-career ready?" Or please provide other comments on Course Access.	How satisfied are you with student access to well-maintained school facilities?	How satisfied are you with student access to appropriate, standards-aligned learning materials?
PARENTAL INVOLVEMENT					COURSE ACCESS			BASIC SERVICES	
Satisfied		Satisfied		The school uses a combination of packets sent home, mail, email, and voice mail to connect with me. I find it to be somewhat uncoordinated - some messages get through, others don't. Personally I would like to see all messages sent by email for consistency.	Very Aware	Aware		Very Satisfied	Satisfied
Very Satisfied		Satisfied			Not Aware	Not Aware	Make the information useful and simple, provide concise information in many different ways (visual, by phone, and emails)	Very Satisfied	Not Satisfied
Very Satisfied		Very Satisfied		Email and phone communication is working great.	Aware	Aware	Not applicable to me.	Very Satisfied	Very Satisfied
Satisfied		Satisfied		The school does a more effective job because the district lacks the credibility the school has. That will take a long time to change, but is not necessarily a bad thing. The point of sale, in this case the school, is the main intersection for the parents. Use the schools to tailor engagement strategies that reflect their communities.	Not Aware	Aware	From first hand experience I see schools where the college prep requirements are well known and other schools where it's almost entirely missing. The expectation has to start in elementary school and be supported with rigor. Students will demand what they are entitled to if they know about it. You cannot count on parents or caregivers to be as demanding. (ie I cannot want for you more than you can want for yourself.) There's a social contract that has to be met.	Satisfied	Satisfied

Very Satisfied		Satisfied		Stress upon parents that going to school and being a parent are a team sport. Its a partnership between the school, the teachers, the parents and the kids. Parents need to give something (anything) to help their school and their child succeed in school. It doesn't have to be money- it could be time, but every parent needs to give something. Teachers and principals cant do it all by themselves.	Very Aware	Not at All Aware		Very Satisfied	Very Satisfied
Satisfied		Satisfied			Not Aware	Not at All Aware	Introduce college prep in elementary and not just high school	Satisfied	Not Satisfied
Very Satisfied		Very Satisfied			Aware	Aware	These questions should have a N/A option, as a parent of a TK I have know idea how to answer them.	Not at All Satisfied	Very Satisfied
Satisfied		Not Satisfied		see previous comments	Aware	Aware	Send the lower grade students messages that OUSD expects them to go to college or trade school. Foe upper grade students, have them read, understand, and sign the materials that you provide to them on this topic.	Very Satisfied	Very Satisfied

Not at All Satisfied		Not at All Satisfied	Teachers should be encouraged to communicate and work collaboratively with parents. They cannot do this when they are as overworked and thinly stretched as they presently are.	Not at All Aware	Not at All Aware	Start by reducing class sizes so that teachers can differentiate instruction and reach kids where they are. Right now, they are teaching "en masse," in a one-size-fits-all manner, because they have huge classes and no support.	Not at All Satisfied	Not at All Satisfied
Not Satisfied		Not Satisfied	I think the district should be reaching out directly to the principles AND PTA leaders to distribute information.	Aware	Aware		Not Satisfied	Not Satisfied
Satisfied		Satisfied		Not Aware	Not Aware		Not Satisfied	Not Satisfied
Satisfied		Satisfied		Not Aware	Not Aware		Satisfied	Satisfied
Not Satisfied		Not at All Satisfied	You are not going to get parent support unless you come to the school site level. Unless parents see the district take an interest in the school their child attends in a positive way, the parent won't take an interest in the district at large. For the OUSD schools that are performing well, the district has taken a completely out of sight out of mind. The schools with high parent involvement are ignored. This is a mistake. The district needs help, but it treats these families so poorly and with a high level of disdain that it can't even retain them much less get them involved at a district level. Focus on this group a little bit more and it will effect the entire district.	Not Aware	Not Aware		Not at All Satisfied	Not at All Satisfied

Not at All Satisfied		Not at All Satisfied			Not at All Aware	Not at All Aware	Start making presentations at the elementary school levels.	Not Satisfied	Satisfied
Satisfied		Not at All Satisfied		In order to engage parents, there need to be more opportunities for them to attend. More dates should be made available to parents to speak on any given topic. Childcare is a must in order to get more families out and speaking up for what they need.	Very Aware	Aware	Middle and high school counselors are key in keeping students informed about what they need to be successful in college. A good counselor can steer a student in the right direction.	Satisfied	Not Satisfied
Satisfied		Satisfied			Not Aware	Not Aware		Satisfied	Satisfied
Satisfied		Not at All Satisfied		getting a robo call two days before an event occurs really does not show the want for involvement. Work and family obligations are often scheduled weeks in advance so getting an oh by the way robo call honestly does nothing. Having some sort of liaison or someone who actually engages with the school to get information about meeting and also providing a direct method for feedback and input would be great.	Not at All Aware	Not at All Aware	I have not heard anything really about college preparedness from the school. I have a college degree and so does my husband. I am more aware of what is needed from my own experience and from researching online	Satisfied	Not Satisfied

Not Satisfied		Not Satisfied	It would be helpful to have better communication and provide forums for families to meet and discuss key issues or learn about important changes. For example, the meeting for families to learn about Common Core was held in the middle of a weekday. The only other information was a one-sheet flyer that came in the mail. How can we participate when are these kinds of barriers/obstacles?	Not Aware	Not Aware		Satisfied	Satisfied
Satisfied		Satisfied	needs to recognize the importance of schools with high parental involvement, such as Kaiser. During the tumultuous period (years) Kaiser was faced with closure, then forced expansion, many parents (myself included) felt impotent, and not taken seriously (at least, not at first). Many took it upon themselves to empower the school by forming committees to strategize how to make Kaiser stay alive, and they succeeded. Other parents had helped in many ways (attending OUSD board meetings on Weds nights while dragging their kids with them), going to rallies/protests, passing out flyers, recruiting other parents. Some were burnt out during that time. I applaud all of the parents who were involved and engaged in making Kaiser the school it is today. There are definitely some superhero parents here at Kaiser!! OUSD should recognize that Kaiser, unlike other hill schools, is not a "rich"	Not Aware	Not Aware	would be great to see notes from the teacher and/or principal about how what students are studying now directly correlates to college readiness. It would be great to have opportunities for Kaiser (or OUSD) to partner with a local college (e.g., UC Berkeley, Mills College, Laney) to provide classes children can attend. For example, my friend's fourth grader will be attending a community college in the summer time (at DVC) to take a three-week course on programming. Personally, with high tech amongst us (surrounded by companies such as Twitter, Google, Facebook), it should be required for all students to learn programming (fortunately for us, my husband is a programmer and will be teaching my child "Scratch"--a basic and easy-to-learn programming	Satisfied	Satisfied
Very Satisfied		Very Satisfied		Aware	Aware		Very Satisfied	Very Satisfied
Not Satisfied		Not Satisfied		Not Aware	Not Aware		Satisfied	Not Satisfied
Very Satisfied		Very Satisfied		Aware	Not Aware	college/career readiness should not be emphasized in elementary school. The focus for younger children really needs to be on how to learn and fostering a love of learning. We want children who are so passionate about their learning that they want to pursue higher education.	Very Satisfied	Very Satisfied

Very Satisfied		Satisfied			Not Aware	Aware		Satisfied	Satisfied
Satisfied		Satisfied		Have on site meetings Have schoolboard members who are responsible to their schools or have an alternative for nonresponsive members- stop relying on SF consultants instead of oust parents, create teams of schools within and outside districts	Aware	Not Aware	Students need information Need to know how to apply Need access to outside world	Satisfied	Satisfied
Satisfied		Satisfied		There is a huge difference between what a particular school does versus the district. Kaiser is an open and supportive school this is not necessarily the case of the district.	Aware	Aware	At the middle school and high school level provide guidance counselors that truly can "guide" students in the right direction.	Very Satisfied	Very Satisfied
Satisfied		Satisfied			Not Aware	Not Aware		Satisfied	Satisfied
Very Satisfied		Satisfied			Aware	Aware	my daughter is in Kindergarten - it would be nice if there was a "not applicable" option - as not to throw off your data	Satisfied	Satisfied
Satisfied		Satisfied			Not Aware	Not Aware	more one on one counseling on course selection	Not Satisfied	Satisfied
Satisfied		Not Satisfied			Not Aware	Not Aware		Satisfied	Not Satisfied
Satisfied		Satisfied			Not Aware	Not Aware	support adult ed- an educated parent is highly correlated with an educated child	Not Satisfied	Satisfied
Very Satisfied		Very Satisfied			Aware	Aware		Satisfied	Satisfied

Not Satisfied		Not Satisfied		<p>OUSD could improve Parental Involvement by offering more than just Back-to-School Night for Middle and High Schools. It is not easy to reach teachers by their school emails, and school-initiated communication regarding student needs and achievement are extremely rare.</p>	Aware	Aware	<p>Students and parents may be aware of the courses, but by not actively partnering with parents to make sure students meet the requirements, too few students are able to take advantage of those classes.</p>	Satisfied	Not Satisfied
Not Satisfied		Not Satisfied		<p>Provide classes to teach parents strategies that will help them to help their children with their studies at home.</p>	Not Aware	Not Aware	<p>More guidance counselors at the middle school and high school levels. Guidance counselors that meet with families to discuss and map out a student's educational goal beyond each grade level beginning at the elementary level (2nd-5th).</p>	Not Satisfied	Not Satisfied
Satisfied		Satisfied		<p>It would be helpful to know what the district is asking with regard to increases in state funding, so parents can support these efforts. We know that funding is behind because of recent years' state budget shortfalls. How can we catch up?</p>	Not Aware	Aware	<p>We have a big mix of parents at Claremont. I'm sure that a certain segment are not aware of these programs. Kids live places where they hear gun shots in the middle of the night. They come to school shaken up from these experiences. Kids come to school tired and hungry.</p>	Not Satisfied	Satisfied
Not Satisfied		Not Satisfied		<p>Why doesn't the district have an email list?? This seems unbelievable to me that I can't sign up for updates on the district site.</p>	Not Aware	Not Aware	<p>I know the organization Oakland Kids First, they have been working with upperclassmen to train first year HS students about A-G requirements, apparently filling a need left by lack of counselors. This seems like a great, student-led solution, students should be taking responsibility and leadership like this - why not scale this up across high schools, be a national model?</p>	Not Satisfied	Satisfied
Very Satisfied		Satisfied			Aware	Aware		Very Satisfied	Very Satisfied

Very Satisfied		Satisfied	Please continue to provide survey opportunities like this. It is difficult for me to attend meetings. Thank you! My only criticism is that there should at least be a version of this survey in Spanish, Chinese, Vietnamese, Cambodian...At the very least, the top five languages spoke by OUSD students at home.	Not Aware	Aware	I think that OUSD needs to increase to number of college and career counselors. College and career counseling should begin in 8th grade, so that when students make their high school selections they reflect the student's professional aspirations.	Very Satisfied	Very Satisfied
Satisfied		Not Satisfied	Pairing parents together.	Aware	Not Aware	My student is in 9th grade and I am preparing him at home.	Satisfied	Satisfied
Not at All Satisfied		Not at All Satisfied	When the district solicits feedback from the community, please use that feedback to guide practices. I read the strategic plan for special education. All of the community feedback, after all of those CAC meetings, is buried in the notes.	Not Aware	Not Aware		Satisfied	Not at All Satisfied
Satisfied		Satisfied	Parent landscaping projects and educational gardens are natural points of engagement for parents.	Aware	Aware		Not Satisfied	Satisfied

