

BOARD COMMUNITY ENGAGEMENT

FINAL REPORT ON FALL CONVENINGS
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EXECUTIVE SUMMARY

Between October 9th and December 4th, 2008, Oakland Unified School District (OUSD) Board Members conducted a total of 27 convenings including 15 at high schools, 6 at middle schools and 6 at elementary schools in order to:

1. Identify school-level strengths, weaknesses, opportunities, and threats that are shared by schools across the city or within a region of the city that affect a school's capacity to improve student academic achievement.
2. Develop Board-level policies that effectively increase the capacity of schools to improve student academic achievement.
3. Establish supportive and accountable working relationships between the Board of Education, Superintendent, and school leaders.

Between October 9th and December 4th, 2008, individual Board members conducted a total of 27 convenings including 15 at high schools, 6 at middle schools and 6 at elementary schools.

Project Leadership Team

With funding from the Bill and Melinda Gates Foundation, the East Bay Community Foundation (EBCF) supported this process by providing financial support directly to schools and by hiring two consultants

1. Hatchuel Tabernik & Associates (HTA) to evaluate the board engagement process and
2. Urban Strategies Council to assist the district and EBCF to plan, implement, document and assess the board engagement process.

Program planning, implementation and assessment decisions are made by a Project Leadership Team made up of representatives from OUSD, EBCF, HTA and Urban Strategies Council.

Support to Schools

The Project Leadership Team ensured that the following supports were offered to each school that participated in the process.

1. **Planning:** Before each convening, the district Family and Community Office (FCO) staff and/or Urban Strategies Council staff met with the Principal and Board Member to introduce the goals and process of the project.
2. **Pairing with Community Partners:** Each school principal involved in the engagement project had the opportunity to choose a local non-profit to serve as a "Community Partner" to support them in the board engagement process.
3. **Financial** The East Bay Community Foundation provided direct financial support for each of the community meetings.
4. **Logistics:** FCO staff were on hand to assist with logistics at each convening.
5. **Tools & Materials:** The Council developed a set of tools to assist the district in conducting community conversations at the school sites, to record and distill data and

information from the meetings needed to inform policy, to collect data for evaluation purposes, and to share news about the meetings with the community.

6. **Diarists:** The Council supervised a team of diarists in order to capture, compile and share information about the school convenings.

Topics Discussed at Convenings

Common Agenda Items

While schools had flexibility in planning the convenings, most convenings followed the same general outline:

- I. Preliminaries --10 Minutes
- II. School Data Presentation: How is this school performing? -- 15 Minutes
- III. Inquiry Activity -- 45 Minutes
- IV. Next Steps -- 20 Minutes
- V. Closing & Incentives -- 15 Minutes

District Intervention Strategies

District-recommended academic intervention strategies were discussed at a large majority of meetings, but were rarely presented as “district strategies.” It was more common that the strategies employed at the school to improve student achievement presented by the principal were also district strategies.

Most frequently Recommended Strategies For:

School Academic Intervention Strategies/ Recommendations

1. Provide a way for parents to monitor student assignments.
2. Schools must retain qualified and excellent teachers.
3. More resources are needed for afterschool programs.
4. Parent training programs are needed (English, Math skills, etc.).
5. Translation support should be increased to facilitate interaction between parents and teachers.

Student Attendance Intervention/Recommendations

- 1 A system for informing parents about attendance.
- 2 Increasing electives so students might be more motivated to come to school.

Student Discipline Interventions/Recommendations

1. Provide incentives for good behavior in class.
2. Follow a consistent discipline policy.

School Climate Interventions/Recommendations

1. Parents should visit schools to become more familiar with the classroom and students' lives.
2. Positive incentives are needed to recognize students' good behavior.
3. Organize a youth court to address social issues.
4. Provide more tools for students to voice their opinions in a safe environment.
5. Parents need to support teachers from home.

Program Performance

Efficacy in generating useful data and information needed to inform policy.

Strengths

1. The meetings generated 98 distinct recommendations.
2. Breaking school performance data into easy to understand categories helped to organize discussion and participant recommendations.

Improvables

1. Principals rarely articulated their strategies and interventions as part of a comprehensive and district-supported plan.
2. Facilitators rarely used prompting questions to steer discussion away from parent participation to other topics.

Efficacy as a community engagement process and opportunity.

Strengths

- 1 Many of the meetings drew a substantial number of participants.
- 2 The majority of school leaders and participants indicated that the meetings were effective.

Improvables

- 1 Lack of **sufficient planning time**.
- 2 Some Board Members and Principals were **unclear about the purpose of the meetings** and sometimes confused them with meetings about school closure.
- 3 **Community outreach efforts were uneven.**

Outcomes of Fall Board Engagement Process

Intended Outcome #1: The Board will learn from school community meetings how policies can help to improve achievement and community engagement.

At the December Board retreat, the Board developed a Strategic Priority to Accelerate Student Learning & Achievement based upon the findings from the school-community convening process and other sources of information. This priority directly reflects the second most common strategy recommendation to improve student achievement from the fall Board engagement meetings: “Schools must retain qualified and excellent teachers.”

Intended Outcome #2: Parents/caregivers will learn how their increased engagement can help improve academic achievement.

Parent engagement was recognized as a key factor to academic success at all meetings and there was significant discussion about increasing this kind of participation. However, extended dialogue on how increased involvement by parents improves academic success was absent.