Not Satisfied		Not Satisfied	It seems that budget balancing and a concern for NOT tracking kids by academic ability trumps almost everything else. Parent input is solicited in name, but it seems to make no actual difference in district policy or harmful cuts to schools. I'm also concerned that more vocal, informed, and educated parents will be able to divert resources away from the truly needy schools where parents are less able to engage in advocacy due to language barriers and lack of knowledge of how to advocate for their children. This survey should have been translated at least into Spanish, Chinese, and Vietnamese and distributed by paper to every student, to allow parent input among those without internet access. Extra effort needs to be paid to the schools whose students face the highest socioeconomic barriers, to solicit and really listen to parent input.	Not Aware	Not Aware	More college and career counselors, printed/translated educational materials, college and career nights for middle school and high school students with translation as needed. Also, more investment in special needs kids EARLY (from ages 3 and up)--hard to get speech therapy for a 3 or 4 year old unless severely delayed. Let's get kids ready for school while their brains are still growing and developing rapidly.	Satisfied	Satisfied
Not Satisfied		Not Satisfied	Newsletters and schedules ahead of time for parent involvement meetings and information on the purpose and goals of those meetings. I've received phone call announcements for meetings I might be interested in or would want to know more about with very short notice (e.g. 1-2 days).	Not Aware	Aware		Satisfied	Satisfied
Satisfied		Satisfied	It has a lot to do with the attitudes and climate of the schools staff that will make some parents not want to get involved.	Not Aware	Not Aware		Not at All Satisfied	Satisfied
Satisfied		Not Satisfied	School board members need to circulate in their district's schools and neighborhoods to connect with families.	Not Aware	Not Aware	Begin college readiness in middle schools. Increase counselors to advise and guide students. Maybe a pass/fail course in college readiness in the 7th grade. Form partnerships between middle and high schools with area colleges or college organizations. Every 7th grader should attend a mandatory field trip at a college.	Satisfied	Satisfied

Satisfied		Satisfied	<p>This is an area that lags and needs improvement. OUSD needs better educated staff that understand what the goals of OUSD are and that those goals should be clearly for the perpetuation of consistent excellent performance from each and every school in the district. Hence, all eyes on the first priority STUDENTS and TEACHERS next in line ADMINISTRATIVE STAFF ON SCHOOL SITE..the whole reason for being of a district is for just that the education of the children and eventually the good of the community and then outward to the rest of the larger community. OUSD needs to hone in on getting on the same page with their staffing and to have a system that clears out the thieves and laggards that are not there for the same reasons. I believe this latest effort is genuine and I hope it does produce a stronger more direct District that is clear on its purpose.</p>	Not Aware	Not Aware	<p>clear and succinct. Invite them into the process. Make them feel that what they are embarking on is important to their futures for a life that feels involved and satisfying. Provide a supportive, structured environment with a tough touch but a tender heart. Do Not Assume they are all alike and be prepared for the differences so that the system can bend for those differences but not break. Get hip to the multi cultural level of this community and take time to educate all who are involved in education today to understand what that means..no one should be punished for being of a different cultural group or a different ability to learn. Be prepared to fail and to learn and to get back up and keep at it. Be clear that the arts are a powerful tool to assist and educate people of all ages..and keep that going..understand that some physical movement is important and work back to a</p>	Not Satisfied	Not Satisfied
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How satisfied are you with student access to appropriately credentialed teachers?	How might the district improve its efforts to ensure all students have access to appropriately credentialed teachers, appropriate instructional materials and quality facilities? Or please provide other comments on Basic Services.	How aware are you of the various measures used by schools and the district to understand the needs of students?	How should schools and the district use student outcomes to establish learning priorities and develop the budget? Or please provide other comments on Other Student Outcomes.	What other suggestions do you have to improve learning and achievement for all students?
		OTHER STUDENT OUTCOMES		
Very Satisfied		Not Aware		
Very Satisfied		Aware		Keep communicating any changes or new initiatives the district has in mind or is planning to implement. How is the district preparing resources and student for the new Smarted Balanced Assessment?
Very Satisfied		Aware		
Satisfied	I went to schools that were deficient in all these areas as compared to what exists at OUSD schools. But we were expected to do more by our teachers and our parents, so we did. The tools are important, but the desire and expectation are more important. As Mark Jackson of the Warriors says, "We're a no excuses basketball team." That's what OUSD has to be: no excuses.	Very Aware	Healthy lifestyles are imperative. As in everything else, the schools can teach one thing, but if it's not reinforced at home and in the community it will be hard for the student to "go it alone". I like that OUSD has community emphasis on some of these issues. Students will model behavior they see, so anything that allows them to see more of good behavior is fantastic.	It all starts at home. Our first and most important teachers are always our parents. Unfortunately, many students lack parents who are involved and many lack one or both parents. The community has to pick up the slack and model the values and behaviors that students need to become successful in school and beyond. Early education and the strongest possible efforts in K-3 are essential at the OUSD level. Engage the parents and caregivers to encourage, support and value education. It costs all of us much more to be unsuccessful than to be successful.

Very Satisfied		Aware		
Satisfied	Make sure all teachers are background checked in their field of study, have them submit to quarterly classroom material reviews and the school subjected to a maintenance facility check quarterly	Aware		There is a summer school established for our students that need extra learning or to improve grades, but what about the students that are already at a high level of achievement. We should maybe establish a two week summer program for high achievers to encourage them to keep up the excellent work.
Very Satisfied		Not Aware		
Satisfied	satisfied with all teachers at our school except our current 3rd grade teacher. We have a third grade teacher that cannot control her classroom, is scattered, does not return corrected homework and loses things. this has been going on for a few years. A group of parents have met with her, the principal and each other with some but not enough improvement. Our 3rd grade student has regressed to 2nd grade reading and writing.	Very Aware	Use a scrapbook of student work to show parents (our teachers do this).	Keep up the parental outreach; keep using the best practices such as Common Core and keep using current research to guide your decisions. Keep up the focus on our OUSD students!

Not at All Satisfied	We need programs for our GATE students. There is not a single teacher or staff member trained in how to recognize and appropriately serve gifted kids at my child's school. For a child who is above the 99th percentile, the school is able to offer almost nothing to meet his needs, socially / emotionally or academically.	Not Aware	By ignoring gifted students, you are condemning our brightest minds to dim futures. For shame that you do not support these children.	Reduce class sizes, put aides in the classrooms, stop overloading teachers with administrative tasks, reduce standardized testing usage, allow skilled teachers to teach creatively beyond the very limiting Common Core curriculum, encourage and support teachers to continue learning via professional development, and implement a substantial, research-supported program for gifted kids, esp for lower-income and gifted children of color, who are completely unrecognized and unsupported in this district.
Satisfied	more funds	Aware		
Satisfied	More of the budget NEEDS to be allocated to Teachers, supplies and facilities. Far less needs to be used for Administrator salaries.	Not at All Aware	I find that there is little or no outreach from the District itself. I only ever hear about issues at a school level. There needs to be better outreach on the part of the District.	More emphasis needs to be place on current and future teaching methods and equipment. We are rapidly moving forward into a digital age and yet it seems our schools are being left behind.
Satisfied		Not Aware		
Very Satisfied	Our school is falling apart. What is there to say?	Not Aware		Again, do more to retain active, involved middle class families. When they go to public schools, the schools improve.

Very Satisfied		Not at All Aware		
Very Satisfied		Not Aware	Higher need schools should get more money in their budget. Schools in a high crime area, blight, multiple liquor stores should be allotted more money that schools that have none of those issues.	In order to improve student learning, I strongly believe that the people closest to the children, the teachers, need to be compensated well. The teacher's teaching environment is the students learning environment. They go hand in hand. Teachers need to feel respected and treated well in order for them to be invested in their students learning. Take care of your teachers, and the teachers will take care of the students.
Satisfied		Aware		
Not Satisfied	again I am having two very different experiences. Elementary school has been great. Middle school not. the teaching staff at Kaiser is great. They are seasoned and fantastic. There are a lot of great teachers at Claremont too, but there have been some glaring exceptions. last year the music teacher basically was gone for the whole year, not explanation to the families and the kids sat in a classroom sucking air for the first half of the year. This happened AGAIN in English. I know that there is the teachers union, but it is unacceptable for kids to have to suffer for the bad behavior of adults, union or not. Why is it okay for the kids to sit with no instruction for months on end? it is unacceptable.	Aware	I am more aware what individual schools do more so than the school district. It really feels like the school district does not listen or care what parents have to say.	provide rigorous instruction for kids who need and supportive classes for kids who need it. To expect that all the kids are at the same level and will to their best when you throw them together and teach the same thing. There will be kids bored and disengaged and kids who are frustrated and feel like they will never get it. It really sets it up for most kids in middle school to hate middle school. I will that there would be more attention to the needs of the kids, instead of the adults who decide to check out. It most jobs if you didn't show up more than once you would more than likely be fired. The school district wants restorative justice but does not provide the necessary resources to implement it fully and properly. There is not enough money in the budget to have schools be full community schools with services, etc. Great idea, but trying to implement without necessary funds sets it up to fail before it even starts. Trying to apply a cookie cutter approach for a school with the majority of students coming from poverty, or challenging living situations with students who are coming from more affluent and stable environments does not work. Forcing families to go to their neighborhood schools to try to improve the local schools is 1. Unfair 2. Will help to create a further divide between the affluent and non affluent schools. Just because you cant afford to live in Rockridge should not mean that the family living in East Oakalnd should not have the opportunity to try and do

Very Satisfied		Not Aware	That is too large a question to be addressed in a little box on a survey.	<p>Providing transportation is crucial in improving learning and achievement for all students. Transportation might seem unrelated, but it's not. Our schools are segregated. There is an uneven distribution of wealth. The lottery system is useless unless the district provides buses/transportation. Some schools have money (largely from families) for instructional support, technology, learning materials, and enrichment. Some schools are bare bones. I would like to see the district provide transportation, so the lottery system really does allow all children the same access - and so that the community really is forced to work together to bring up the quality of our schools across the board.</p>
Satisfied		Not Aware	<p>I think schools and the district should continue to incorporate PE, Art, Science, Computer Instruction, Music, and Creative Writing into all of the areas of instruction. It's important to address the whole child, and not compartmentalize them into boxes, just so they can perform well on tests.</p>	<p>Provide more fieldtrips and guest speakers (e.g., visiting artist, poet, author). Kaiser already does an excellent job with its many field trips and informative and entertaining assemblies (my kid loved the Beijing acrobats!).</p> <p>Maybe form more partnerships with other programs and institutions (e.g., like 826 Valencia with creative writing, and other colleges such as Mills College).</p> <p>Provide more incentives for parents (who don't have the means, whether it's socio-economic, being a single parent) to participate and volunteer more.</p> <p>If all students (of all colors and classes) see their parents involved more in the school community, it will translate to better learning and achievement for all students.</p>
Very Satisfied		Very Aware		
Satisfied	It would be great to have a librarian. The library is always closed/ little access for my kids	Not Aware		
Very Satisfied		Aware	Access to more frequent physical activity would benefit all students.	

Satisfied		Aware		
Very Satisfied	Support the teachers Programs to help pay for education More aids and tutors	Not Aware	With more art and music the outcomes will improve	Keep classroom size under 25 Support staff for school sites Support successful schools with aid Integrate sites Transportation Better books
Very Satisfied	New credentials teachers need more support, especially in behavior management and dealing with the wide range of students' abilities in one class.	Aware		Keep class sizes small!
Satisfied		Not Aware		
Satisfied		Not Aware		
Satisfied	all of this is completely dependent on the school, very hard to give meaningful feedback here district wide... facilities especially differ dramatically from site to site	Very Aware		
Satisfied	My child is at Sequoia. You left it off the list, of schools to choose from, so I chose another school.	Not Aware	Engage parents more in the progress. Send home news letters from the district via email. Provide workshops for parents. allocate more money to resource tutoring.	Reading comprehension, math, and the arts need significant emphasis in OUSD.
Very Satisfied	allocate an adequate number of custodial staff at all sites-- classroom rugs and floors are only vacuumed/cleaned twice a week!	Not Aware		prioritize allocating resources to sites and ensuring that all sites are making progress towards 24:1 ratios in K-3
Not Satisfied	Ensure that it is happening	Very Aware	More support to kids that need it to low performing kids	More support for kids

Satisfied	Teachers may be credentialed, but they are not invested in student achievement at the middle and high school levels.	Aware	Establishing learning priorities is essential, of course, but by not linking student outcomes to teacher performance, we are doing a great disservice to our students.	I believe that OUSD should hold teachers to higher standards and link student achievement to teacher performance.
Satisfied		Aware	Before implementing new curricula and programs, make sure that each school site has what it needs to properly implement. Schools with lower achievement should receive more financial and social services assistance.	Help families eliminate all affective filters (hunger, psychological trauma, domestic violence, poor living conditions, homelessness, physical and mental abuse, etc.) to make it easier for students to achieve educational goals.
Not Satisfied	Claremont needs some grass surfaces for outdoor activities. We have great teachers but the PTA has to pay for some of them to be able to stay b/c they were going to be laid off by the district. Math instruction is an area of serious need.	Aware	Schools should mine the CHKS data at the school site and also publicize it and track it from year to year. Or someone at the district office should do analyses by school site and share with principals.	need more reform on the budget process - the data that the principals receive seems to be presented in an arcane fashion. They have to commit certain funds and then leave the supplies budget in flux, because that's not restricted. ALL of the teachers at Claremont are always asking for copy paper and other basic supplies. That seems wrong for a city like Oakland.
Satisfied	Credentials are not a reliable indicator of effective instruction.	Aware	I'm aware that they exist but I have never received information about how my school did in a climate survey. I also never received any info about my school's SQR, which had invaluable information - I had to search it out online.	Transparency Partnership with parents and community
Satisfied		Not Aware		

Very Satisfied		Aware	<p>OUSDs budget should reflect current student outcomes, it's goals, and existing regulations. I would say that the greatest weight should be given to desired outcomes and proven interventions...As a parent, and as someone interested in OUSD policy, it would be helpful if OUSD produced budget documents analogous with those produced by cities/counties. Each school/department would have a narrative that would explain their successes for the current FY and what goals they plan for the upcoming year. For schools it could be an abridged version of the SARC.</p>	None.
Satisfied	N/A	Not Aware	N/A	Security and Transportation programs.
Satisfied	<p>PLEASE SUPPLY COMMON CORE ALIGNED CURRICULUM MATERIALS TO TEACHERS. Please provide space for special education teachers to work instead of crowding multiple programs into small spaces. Please supply appropriate teaching materials to special education teachers/resource specialists. PLEASE MAKE SURE THERE IS ROOM IN BTSA.</p>	Very Aware	<p>When you solicit community feedback, please use it to guide planning instead of just checking a box labeled "we solicited community feedback."</p>	<p>Please stop splitting resource specialists between sites and then blaming resource specialists when families sue due to appropriate services not being delivered. You are aware that there are not enough resource specialists.</p>
Satisfied	<p>Greener schoolyards would likely improve student achievement and well-being. Much of the new construction/landscaping renovations are great, but there is still a serious lack of tree cover and way too much asphalt at many schools. Buildings and Grounds is understaffed and needs more groundskeepers.</p>	Very Aware		<p>Invest \$500,000 to \$1,000,000 for garden education and seek green schoolyard funding from Measure J funds. To build robust garden-education programs, school sites need at least \$15,000 to \$30,000 per year to cover on-going staff and programming costs.</p>

Satisfied	Maybe more investment in technology (e.g., tablets, chromebooks) to support differentiated learning.	Aware	We should be careful about reflexively taking money away from struggling schools or just dumping more money on them-- more money needs to come with greater accountability, but struggling schools should be given the resources to turn around (both money AND effective technical assistance/coaching).	Look at best practices within and across schools and promote those that work best; allow teachers and principals to learn from each other. Intensive tutoring for those students who lack basic skills, whether due to recent immigration or a long history of school failure.
Satisfied		Not Aware		
Satisfied	I know that schools in the flat lands usually have the poorest up keep and older restrooms etc.,	Not at All Aware		
Not Satisfied	Students can't have access if the district doesn't hire the correct people.	Not Aware		

Satisfied	<p>I think this takes dedicated folks who do not feel they need huge sums of money for themselves to make that happen. It needs administrators that are clear they are not the primary players in this game. Yes, good administrators are invaluable but something has fallen out of balance and the very system set up to provide vital services to the main event have now become the main event and so the systems is falling and has been falling apart. This needs a serious review of all involved in the administrative side of education as to their impact and import in the process and what percentage the contribute directly to the class room. A review of job and salary structure top to bottom.</p>	Not Aware	<p>feel no society can improve if the bulk of its population lingers in ignorance. I am clear that the tax dollars I pay should be going to support Public Education that being said my sense is that we have lost our way and where the students and teachers had more respect this has become almost the after thought of education today. It feels we have lost our way with the individuals involved too busy pushing their own personal agendas with little to do with the students.</p> <p>That being said I am not sure how to tackle this situation because I feel we need a shift in the paradigm. Time to step back and take a good hard look at our motives and what drives us to education and to be very clear that this new world of communication and information in the wink of an eye requires a whole new way of educating and passing data on to our children and adults. Maybe we educate backwards younger children spend most of their time in plants that allow for motion and action being outside with the stimulus coming from the wind the sun..and as children age and the need for motion is more directed take them back to a classroom but maybe it will not be a room but an open space filled with all kinds of stimulus that relates to the appropriate age level being educated. Or, maybe the whole grade based on age gets tossed and students are tested for their aptitudes and then the education program is designed accordingly. I think anything is</p>
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LCAP Engagement Summary



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

**Local Control Accountability Plan (LCAP):
Study Session 2014-15**

April 21, 2014

Agenda

1. Overview of LCAP/ Budget Development Requirements
2. Report on OUSD Community Engagement Process
3. Provide Emerging LCAP Goals Based on Feedback

Local Control Accountability Plan- Requirements

1. Must improve and/or increase the services for Low-Income, English Language Learners and Foster Youth
2. Must advance learning and academic performance for English Language Learners, Foster Youth, Low-Income, Latino and African American students as well as Students with Disabilities
3. Must prepare students for college, careers and community
4. Must significantly improve school quality
5. Must engage stakeholders

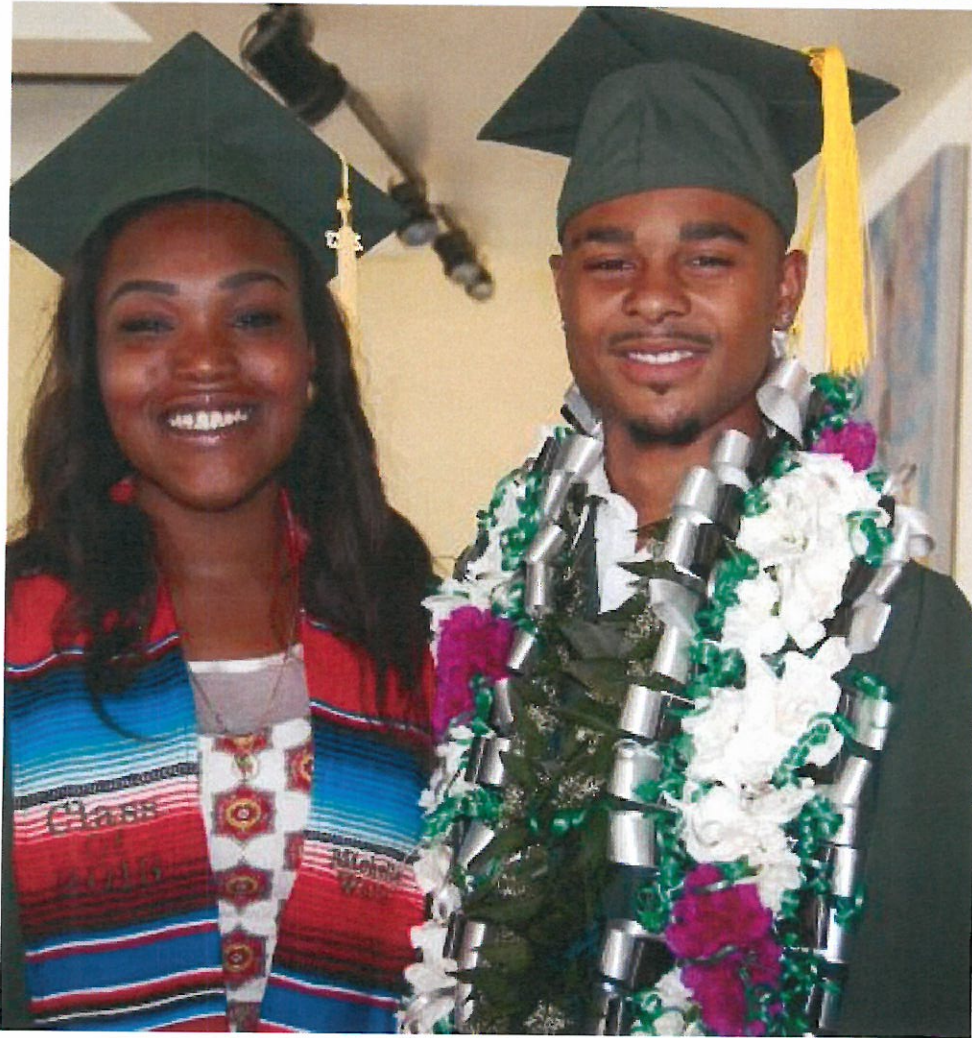
Local Control Accountability Plan- Requirements

1. Must address the 8 priorities and must be in alignment with the Local Control Funding Formula (LCFF)
2. Must demonstrate progress toward a class size ratio of 24:1 in TK-3. By 2021 all schools must have class size ratios of 24:1 in TK-3

Year	% of progress that needs to be made toward 24:1 in TK-3
2013-2014	11.8
2014-2015	28.4

By fall 2014 each school must have made improvement in their TK-3 class size ratio of 24:1 by 40.2%

LCAP – Stakeholder Engagements



1. Students
2. Families
3. Staff (schools & central office)
4. Community members
5. Bargaining units
6. Local & county agencies (who serve foster youth, English learners, and free/reduced lunch students)

Engagement Purpose

1. Engage stakeholders in the *development* of the district LCAP.
2. Collect and review stakeholder district and site level input in the development of the LCAP.
3. Build community awareness of how LCAP can improve OUSD's ability to prepare students for success in college, career, and life.
4. Create a LCAP plan that is informed by diverse stakeholders.

Engagement Strategies

- **Existing Structures for all priorities and targeted student groups:** Leverage existing meetings, formal structures, town hall meetings, and professional development spaces to inform and engage all stakeholders on LCAP.
- **English Language Learner (ELL) Strategic Planning – Stakeholder Engagement:** Launch a review of district and site practices and engage with teachers, parents, students, grade level focus groups to learn more about ELL student/parent experience, and gather input on how to best improve achievement for ELLs.
- **Foster Youth, Families, and Agency Engagement:** Reach out to current agencies, youth and parent leaders, and convene planning meeting to design foster youth/family engagement process.
- **Students with Disabilities Engagement:** Integrate feedback garnered from the strategic planning activities spring 2013 to present.

Methods for Collecting Feedback

- Surveys
- Focus Group
- Meeting Notes
- Online Feedback Form
- Interviews



Report on LCAP Engagement

March LCAP Town Hall Meetings:

	Date	Location
High School	March 1, 2014	Oakland Technical
Region 2	March 8, 2014	Urban Promise Academy
Region 3	March 22, 2014	Alliance/Elmhurst
Region 1	March 29, 2014	West Oakland Middle School

Total Attendance: 585 signed in attendees: 191 Parents,
195 Staff, 132 Students, 67 Community at Large

Report on LCAP Engagement

- Beyond the town halls,
 - **All-City Council Special Meeting, April 2nd, 36 students.**
 - **103** engagement meetings that we captured for the CORE Waiver engagement report. We gathered feedback in various areas aligned to LCAP, from **4,503 staff, parents, community, and students.**
 - LCAP survey responses from **45 parents/staff**
 - closed April 11, data being analyzed

Report on LCAP Engagement

English Language Learner Review:

1. Incorporated focus group notes from 4 schools, involving 30 parents, 25 teachers, 10 other staff (counselors, principals, TSAs), and 20 students.
2. A comprehensive oral report of findings from a review of 12 schools and a systemic review of OUSD structures and procedures will be presented to the **Board in June**
3. Comprehensive written report will be available in **September**

LCAP – Actions, Services and Expenditures to Match 8 State Priorities

Student Outcomes

- Achievement – Smarter Balanced Assessment (SBAC), API, Advanced Placement Rate, A-G Rate
- Other student outcomes – other subjects

Engagement

- Parent Involvement – input in decision making, participation in programs
- Student Engagement – attendance, graduation and dropout rates (middle and high school), foster youth (coordination of services)
- School Climate – suspension and expulsion (Expelled students – coordination of instruction)

Conditions

- Common Core State Standards, Next Generation Science Standards
- Course Access – broad course of study (linked learning, electives)
- Basic Education – High Quality Instruction, materials, facilities, technology

Findings

A. Synthesis of Input by Groups

- a. All-City Council
- b. Strategic meetings with Foster Youth representatives
- c. Strategic plan engagements for the Students with Disabilities plan and the English Language Learners review
- d. Themes by subgroup (Low-Income, English Language Learners, Foster Youth, Students with Disabilities, African American, Latino) from Parents and Community and Staff

B. Crosscutting Themes

LCAP – Town Hall Meetings

Advancing Learning and Achievement

Participants in Town Hall Meetings were asked to weigh in on what was needed to advance learning and achievement for Low-Income, English Language Learners, Foster Youth, Students with Disabilities, African American, and Latino students. In each subgroup we:

- 1. Shared data for each population*
- 2. Shared current supports available*
- 3. Asked participants to respond to a set of questions aligned to the eight priorities to determine priority investments*

Overarching Feedback from Students, Parents and Community

Student Outcomes

Achievement (SBAC, API, AP, A-G)

Other student outcomes

- Increase the percentage of students who graduate College, Career and Community ready
- Promote high levels of bilingualism and biliteracy for all students. High levels of attainment that build on students' home cultures and languages
- Increase opportunities for students to showcase learning in authentic ways. Expand enrichment activities such as spelling bee in Spanish.
- Improve reading and literacy levels in English and home languages
- Make Learning relevant to students' lives. Enhance and expand internships, work-based experiences, electives, A-G courses, Advanced Placement courses

Engagement

Parent involvement

Student Engagement

School Climate

- Start family literacy/ parent education sessions early on content that addresses Common Core State Standards, A-G graduation requirements, career pathways, understanding assessments, and issues/concerns of families of English Language Learners, Foster Youth, Students with Disabilities, African American and Latino students
- Improve parent-school communication through use of technology and parent-teacher academic teams/conferences
- Implement more rituals and routines help parents and students feel welcomed at school
- Increase Bilingual Staff, translation as well as parent liaisons and parent resources in schools

Conditions

CCSS, NGSS

Course Access

Basic education (high quality instruction, materials, facilities, technology)

- Offer smaller class sizes and extended learning time
- Deepen investment in the Full Service Community School model
- Provide professional learning opportunities to build culturally-competent staff and competence in reading, Common Core State Standards, Advanced Placement and A-G instruction.
- Increase the number of bilingual teachers and staff as well as access to translation
- Recruit teachers, staff and leadership that reflect the subgroups and are responsive.
- Provide more culturally relevant materials, resources and technology in schools to support interventions specific to the subgroup
- Focus on Social emotional learning and ensure social safety and physical safety
- Increase the quality of facilities and the functionality of systems

Overarching Feedback from Staff

Student Outcomes

Achievement (SBAC, API, AP, A-G)

Other student outcomes

- Increase access to high quality core curriculum, pathways, A-G, and Advanced Placement
- Nurture a love of reading and accelerated reading gains for all students (Low-income, English Language Learners, foster youth, Students with Disabilities, African American and Latino students)
- Enrich academic engagement and discussion. Add electives and ensure A-G
- Create strong bilingual programs for all students. Increase bilingual maintenance and Dual Language programs.
- Add targeted resources to support Foster Youth
- Invest in Social Emotional Learning

Engagement

Parent involvement

Student Engagement

School Climate

- Build relationships with students and parents. Invest in family liaisons/coordinators.
- Improve class and school cultures and invest in proactive approaches to bullying, attendance, behavior, student trauma, suspension
- Focus family engagement on college and career readiness, financial aide, supporting your student at home, attendance
- Strengthen communication for families to include translations
- Support schools to address student trauma and implement restorative practices

Conditions

CCSS, NGSS

Course Access

Basic education (high quality instruction, materials, facilities, technology)

- Ensure Equity in high quality and culturally relevant instructional materials and curriculum (technology, books, and bilingual materials)
- Create smaller class sizes
- Hire High quality teachers that reflect and are responsive to the subgroups. Place a foster youth point person in each school.
- Hire Bilingual teachers, staff and leaders
- Provide professional learning on Common Core State Standards, culturally relevant practices, literacy, English language development, foster youth, student with disabilities, etc.
- Provide more and diverse resources to meet student needs such as Manhood courses, classroom libraries, mental health

Student Outcomes – Cross Cutting Themes

- High quality **college ready continuum**, Common Core State Standards aligned curriculum and instruction, A-G, and Advanced Placement
- **Career ready pathways**, internships and work-based experiences
- Accelerated **reading gains for all subgroups** of students (Low-Income, English Language Learners, foster youth, Students with Disabilities, Latino and African American)
- Enriched academic engagement, **electives** and ensure A-G
- Strong **bilingual programs** for all students. Increase bilingual maintenance and Dual Language programs.
- Investment in **Social Emotional Learning**

Engagement – Cross-Cutting Themes

- Start **family education** sessions early on content that addresses Common Core State Standards, A-G graduation requirements, career pathways, financial aide, child development, understanding assessments, and issues/concerns of families of English Language Learners, Foster Youth, Students with Disabilities, Latino and African American students
- Build relationships with **students and parents** and support their **engagement and participation**. Invest in family liaisons/coordinators.
- Improve parent-school/district **communication** through the use of technology, translation and parent-teacher academic teams/conferences
- Provide **Bilingual staff**, translation as well as parent resources
- Improve class and school cultures and invest in **proactive approaches** to bullying, attendance, behavior, student trauma, suspension
- Implement **restorative practices** and create **supportive school cultures**

Conditions – Cross-Cutting Themes

- **Full Service Community Schools**
- **Smaller class size**
- **Strategic supports** for students such as Manhood courses, classroom libraries, mental health, literacy specialists, foster youth point person
- **Extended day** for planning, interventions and enrichment
- Equity in **high quality and culturally relevant instructional materials and technology**
- High **quality teachers** who reflect the subgroups and are responsive
- **Bilingual teachers, staff and leaders**
- **Professional learning** on Common Core State Standards aligned curriculum and instruction, culturally relevant practices, literacy, English language development, foster youth, student with disabilities, etc.
- Social emotional **safety** and physical safety
- Increase the quality of **facilities** and the functionality of systems

Emerging Goals

1. Increase the number of high quality **Full Service Community Schools** by:
 - ensuring **basic services**;
 - providing **supplemental funds** and resources for targeted subgroups;
 - **concentrating additional funds** and resources in schools impacted by **environmental factors** such as violence; and
 - providing **Tiered (I,II, III) Supports and Interventions**
2. Allocate additional resources to increase **smaller class sizes in TK-3**
3. **Extend teacher work day to 7.5 hours** for teacher driven collaboration and planning to support Common Core State Standards implementation
4. Increase **strategic supports** for students such as Manhood courses, classroom libraries, mental health support, literacy specialists, foster youth point person, extended learning time for English language development in core academics

Emerging Goals

5. Equitably allocate **high quality and culturally relevant instructional materials and technology**
6. Recruit, hire and retain highly **quality teachers** who reflect the subgroups and are responsive by:
 - expanding the use of the **OUSD/OEA approved teacher evaluation pilots** to all schools over three years;
 - building and using a comprehensive **Human Resources data management system** to inform District investments;
 - developing a comprehensive strategy to attract **bilingual teachers, staff and leaders**;
 - designing and offering **professional learning** on Common Core State Standards aligned curriculum and instruction, culturally relevant practices, literacy, English language development aligned to core subject matter, social emotional learning, foster youth, students with disabilities, Dual Language programs, etc.
7. Deploy additional security officers and invest in preventative strategies to increase social emotional **safety** and physical safety
8. Increase the quality of **facilities** and the functionality of systems

Emerging Goals

9. Invest in the implementation of high quality **college ready continuum** Common Core State Standards aligned instruction and curriculum, A-G, and Advanced Placement by:
- funding a **data warehouse** that will support information on student performance, attendance, suspensions, etc.
 - supporting **material adoptions** aligned to the **Common Core State Standards**
 - submitting courses for **A-G** approval and building staff capacity and student supports
 - increasing the number and quality of **Advanced Placement** courses in high schools
 - **monitoring** enrollment and success patterns by subgroup
 - expanding **early warning/early intervention supports** to increase high school graduation
 - studying the performance gaps of **Foster Youth** and **pilot innovative strategies** to address their needs
 - investing in the strategic recommendations from the **Special Education Strategic Plan** and the **ELL Review**

Emerging Goals

10. Increase **career ready pathways**, internships and work-based experiences by:
- establishing an **8-Period and/or Block schedule** in high school
 - enhancing **career academies**
 - building **teacher and leadership capacity** to deliver integrated/interactive and engaging pathway aligned curriculum
 - aligning resources to support the school site structures and staffing for **academy development, advising and delivery**
 - establishing structures and processes to more effectively support the development of **industry partnerships**
 - securing new fiscal, human and institutional resources to expand and establish **wall-to-wall career pathways** in each high school

Emerging Goals

11. Accelerate **reading gains for all subgroups** of students (Low-income, English Language Learners, foster youth, Students with Disabilities, Latino and African American) by increasing the quantity and quality of reading interventions as well as investment in classroom libraries and blended learning.
12. Invest in **Social Emotional Learning**
13. Invest in the implementation of the **Middle School Plan** by
 - funding **electives**
 - funding strategic support courses to increase reading levels and **support the new middle school math sequence**
 - enriching academic engagement and blended learning
14. Increase **bilingual maintenance and Dual Language programs** by
 - growing a network of Dual Language schools
 - securing **materials and assessments** in the target languages
 - creating a **Dual Language middle school**

Emerging Goals

15. Implement the **Board Policy on School Governance** by:
- establishing representative **school governance teams**
 - building the capacity of teams to engage, plan and make decisions in alignment to the OUSD LCAP
16. Increase the quality and quantity of **family education** offerings by designing and creating a comprehensive curriculum for parents that is built to address at elementary, middle and high school relevant content that addresses Common Core State Standards, A-G graduation requirements, career pathways, financial aide, child development, understanding assessments, and concerns of families of English Language Learners, Foster Youth, Students with Disabilities, Latino and African American students
- Community Schools, Thriving Students*

Emerging Goals

17. Invest in the establishment and development of **College/Career Parent Ambassadors** at each school.
18. Improve class and school cultures and invest in **proactive approaches** to bullying, attendance, behavior, student trauma, suspension
19. Increase funding to support implementation of **restorative practices** and fund the work of the **VRP office** to increase school transformations toward **supportive school cultures**

Management and Tracking

- **LCAP Advisory:** Informs the design and implementation of the LCAP, and is composed of representatives from stakeholder groups.
- **District Stakeholder Engagement Steering Committee:** Oversees and manages the implementation of the LCAP/SQIS engagement plan, and is made up of district department leads and staff.
- **LCAP/School Quality Improvement System Engagement Work Plan:** This plan will guide and track monthly progress on stakeholder communications and engagement strategies.
- **Feedback Collection & Integration System:** System will guide district staff to collect and synthesize stakeholder feedback, and use this data to make improvements to LCAP.

Thank You!

Appendix

- All-City Council Feedback Summary
- Aligning District Balanced Scorecard & LCAP Priorities – Parent & Community Feedback
- Aligning District Balanced Scorecard & LCAP Priorities – Staff Feedback
- Low-Income – Parent & Community Feedback Summary
- Low-Income - Staff Feedback Summary
- English Language Learners– Parent & Community Feedback Summary
- English Language Learners - Staff Feedback Summary
- Foster Youth – Parent & Community Feedback Summary
- Foster Youth - Staff Feedback Summary
- Students with Disabilities – Parent & Community Feedback Summary
- Students with Disabilities - Staff Feedback Summary
- African American – Parent & Community Feedback Summary
- African American - Staff Feedback Summary
- Latino – Parent & Community Feedback Summary
- Latino - Staff Feedback Summary

All-City Council Feedback Summary

- Inclusive/school culture where students build a sense of identity and belonging
- Teachers who understand students' specific needs and can move students academically
- Systems of support
 - Mentors/advisors
 - Counselors/case managers
 - Academic Advising
- Access to Internships
 - Navigating/experiencing the world

Aligning District Balanced Scorecard & LCAP Priorities

PARENTS & COMMUNITY FEEDBACK (from Balanced Scorecard Workshop at LCAP Town Hall Events):

- **Family Engagement / Parent Participation** is a top priority outcome supporting student achievement.
- **Smaller Class Size**, especially in grades K-3, is a critical condition for teaching and learning, and for developing stronger teacher-parent relationships.
- **College & Career Readiness** and **Course Access**, as measured by A-G course completion and participation in “Linked Learning” career academies in high school. Also access to electives and enrichment -- music, arts, science, PE, all school levels for all students.
- **Teacher Growth and Retention**
- **Social and Emotional Supports** for students, especially mental health and trauma counseling.
- **Safety** (physical and social/emotional) is important for the thriving students and a necessary condition for learning.

Aligning District Balanced Scorecard & LCAP Priorities

SCHOOL STAFF FEEDBACK (from Balanced Scorecard Workshop at LCAP Town Hall Events):

- **Course Access** to A-G and Linked Learning Pathways at high school, and to music, arts, science/STEM, robotics, creative writing, gardening/outdoor learning, and enrichment at all school levels for all students. Also, extracurricular activities and learning after school.
- **Teacher Growth & Retention**, including time and structures for collaboration, planning, preparation, and professional development, and to learn new Common Core State Standards aligned curriculum and new ways to teach it.
- **Facilities in Good Repair** and aesthetically pleasing – gardens, green areas, recreational space.
- **Social and Emotional Learning and Supports** for students, including SEL curriculum implementation and counseling/trauma supports.
- **Safety** (physical and social/emotional) is important for thriving students and a necessary condition for learning.

Low Income- Parents and Community Feedback Summary

Student Outcomes

Achievement (SBAC, API, AP, A-G)
Other student outcomes

- Early Literacy – college ready reading target for all students
- College and career readiness supports and core courses

Engagement

Parent involvement
Student Engagement
School Climate

- Create and provide meaningful parent involvement opportunities related to literacy efforts
 - Parent literacy support
 - Best practices and strategies to support their children in school
 - Importance of testing and explanation of results
- Curriculum that supports student enrichment and offers multiple chances to engage in the arts, sports, etc.

Conditions

CCSS, NGSS
Course Access
Basic education (high quality instruction, materials, facilities, technology)

- Smaller class sizes in order to maximize student learning
- High quality teachers and high quality instruction
- Access to literacy resources and materials
- Create school environments that promote learning is fun and the importance of beginning literacy
- More technology, library materials, classroom libraries and mental health support
- Extended school day for interventions

Low Income- Staff Feedback Summary

Student Outcomes

Achievement (SBAC, API, AP, A-G)

Other student outcomes

- Increase the % of students reading at college and career ready levels
- Increase academic discussion in the classroom
- Provide students with more intervention, Advanced Placement courses and career pathways
- Provide teachers with paid professional development release time to network and learn from other schools

Engagement

Parent involvement

Student Engagement

School Climate

- Create and provide meaningful parent, student, and community engagement opportunities
- Develop a more effective system of home to school communication
- Communicate student behavior, student attendance and student academic progress
- Keep parents informed and engaged about Common Core State Standards, student attendance, behavior, and school safety
- Incorporate technology
- Engage students in information related to college and career readiness
- College fairs

Conditions

CCSS, NGSS

Course Access

Basic education (high quality instruction, materials, facilities, technology)

- Smaller class sizes to maximize student learning
- Equitable access to literacy resources and materials to include technology
- Implement best practices in literacy across grade spans that will generate positive outcomes for students
- Provide students with more course pathways options
- Develop a cohesive district professional development plan
- Create culturally competent district and schools that are welcoming for families and develop a sense of belonging for students
- Share responsibility and build capacity to implement restorative practices -RJ and PBIS

English Language Learners -Parents and Community Feedback Summary

Student Outcomes

Achievement (SBAC, API, AP, A-G)

Other student outcomes

- Promotion of high levels of bilingualism and biliteracy for all students
- Monitor and support increased reclassification rates of ELLs
- Cultivate students who love reading in any language
- Integrate English language development in core instruction, A-G courses, career pathways and Advanced Placement courses

Engagement

Parent involvement

Student Engagement

School Climate

- Build inclusive, affirming school climate that values linguistic diversity and bilingualism and promotes efficacy and belonging for ELLs and their families
- Bilingual common core report cards, CSSSP materials, assessments, communication materials, etc.
- Expand translation/interpretation capacity and develop plan to fully implement Board Policy
- Family education including literacy/ESL, home-school connection on topics such as reclassification, instructional shifts, academic discussion and support in home language.
- Better communication between teachers and parents on how students are performing for example explain reading results

Conditions

CCSS, NGSS

Course Access

Basic education (high quality instruction, materials, facilities, technology)

- Clarification of OUSD programs, procedures and accountabilities for education of English Language Learners
- Professional development for teachers on culturally and linguistically relevant and responsive instruction
- More access to technology, books and materials in the home languages
- Hire bilingual front office staff, teachers and leaders
- Have dedicate staff in Special Education who can support English Language Learners

English Language Learners – Staff Feedback Summary

Student Outcomes

Achievement (SBAC, API, AP, A-G)

Other student outcomes

- Promotion of high levels of bilingualism and biliteracy for all students
- Access to A-G and career pathways for all ELLs (newcomers & LTELs)

Engagement

Parent involvement

Student Engagement

School Climate

- Family engagements that provide guidance on how to support students at home in English and the home language
- Need for Social Emotional Learning support and supportive climate for newcomers
- Bilingual family liaisons and coordinators
- Provide ESL & GED classes for parents

Conditions

CCSS, NGSS

Course Access

Basic education (high quality instruction, materials, facilities, technology)

- Professional learning to support English Language Learners in the content areas
- Communication materials, curriculum, books, and assessments available in languages of instruction and in home languages of students
- Support Dual Language programs with materials and reading assessments

Foster Youth-Parents and Community Feedback Summary

Student Outcomes

Achievement (SBAC, API, AP, A-G)

Other student outcomes

- Analyze performance data for Elementary foster youth
- Additional credit recovery options
- Increase opportunities for engagement in pathway programs, internships, and paid work based experiences
- Decrease the gap in attendance, grades and graduation rates between foster youth and other student groups

Engagement

Parent involvement

Student Engagement

School Climate

- Build strong school cultures that welcome foster children and celebrate their progress
- Support and engagement of foster parents

Conditions

CCSS, NGSS

Course Access

Basic education (high quality instruction, materials, facilities, technology)

- Increase support staff dedicated to foster youth in Special Education, Academic Counseling and Central Office
- Increase participation in afterschool programs
- Train staff on issues affecting rights and services for foster youth
- Improve assessment of foster youth's needs and increase progress monitoring

Foster Youth – Staff Feedback Summary

Student Outcomes

Achievement (SBAC, API, AP, A-G)

Other student outcomes

- Improved preparation & support for CAHSEE exam
- Increase graduation rate
- Improve attendance rates
- Improve identification of foster youth

Engagement

Parent involvement

Student Engagement

School Climate

- MOU with Child Welfare to share data and track foster youth experiences

Conditions

CCSS, NGSS

Course Access

Basic education (high quality instruction, materials, facilities, technology)

- Designate point person at school sites to work with Foster Youth.
- Additional case managers and support for Foster Youth
- Coordination with mental health services
- Improve special education enrollment process
- Transcript analysis for all Foster Youth students coming into the district
- Increase knowledge of Foster Youth in schools to include who they are and important supports/services

Students with Disabilities-Parents and Community Feedback Summary

Student Outcomes

Achievement (SBAC, API, AP, A-G)

Other student outcomes

- Increased attention and support for students with disabilities to attain high levels of literacy
- High expectations for students with disability to become college, career and community ready, with access to linked learning pathways and A-G courses

Engagement

Parent involvement

Student Engagement

School Climate

- With centralized support, improved site based family engagement in: communications, involving parents at school, home-school relationships, learning opportunities for parents, parent leadership and empowerment
- Develop school cultures that are welcoming and inviting to parents
- Awareness and engagement around students rights

Conditions

CCSS, NGSS

Course Access

Basic education (high quality instruction, materials, facilities, technology)

- Full inclusion of students with disabilities in general education programs with adequate support
- Fully staff the schools and program with quality, effective staff; smaller classes and caseloads
- Expanded and improved behavior supports and mental health services
- Adequate facilities
- Supports SpEd students who are also English Language Learners

Students with Disabilities – Staff Feedback Summary

Student Outcomes

Achievement (SBAC, API, AP, A-G)

Other student outcomes

- Clear reading instruction strategy for students with disability, including the role and scalability of the Reading Clinic, professional learning for SPED teachers in Balanced Literacy, appropriate assessments, and instructional approaches for secondary non-readers
- Clear and focused instructional priorities with professional learning on implementation for both certificated and classified staff
- Access to Linked Learning pathways, A-G, and Common Core State Standards aligned curriculum (full integration)

Engagement

Parent involvement

Student Engagement

School Climate

- With centralized support, improved site based family engagement in: communications, involving parents at school, home-school relationships, learning opportunities for parents, parent leadership and empowerment
- Adequate staffing, resources and training to implement alternatives to suspension and address chronic absence

Conditions

CCSS, NGSS

Course Access

Basic education (high quality instruction, materials, facilities, technology)

- Fully and timely staffed schools and programs with quality, effective staff; smaller classes and caseloads; high school resource teachers are qualified in subject areas; mental health services
- SPED ↔ General Education coordination and alignment including effective Response to Intervention (RTI) across continuum for all students
- High quality facilities with functionality aligned to program

African American- Parents and Community Feedback Summary

Student Outcomes

Achievement (SBAC, API, AP, A-G)

Other student outcomes

- Engage students in high-quality academies that create pathways to college and careers
- Share the importance of the “assessments” with parents and students and ways to improve in literacy.
- Teacher trainings that builds their cultural competency and relevancy so students can relate school to their future.
- Offer more Manhood Development Program classes to African American Male (AAM) students

Engagement

Parent involvement

Student Engagement

School Climate

- Build intentional relationships and trust between schools and families
- Create a welcoming environment for families so school staff gets to know them better.
- Better communication between teachers and parents on how students are performing.
- More positive interactions where teachers are asset-based and communicate what students are doing well.
- More parent workshops that cover the academic structures (SRI, A-G)

Conditions

CCSS, NGSS

Course Access

Basic education (high quality instruction, materials, facilities, technology)

- 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
- Monitor and support increased reclassification rates of Special Ed students
- There needs to be equity among the students and the schools that have access to A-G courses, AP classes and career academies.

African American – Staff Feedback Summary

Student Outcomes

Achievement (SBAC, API, AP, A-G)

Other student outcomes

- Make sure parents and students understand their assessment scores
- We need to start at the lower grades to make sure students are on or above grade level each year and don't fall too far behind, it's hard to catch up.
- We need to have higher expectation with all our students and provide challenging and rigorous coursework to them.
- Offer more Manhood Development Program classes to AAM students

Engagement

Parent involvement

Student Engagement

School Climate

- Build individualized relationships with students and families to improve attendance, parent engagement and student outcomes
- Family engagements that provide guidance on how to support students at home
- Implementing relevant curriculum with a student-centered approach so the subject matter is more engaging.

Conditions

CCSS, NGSS

Course Access

Basic education (high quality instruction, materials, facilities, technology)

- Provide teachers ongoing professional development to build relationships with students and develop their cultural competencies
- We need more security officers at school so there is more safety especially when outsiders come on campus.
- Make sure all students take the A-G classes and have access to AP classes and academy pathways.
- Increase technology, books and the essentials to educate our students. Allocate using equity frame

Latino - Parents and Community Feedback Summary

Student Outcomes

Achievement (SBAC, API, AP, A-G)

Other student outcomes

- Increase academic success of Latino students and provide more access to effective programs and Advanced Placement courses
- Bilingual/ Biliterate students ready for college
- Offer core academic and Advanced Placement courses in Spanish
- Increase time for English and language development in secondary. Longer school day.

Engagement

Parent involvement

Student Engagement

School Climate

- Culturally-relevant and Bilingual Family Engagement
- Parent engagement and communication on literacy, Biliteracy Practices, English language development and academic engagement
- Bilingual/Biliteracy Classrooms/Schools
- Engagement of parents and students in college-going culture and practices early on. Link Learning promoted in Middle School. College field trips, financial aide, A-G, pathways information in elementary and at every level.
- A-G Communication and Reclassification rates
- High expectations for Latino students!

Conditions

CCSS, NGSS

Course Access

Basic education (high quality instruction, materials, facilities, technology)

- Increase access and engage more Latinos in A-G, AP , Ethnic studies, and career pathways
- Safety and cultural/social/emotional supports
- Access to high quality programs, facilities, and technology
- Latino staff at every level
- Increase school day for intervention, enrichment and English learning
- Increase safety and decrease bullying
- Professional development to build cross-cultural competency

Latino – Staff Feedback Summary

Student Outcomes

Achievement (SBAC, API, AP, A-G)

Other student outcomes

- Bilingualism and Biliteracy to increase academic achievement and advance placement
- Higher graduation rates for Latino students and increased college going expectations and preparation
- College and career preparation and advisement

Engagement

Parent involvement

Student Engagement

School Climate

- Bilingual schools
- Safe and welcoming school environment that decreases bullying
- Informational nights in SSC (e.g. reading/math strategies) to connect to a broader world outside of their neighborhood
- Communication and partnerships between schools/teachers and families to support students

Conditions

CCSS, NGSS

Course Access

Basic education (high quality instruction, materials, facilities, technology)

- Bilingual Staff and Administration as well as Literacy Intervention Specialists
- Professional development to build school staff cultural competency and capacity to support students to high expectations and accomplishment
- Resources, including bilingual/multilingual materials, and tech-based programs
- CCSS curriculum needs to be culturally relevant, and relevant to student experience
- Need for teachers to communicate student learning and progress to parents
- Need for more teachers and staff of color who reflect the students we serve

LCAP Ad Hoc Advisory Input

Local Control Accountability Plan (LCAP) Advisory Input from 4-29-2014 that informed proposed LCAP actions

Quality Full Service Community Schools in Every Neighborhood: Family Engagement

Input informed items such as:

- Increase the quality and quantity of family education & engagement offerings by designing and creating a comprehensive curriculum for parents that is built to address at elementary, middle, and high school relevant content that addresses Common Core State Standards, A-G graduation requirements, career pathways, financial aid, child development, understanding assessments, and concerns of families of English Language Learners, Foster Youth, Students with Disabilities, Latino and African American students
- Invest in the establishment and development of College/Career Parent Ambassadors & Leaders
- Implement Academic Parent Teacher Teams (APTT)
- Develop an Infrastructure for Parent Volunteers
- Provide African American Families with monthly culturally engaging and supportive leadership and engagement experiences. Hire Parent ambassadors at identified sites
- Develop methods and materials to communicate with multilingual families, information about OUSD programs, procedures and accountabilities for the education of English Language Learners (ELLs)

Table Group	Input
AFRICAN AMERICAN MALES & STUDENTS WITH DISABILITY	Assessment (tool) of the needs of different families and how to engage them.
AFRICAN AMERICAN MALES & STUDENTS WITH DISABILITY	Parent trainings about the reason for the test and testing to better understand the scores.
ENGLISH LEARNERS	Explain to the parents what Common Core is. Expectations of Common Core.
ENGLISH LEARNERS	Technical support and parent workshops.
ENGLISH LEARNERS	Get volunteers to recruit other parents.
ENGLISH LEARNERS	School needs better communication with parents. Provide updates and timely information. Listen to parents concerns. Transparency.
ENGLISH LEARNERS	Have English Learner kids reading by the third grade. There isn't enough tools or information out there for kinder students and parent to help with the transition.
ENGLISH LEARNERS	Good schools means good students. Educational workshops. Parent/student workshops. Social and Emotional Learning trainings. Nutrition workshop.
ENGLISH LEARNERS	Support parents to participate in ELAC (school English Language Advisory Committee) and DELAC (District English Language Advisory Committee)
ENGLISH LEARNERS	Advanced English Learners/reclassified, to teach ADULT Education parents English as a Second Language classes
ENGLISH LEARNERS	Develop strong parent committee-->invest in DELAC (District English Language Advisory Committee)

ENGLISH LEARNERS	Parents must understand they must be involved-->make it required, not volunteer basis. (i.e., mandatory parent hours)
ENGLISH LEARNERS	Create more family engagement. Positions-for parent to parent outreach, involvement. Parent liaison for each school (must be parent) a) full time parent ambassador.
ENGLISH LEARNERS	B)self-generalizing parent organizations.
ENGLISH LEARNERS	Parents need to be more informed re: what it means to be reclassified, English Learner Advisory Committee (ELAC) involvement help.
ENGLISH LEARNERS	Support parents to help support their children-ex: Common Core State Standards, teacher worked directly with parents.
ENGLISH LEARNERS	Scholastic Reading Inventory (SRI) reading scores low for English Learners. Text messages between teachers and parents.
ENGLISH LEARNERS	Photo of student doing something good and send to parent.
ENGLISH LEARNERS	More adults present on campus. Train parent and adult volunteers to serve as culture keepers. Civic engagement
LATINOS & STUDENTS WITH DISABILITY	Engage students, teachers, and families in what you would do with EL-welcome class and school. Parent involvement.
LATINOS & STUDENTS WITH DISABILITY	Family education including literacy/English as a Second Language, name school connection on topics such as reclassification.
LATINOS & STUDENTS WITH DISABILITY	Family communication.
LATINOS & STUDENTS WITH DISABILITY	Connecting with parents

Quality Teaching and Learning in every classroom for every child: STUDENT SUPPORTS - Academic Intervention

Input informed items such as:

- Implement a comprehensive early-warning/tired intervention system of supports
- Connect all foster youth with school site Coordination of Services teams for direct support at school sites for tiered intervention.
- Build capacity to lead data-driven cycles focused on 9th grade college and career plans
- Increase extended learning opportunities before and after school as well as during the summer.
- For Foster Youth(FY), partner with after school programs to ensure priority placements for FY in after school programs.

Table Group	Input
ENGLISH LEARNERS	After school programs help students with school work, not just babysitting, program focused on learning.
ENGLISH LEARNERS	Strong team to support intervention at the school-SEED. Pull out or small school intervention
ENGLISH LEARNERS	Monitor student progress.
ENGLISH LEARNERS	Instructional Assistants provide extra support.
FOSTER YOUTH	504 support/district provide review of correct determination. (Section 504 is a part of the federal Rehabilitation Act of 1973 that

	prohibits discrimination based upon disability.)
FOSTER YOUTH	Provide 7 periods (additional) time to focus on foster youth.
FOSTER YOUTH	Student Success Team SB65 coordinator, liaison to community based resources for schools. (SB65: California state law for Dropout Prevention and Recovery Programs that increase a school's holding power.)
FOSTER YOUTH	Additional central support for foster youth
FOSTER YOUTH	Data on students
FOSTER YOUTH	Specific leadership responsibilities (focused) Identification inconsistent – demonstrate skills , portfolio
LATINOS & STUDENTS WITH DISABILITY	Include more latinos in before and afterschool interventions.

Quality Full Service Community Schools in Every Neighborhood: STUDENT SUPPORTS - Meeting Needs of Whole Child

Input informed items such as:

- Develop point people at school sites who are trained on FY issues, more staff to work with transitional students & families unit, referrals to community based organizations who work with FY
- Create database of community partners at all sites to increase awareness of services provided to schools. Develop resource sharing and awareness campaign to share information available.
- Increase case management support of students referred to Disciplinary Hearing Panel (DHP) and/or School Attendance Review Board (SARB)

Table Group	Input
ENGLISH LEARNERS	Therapist, psychologist for students living with trauma.
ENGLISH LEARNERS	Resource guide (community)
FOSTER YOUTH	Work with community groups to provide foster youth with additional support.
FOSTER YOUTH	Define the triggers that generates more support. Increase level of case management support. Number of placements, attendance, grade/academic, suspensions and Student Success Team,\.
FOSTER YOUTH	Provide additional support to foster youth on common pathways not just providing opportunities.
FOSTER YOUTH	Additional central support for foster youth programs and school support, connect to outside agencies and work with sites who need coaching and training.

Quality Teaching and Learning in every classroom for every child: Linked Learning Pathways

Input informed items such as:

- Provide work-based learning experiences/internships

- Support all high schools to fully transition to Linked Learning approach, and to have all students enrolled in high quality integrated college/career pathways.
- Development of blueprints for expanded college/career pathways at 4 focal high schools
- Remove barriers for all English Language Learners (newcomers & Long Term English Language Learners) to access of A-G and career pathways
(“A-G” refers to the courses required to be completed entering freshmen by the University of California (UC) and California State University (CSU).)

Table Group	Input
AFRICAN AMERICAN MALES & STUDENTS WITH DISABILITY	Expand the variety of pathways and academies on high school campuses.
AFRICAN AMERICAN MALES & STUDENTS WITH DISABILITY	Development Leadership: Paid internships like JUMA (a community based organization)
LATINOS & STUDENTS WITH DISABILITY	Rely on specialist and experts from each focus around the community.
LATINOS & STUDENTS WITH DISABILITY	Connect 12th grade with community college
LATINOS & STUDENTS WITH DISABILITY	create “teacher academies” for high school kids to increase Oakland students to consider teaching as a profession.
LATINOS & STUDENTS WITH DISABILITY	While in high school give English Learner students the tools needed to transition from secondary to college. They need a smooth transition... Help with transfer of documents to higher education.
LATINOS & STUDENTS WITH DISABILITY	Apprenticeships

Quality Teaching and Learning in every classroom for every child: Culturally and Linguistically Relevant instruction and Culturally Competent Teachers and Staff

Input informed items such as:

- Build capacity and cultural competency of adults to support increased youth leadership and stronger youth/adult partnerships.
- Engage teachers in professional learning on culturally relevant instruction and strategies to build on the language resources students bring.
- Implement Developmentally and Culturally Responsive Framework with Transitional Kindergarten-Grade 1 Teachers
- Leverage home language, cultural assets and prior knowledge
- Develop on-line resources, Professional Development modules, and video-library to support teacher access to culturally and linguistically relevant and responsive strategies.

Table Group	Input
AFRICAN AMERICAN MALES & STUDENTS WITH DISABILITY	Provide culturally competency professional development. What this looks like: Trainings and student feedback/evaluations. School-wide teams and committees that lead the 9th grade seminars and common core curriculum.
ENGLISH LEARNERS	Cultural competency across all of the cultures and languages. Make

	sure teachers have adequate training to work with our students for academic.
LATINOS & STUDENTS WITH DISABILITY	All teachers should go through a “cultural competency”.
LATINOS & STUDENTS WITH DISABILITY	For teachers who freak out working with our urban blend of rowdy kids. Improve adult contacts for kids, better advisor, guides or as a friend.
LATINOS & STUDENTS WITH DISABILITY	All demographic target areas should be represented by people with those experiences and qualities.
LATINOS & STUDENTS WITH DISABILITY	Multi-cultural, multi-lingual representatives involved in organizing and implementing the LCAP program.

Quality Teaching and Learning in every classroom for every child: Bilingualism - Billiteracy

Input informed items such as:

- Create strong PK-12 Dual Language/bilingual programs for all students. Increase bilingual maintenance and Dual Language programs.
- Recognize and celebrate bilingual/biliterate competencies
- Increase number of bilingual staff

Table Group	Input
ENGLISH LEARNERS	Spanish in Middle School for all English speakers- don't wait till high school. Communication- Southern California not separate by language.
ENGLISH LEARNERS	Hire bilingual teachers --> create university pipeline to re-institute our classrooms. Provide English Language Development 1-English Language Development 5 courses alongside oral immersion programs (in every school). Recruit students.
LATINOS & STUDENTS WITH DISABILITY	Provide instruction in a second language.
LATINOS & STUDENTS WITH DISABILITY	Develop a focused effort to recruit underrepresented minorities such as bilingual and Latino teachers.

Quality Teaching and Learning in every classroom for every child: Recruitment and Retention of Qualified & Diverse Teachers and Staff

Input informed items such as:

- Implement active recruitment, development, and retention strategies
- Expand programs to recruit local, diverse talent pool of teachers
- Invest in the Teach Tomorrow Oakland program to recruit local, non-traditional candidates of color to Oakland classrooms

Table Group	Input
ENGLISH LEARNERS	Quality of substitute teachers.
ENGLISH LEARNERS	Attract teachers by raising salaries to be competitive with surrounding districts.
LATINOS & STUDENTS WITH	Develop a focused effort to recruit underrepresented minorities such

DISABILITY	as bilingual and Latino teachers.
LATINOS & STUDENTS WITH DISABILITY	Improve diversity of Human Resources Department to include Latinos.

Quality Teaching and Learning in every classroom for every child: Professional Learning for Teachers and Staff

Input informed items such as:

- Expand time and support for teacher driven planning, preparation, and professional collaboration focused on improving instructional quality aligned to the Common Core State Standards.
- Professional Learning for teachers, teacher leaders, and administrators to build capacity around curriculum planning, instructional practices and assessments
- Professional development for all teachers around thematic-based teaching
- Create Professional Development / Professional Learning Communities modules on formative assessment practices; use to develop teacher capacity

Table Group	Input
ENGLISH LEARNERS	Teachers need Professional Development and Coaching.
LATINOS & STUDENTS WITH DISABILITY	Professional Learning Communities and Professional Development for teachers
FOSTER YOUTH	Make teacher time in Professional Learning Communities protected time
LATINOS & STUDENTS WITH DISABILITY	Opportunities for teachers to develop in a second language.

Lower Frequency Topics

Table Group	Input
AFRICAN AMERICAN MALES & STUDENTS WITH DISABILITY	Better engagement time with teachers and students. More 1 on 1 time to figure out what's going on at home with the student.
AFRICAN AMERICAN MALES & STUDENTS WITH DISABILITY	Offer more manhood development classes that include more African American male students in different grades.
ENGLISH LEARNERS	Elmhurst Community Prep - first year that Latino and African American brought together
ENGLISH LEARNERS	School needs to upgrade technologies for the new test.
ENGLISH LEARNERS	Class size reduction.
ENGLISH LEARNERS	More interesting classes and interactions.
FOSTER YOUTH	Keep a log of parents and identify adults who support foster youth.
LATINOS & STUDENTS WITH DISABILITY	Commonly most form advisory groups for each of the target demographic groups, not just more outside specialist, experts, and clip board people.

LATINOS & STUDENTS WITH DISABILITY	Small class rooms in high school...Reduce class size for special ed. For general education, size does not matter, it's the quality of instruction.
LATINOS & STUDENTS WITH DISABILITY	Improve presence of Latinos in superintendent cabinet.
LATINOS & STUDENTS WITH DISABILITY	Adding an extra day does not increase achievement.
LATINOS & STUDENTS WITH DISABILITY	team teach

**LCAP Ad
Hoc Advisory
Input, High
Level
Summary**

OUSD LCAP High Level Actions and Services

Extracted from DRAFT LCAP as of 5/20/2014

PART 3A

1	Developing Quality Schools: College/Career Readiness Expectations	OUSD LCAP goals	State priorities	Board priorities
		1	2, 4, 7	B.2
Increase access and success in career pathways for high school students				
<ul style="list-style-type: none">• Provide access to A-G courses in all core subjects• Provide career technical education courses that offer post secondary credit options• Provide work-based learning experiences/internships on an annual basis• Develop systems to monitor individual student progress towards high school graduation/college and career readiness• Design Career Technical Education courses that integrate with core content areas in designated pathways				
2	Developing Quality Schools: Differentiated Support Systems	OUSD LCAP goals	State priorities	Board priorities
		1, 2, 3, 4	2, 4, 5, 6, 7	B.1.3, B.3
Establish a comprehensive system to track student progress				
<ul style="list-style-type: none">• Implement system to monitor student progress in completing A-G college preparatory course requirements• Implement technology-based Early Warning & Intervention System (OnTrack CA)• Invest in staffing infrastructure for Data Governance• Invest in staffing infrastructure and technology for Data Warehouse & Data Reporting technology tool• Secure and implement Data Warehouse & Reporting system				
3	Building Professional Culture: College and Career Ready Expectations	OUSD LCAP goals	State priorities	Board priorities
		1, 2, 3, 4	1, 2, 4	A.1, B.1.2
Full Implementation of CCSS/NGSS				
<ul style="list-style-type: none">• All Prek-12 sites will implement three literacy-based CCSS/NGSS-aligned instructional shifts• Provide curriculum, instruction, and assessments that are fully aligned to the new standards.• Provide professional learning for teachers, teacher leaders, and administrators to build capacity around curriculum planning, instructional practices and assessments• Ensure access to books and materials for teaching new state standards• Provide culturally relevant and engaging reading materials to enhance student learning• Provide culturally relevant and engaging materials including books related to the social and historical experience of African Americans				
4	Developing Quality Schools: Differentiated Support Systems	OUSD LCAP goals	State priorities	Board priorities
		1, 2, 3, 4	2, 4	A.2, B.1.2
<ul style="list-style-type: none">• Expand the professional learning and planning time for teachers• Provide all-day Summer Learning Programs for students with academic and social needs.				

5	Building a Professional Culture; Differentiated Support Systems	OUSD LCAP goals	State priorities	Board priorities
		1, 2, 3, 4	1, 2, 3, 4, 5	A.2, B.1.2

Recruit, support and retain teachers that are culturally responsive and increase bilingual teachers in all home languages

- Merge New Teacher Support & Development with PAR to support the range of teachers from novice to veteran.
- Ensure BTSA services are available to clear the credential of all eligible teachers.
- Ensure adequate support to all new teachers with intern credentials including on-site mentors.
- Increase PAR services to improve the performance of permanent teachers
- Increase classroom management support for all new hires as well as teachers struggling to maintain a safe classroom environment for all students.
- Expand programs to recruit local, diverse talent pool of teachers
- Expand teacher residency programs to improve recruitment and retention of teachers in high need subject areas
- Grow teacher recognition programs to increase retention
- Develop career ladders and hybrid teaching roles to increase retention
- Improve National Board Certification support
- Increase number of bilingual staff (recruit/hire/retain)

6	Quality Teaching and Learning in every classroom for every child	OUSD LCAP goals	State priorities	Board priorities
		1,2, 3, 4, 5	2, 4, 5, 6, 7	A.2

Students with Disabilities

- Provide Common Core professional learning opportunities for mild/moderate Resource Specialists and Special Day Class teachers to ensure that all mild/moderate students have access to the Common Core curriculum and participate in all state and district academic testing.
- Reduce class size in Special Day Class counseling enriched classrooms
- Increase student opportunities for education in inclusion programs
- Provide counseling, pre-referral behavioral intervention strategies, consultation and Collaborative Proactive Solutions training by covering reductions in school contributions to funding of psychologist positions

7	Building Professional Culture: College and Career Ready Expectations	OUSD LCAP goals	State priorities	Board Priorities
		1,2, 3, 4, 5	1	A.3

Establish Educator Effectiveness Systems

- Expand implementation of improved teacher and leader evaluation systems
- Provide observer training and implementation support
- Align professional learning supports for teachers and leaders
- Utilize technology tools to support new processes

8	Developing Quality Schools: Student Supports	LCAP OUSD goals	State priorities	Board priorities
		1, 2, 3, 4	4	B.1.3

- Extended teaching and learning time with effective educators
- Increase the quality of teaching and learning in the early years (TK-3) by supporting a 24:1 classroom ratio
- Increase direct support for students in reading by adding strategic reading courses in secondary and push-in in elementary
- Increase the reading development supports in all schools and build strong reading cultures.

9	Developing Quality Schools; Differentiated Student Support Systems	OUSD LCAP goals	State priorities	Board Priorities
		1, 2, 3, 4, 5	4, 5, 6, 8	B.1.3, A.1

Increase Student Engagement in the Classroom by

a) Cultivating Social, Emotional Learning Skills alongside CCSS academic skill development

- Increase and embed SEL within professional learning provided for leaders and teachers across departments
- Implement Developmentally and Culturally Responsive Framework with TK-1 Teachers
- Provide Manhood Development Classes at schools to increase academic and social supports for identified African American Males

b) Ensuring welcoming, safe and healthy school climate,

- Strengthen SEL skills and competencies to increase ability to effectively build relationships and social awareness
- Increase highly skilled and capable staff that demonstrate SEL skills to support students, staff, and teacher development
- Facilitate enrollment for all new and returning students including: facilitate Options enrollment process; counsel families on programmatic choices at school sites; facilitate early literacy skills via book give-away
- Facilitate priority enrollment for all new and returning students including: homeless, migrant, refugee, foster care, juvenile justice, Programs for Exceptional Children;
- Provide curriculum on Anti-bullying supports at K-5, Commercially Sexually Exploited Children at 6-8, and LGBTQ at High School
- Provide Professional Development and coaching in Whole School + Peer Restorative Justice
- Maintain or establish a Site Wellness Council at 45 schools that are part of the Wellness Champion Program

c) Providing comprehensive student and family services at each school site,

- Develop and implement Pre-K-12 health education curriculum that includes, at minimum, nutrition, ATOD and family life/sexual health
- Create database of community partners at all sites to increase awareness of services provided to schools.
- Develop resource sharing and awareness campaign to share information available.
- Increase case management support of students referred to DHP and/or SARB
- Increase utilization of School-Based Health Centers by African-American and Latino males
- Provide Individualized Behavioral Support Coaching to schools
- Provide Universal Mental Health services including Crisis Response
- Increase number of students who have uninterrupted health coverage through the central family resource center.
- Increase utilization of School-Based Health Centers (SBHC), with special focus on connecting students at non-SBHCs sites with SBHCs

d) Implementing systems to track and intervene for students at risk.

- Regularly Review transcripts for all students with targeted coaching for every African American Male in grades 10-12. Provide college going curriculum specifically designed for African American Males
- Implement Coordination of Services Team Structures to support referrals for individual student needs
- Provide professional development and coaching for schools on Positive Behavior Intervention Supports in schools and classrooms

10	Developing Quality Schools: Family Engagement	OUSD LCAP goals	State priorities	Board Priorities
		6	3. 4	B.1.1

Increase Family & Student Engagement by Building Systemic, Dual Capacity Building Approach to Family Engagement that is Linked to Learning

- Increase the quality and quantity of family education & engagement offerings by designing and creating a comprehensive curriculum for parents that is built to address at elementary, middle, and high school relevant content that addresses Common Core State Standards, A-G graduation requirements, career pathways, financial aid, child development, understanding assessments, and concerns of families of English Language Learners, Foster Youth, Students with Disabilities, Latino and African American students
- Invest in the establishment and development of College/Career Parent Ambassadors & Leaders
- Provide African American Families with monthly culturally engaging and supportive leadership and engagement experiences. Hire Parent ambassadors at identified sites
- Implement Academic Parent Teacher Teams (APTT)
- Develop an Infrastructure for Parent Volunteers
- Implement MSE Standards to build Youth Engagement at Middle and High School Sites:
 - Engage student leadership in and create necessary structures for school governance
 - Work with schools to implement “making a-g real” student campaign”
 - Establish culturally based, gender based student led, adult supported clubs and programs (BSU, RSU, ASU, GSA, etc)
 - Increase student leadership training opportunities to engage non-traditional leaders as Youth Culture Drivers
 - Expand roles for students to be peer health educators, academic advisors and mentors, RJ circle keepers.
 - Build capacity and cultural competency of adults to support increased youth leadership and stronger youth/adult partnerships.
 -]Organize all trained student leaders to practice their leadership in the school day, and support MSE goals
 - Schedule Leadership class during school day as an A-G elective (recently approved by UC)
- Implement the Board Policy on School Governance by establishing representative school governance teams and building the capacity of teams to engage, plan and make decisions in alignment to the OUSD LCAP
- Strengthen School Governance Teams to Involve Parents & Students of LCAP target groups
- Develop sub-committees that focus on the unique needs of African American, Latino, and Students with Disabilities (in addition to English Learners, Low-Income, Foster Youth).

11	Quality Full Service Community Schools in Every Neighborhood: Students with Disabilities	OUSD LCAP goals	State priorities	Board Priorities
		1, 2, 5, 6	2, 3, 4, 6	B.1, B.1.3

Students with Disabilities

- Establish structures to support family involvement. Provide translation and interpreting for all families that need it.
- Establish foundation and structures to support engagement with families of students with disability. Hire family engagement staff person with specialized knowledge of special education.
- Hire and retain highly qualified staff to fill positions currently staffed by non-public agencies for health and behavioral support.

12	Developing Quality Schools: School Supports	OUSD LCAP goals	State priorities	Board Priorities
		1, 2, 3, 4, 5, 6, 7	2, 3, 4, 5, 6, 7, 8	B.3, A.1, OCR-VRP

Tiered Support for Schools

- Provide Tier III Intervention and Support for highest need schools, including new school incubation or school transformation models for Tier III high schools; highly effective teachers and coaching; operational support for priority central services, targeted services for African American male students, and support for all stakeholders (staff, families, students, community partners) to participate in school improvement process.
- Invest in staffing infrastructure to support grade level expansion of high quality schools

OUSD LCAP High Level Actions and Services

Extracted from DRAFT LCAP as of 5/20/2014

PART 3A

13	Foster Youth	OUSD LCAP goals	State priorities	Board Priorities
		1, 2, 3, 4, 5, 6, 7	2, 3, 4, 5, 6, 7, 8	B.3

For Foster Youth

- Expand implementation of improved teacher and leader evaluation systems
- Provide comprehensive student and family services at each school site for Foster Youth (FY)
- Partner with after school programs to ensure priority placements for FY in after school programs.
- High school foster youth will have the opportunity for credit recovery while enrolled in OUSD implement systems to track and intervene for all Foster Youth who enter OUSD will be assessed for AB 167.
- FY students will have their transcripts analyzed and enrolled in appropriate classes, specific high school counselor designated to work with Foster Youth
- 90% of Foster Youth in OUSD will be identified and connected to services at the school sites and community based organizations who work with Foster Youth.
- Develop point people at school sites who are trained on FY issues, more staff to work with transitional students & families unit, referrals to community based organizations who work with FY
- Foster Youth have a high rate of mobility; OUSD will decrease the effect of that mobility while enrolled
- OUSD's SPED program will work with the FY liaison on a plan to best service foster youth in NPS placements, and on enrollment for SDC students that is quicker and efficiently.
- Tiered support & intervention for schools based on needs for Foster Youth(FY): Connect all foster youth with school site Coordination of Services teams for direct support at school sites for tiered intervention.
- Create formal leadership opportunities for Foster Youth, and recruit foster youth in OUSD to be part of All City Council.

14	Foster Youth	OUSD LCAP goals	State priorities	Board Priorities
		2, 3, 5, 6	3, 4, 5	

For Foster Youth

- Provide family education opportunities focused on literacy and learning at home.
- Provide Foster Youth family education opportunities focused on literacy and learning at home

15	English Learners: Family Engagement	OUSD LCAP goals	State priorities	Board Priorities
		1, 2, 3, 4, 5, 6	2, 3, 4, 5, 6	B.1.1

For English Learners: Families of ELLs are engaged and empowered as partners in the academic and social development of their children.

- Bilingual common core report cards, CSSSP materials, assessments, communication materials, etc.
- Expand translation / interpretation capacity and develop plan to improve communication between teachers and non-English speaking parents and to fully implement Board Policy
- Create multilingual family education programs on topics such as reclassification, instructional shifts, CCSS, NGSS, Cal ELD Standards, academic discussion, how to support students in English and home language
- Develop methods and materials to communicate with multilingual families, information about OUSD programs, procedures and accountability for the education of ELLs
- Ensure family representation on school and district governing bodies.courses.

16	Low Income Students	OUSD LCAP goals	State priorities	Board Priorities
		2, 3, 5, 6	2, 3, 4, 5	

For Low Income Students

- Provide family education opportunities focused on literacy and learning at home.
- Ensure family representation on school and district governing bodies.
- Share student reading levels with families

17	English Learners: Welcoming School	OUSD LCAP goals	State priorities	Board Priorities
		2, 4, 5, 6	3, 4, 5, 6	

For English Learners: Create welcoming school climate for English Learners and their families

- Build inclusive, affirming school climate that values linguistic diversity and bilingualism and promotes efficacy and belonging for ELLs and their families
- Meet newcomers' needs for Social Emotional Learning support and supportive climate
- Provide ESL and GED classes for non-English speaking parents.

18	Low Income Students	OUSD LCAP goals	State priorities	Board Priorities
		1, 2, 3, 5, 6	2, 4, 7	B.1.2

For Low Income Students

- Proficiency in literacy to access standards-aligned curriculum and instruction
 - Implement Response to Intervention literacy and mathematics strategies
 - Provide PreK-1st grade teachers professional learning opportunities on how to support struggling low-income students with oral academic language development and phonemic awareness
 - Provide elementary teachers reading assessment kits and professional learning on how to assess independent reading levels in order to provide targeted interventions
 - Provide high need secondary site-based literacy specialists and coach/content training around reading fluency and reading comprehension
- Provide PreK-12 ELA classrooms with high-interest, culturally relevant, leveled classroom libraries.

19	English Learners: Full access to Common Core with explicit language instruction embedded in content	OUSD LCAP goals	State priorities	Board Priorities
		1, 2, 3, 4, 5, 6	2, 4, 7	B.1.2

For English Learners: Full access to Common Core with explicit language instruction embedded in content

- Integrate CA 2012 ELD standards into both ELD and content area instruction
- Provide teachers professional learning opportunities on how to support English Language Learners' language and academic development in all content areas.
- Provide professional learning opportunities to develop site based expertise on the education of ELLs with disabilities
- Support the design and implementation of a content-integrated ELD program.
- Adoption of ELD curriculum, instructional materials and technology aligned to new ELD standards
- High quality supplementary materials and resources that address the needs of ELLs in meeting the content standards
- At the secondary level, ensure placement of English Language Learners in core courses.
- At the secondary level, provide English Language Learners accelerated language courses in addition to core courses.

20	English Learners and Redesignated Fluent English Proficient Students: Evidence based instruction	OUSD LCAP goals	State priorities	Board Priorities
		2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8	B.1.1, B3

For English Learners: Programmatic, placement, and instructional decisions for English Language Learners are grounded in regular analysis of evidence.

- Define new reclassification policy and standards
- Develop system to monitor ELL reclassification rates and trends
- Use PLCs for teachers to strengthen classroom based formative assessments to monitor students' academic and language development and inform instructional moves.
- Engage students and their families in routine, data- informed goal setting and reflection
- Ensure differentiated programs and services for newcomers and Long-term ELLs (newcomer centers, ELD and LTEL, accelerated language classes)
- Remove barriers for all ELLs (newcomers & LTELs) to access of A-G and career pathways
- Conduct ELL Shadowing cycle at all sites with high populations of ELLs and LTELLs

For redesignated fluent English proficient pupils

- Develop system to monitor academic progress of reclassified students
- Provide targeted academic support to redesignated students who are not progressing as expected.

21	English Learners: Leverage home language and cultural assets	OUSD LCAP goals	State priorities	Board Priorities
		1, 2, 3, 4, 5, 6	1, 4, 5	B.1.1

For English Learners: Programs and instruction leverage English Language Learners' home language(s), cultural assets, and prior knowledge.

- Engage teachers in professional learning on culturally relevant instruction and strategies to build on the language resources students bring.
- Purchase materials that reflect all the cultural and language groups of the student body to cultivate students who love reading in any language.
- Create strong PK-12 Dual Language/bilingual programs for all students. Increase bilingual maintenance and Dual Language programs.
- Create and develop a system-wide sustainable dual language systems and policies that support all students and increases EL achievement across departments (such as LCI, HR, Student Assignment Office, etc.)
- Recognize and celebrate bilingual and biliteracy competencies, such as the district-developed Bilingual and Biliteracy Pathway Award and the "Seal of Biliteracy" affixed to the high school diploma

22	Low Income Students	OUSD LCAP goals	State priorities	Board Priorities
		2, 3, 4, 5	2, 4, 5, 7, 8	

For Low Income Students

- Engage teachers in professional learning on culturally and linguistically relevant instruction and strategies to build on the language resources and prior knowledge students bring.
- Purchase materials that reflect all the cultural and language groups of the student body to cultivate students who love reading.

23	Foster Youth	OUSD LCAP goals	State priorities	Board Priorities
		2	4	

For Foster Youth

- High school foster youth will have the opportunity for credit recovery while enrolled in OUSD

24	English Learners: Professional Learning for Teachers	OUSD LCAP goals	State priorities	Board Priorities
		1, 2, 4	2, 4, 7, 8	B.1.1

For English Learners: Professional Learning for Teachers

- Engage teachers in on-going and high quality professional learning on facilitating whole and small group discussion, meaningful prompts and tasks, and levels of scaffolding
- Use inquiry based approaches to professional learning such as inquiry cycles, action research and lesson study.