Recommended Changes to Board Engagement Process

Hold Meetings with Representative Bodies

In order to gather more input relevant to policy considerations, the Board Members should consider holding Board-community engagement meetings with the representative bodies such as School Site Council (SSC) and English Learner Advisory Committee (ELAC). Effective school-

community engagement requires good planning and sustained efforts and should be the ongoing work of the school site through its representative bodies and community partners. The vehicles for regular parent engagement already exist in the parent participations bodies such as the SSC, ELAC and other groups.

Invest in Strengthening SSCs and ELACs

The Board engagement efforts should utilize district resources to build the capacities of SSCs and ELACs to enable them to fully participate in parent engagement, support and school site planning. Reinforcing the pre-existing governance bodies is an integrated, long term investment in parent engagement and district governance.

Hold Board District-Wide Meetings

In order to reduce the number of meetings required of principals and Board Members, the Board should consider the option of holding three meetings within each Board district-- one for each school level.

Clarify the Purpose and Content of the Spring Meetings

The purpose of the second round of meetings is to share how participants' input shaped Board policy and Board decisions. Board members should consider these meetings primarily as an opportunity to report back to their constituents.

Effectively Interface with the Area Focus Schools Process

The Council recommends that Board Members attend the Area Focus meetings at their schools. For those schools that are also engaged in the Board engagement process, the Board engagement meeting should be planned to complement the Area Focus Schools process.

General Policy Recommendations

Communicating School Status

1. Program Improvement Warning System

The district requires a policy to insure an early and effective warning system regarding program improvement status, especially given its significant consequences for families and the district.

2. Program Improvement Communication Tools

Communication tools on school PI status should be tailored to the parents' perspective and should reflect district policies relating to assistance to schools in program improvement, school restructuring or other processes resulting from failure to perform to standards.

Managing Improvement Strategies

1. Improved Communication and Guidance about District Recommended Strategies

The district also should have a clear, evidence-based priority list of intervention strategies to provide guidance to the schools in determining which interventions are most likely to produce significant results and the sequence in which various interventions should proceed to increase the likelihood of significant impact.

2. Framework for Adopting Interventions

- It may be helpful to have some framework for school sites to make decisions regarding:
- a. Whether to adopt district recommended interventions,
 - b. How to obtain permission to attempt different or additional interventions and
 - c. What is the “load” of interventions that any one site can undertake.

PART ONE

I. INTRODUCTION

Board Engagement Process & Purposes

In the fall of 2008, the Oakland Unified School District's Board of Education members undertook a process to have conversations about academic performance improvement with the school communities at each high school within their district and at all elementary and middle schools classified as "red" schools (the "red" classification indicates a low level of academic performance). As indicated in the design materials, the objectives of the convenings were to:

1. Identify school-level strengths, weaknesses, opportunities, and threats that are shared by schools across the city or within a region of the city that affect a school's capacity to improve student academic achievement.
2. Develop Board-level policies that effectively increase the capacity of schools to improve student academic achievement.
3. Establish supportive and accountable working relationships between the Board of Education, Superintendent, and school leaders.

Prior to the convenings, the Board Members agreed on four basic questions that they would seek to answer through the convening process with each Board Member prioritizing the question(s) on which they would focus.

1. What are we doing to increase the number of students who:
 - a. High School: stay in school and graduate?
 - b. Middle School: are proficient in Algebra?
 - c. Elementary School: are proficient in Reading?
2. What's working?
3. What needs to be done?
4. What should the Board of Education do to help the school?

At their December retreat, the Board Members considered recommendations from the convenings in order to develop the district's Strategic Priority to Accelerate Student Learning & Achievement.

Project Leadership Team

With funding from the Bill and Melinda Gates Foundation, the East Bay Community Foundation supported this process by providing financial support directly to schools and by hiring two consultants. Hatchuel Tabernik & Associates (HTA) was hired to evaluate the board engagement process. Urban Strategies Council was hired to assist the district and EBCF to plan, implement, document and assess the board engagement process.

Program planning, implementation and assessment decisions are made by a Project Leadership Team. This team is made up of representatives from:

1. OUSD Family Community Office
2. OUSD Strategy Team
3. Board of Education
4. EBCF Public Private Partnerships
5. Urban Strategies Council
6. HTA

In this Report

At each of the convenings, the East Bay Community Foundation, through its consultant Urban Strategies Council, provided a diarist who observed the convening, recorded detailed notes of the discussions, prepared a summary of the notes and created a newsletter for the Board member and principal to help communicate with the school community..

Based on the meeting notes and observations, Urban Strategies Council prepared a preliminary briefing for the Board of Education members to consider at the winter board retreat. The preliminary report provided basic information on participation and content of the meetings with an emphasis on the discussions of academic intervention strategies, student attendance, student discipline and school climate. It concluded with some policy recommendations and observations. This report builds on the preliminary briefing paper, and includes a section on program and policy recommendations. The report also includes a program description, as well as assessments of program performance and outcomes.

II. PROGRAM DESCRIPTION

Number of Convenings By School Type

15 high schools, 6 middle schools, and 6 elementary schools held community meetings. (See **Appendix 1: Board of Education Conversations-School and Meeting Data** for a list of the schools participating and breakdown of convenings by Board Member district and school types.)

Number of Participants Attending Convenings

The total number of participants at all the convenings, based on sign-in sheets, was 728 (397 were parents). The total number of participants at all convenings based on the diarists' observational estimates was substantially higher at 1,141 (616 were parents). This is attributable to the fact that some participants did not sign in. See **Appendix 1: Board of Education Conversations-School and Meeting Data** for a breakdown of attendance estimates by source of information.

Meeting Planning Process & Timeline

Initial Meeting with Principal and Board Member

Before each convening, the district Family and Community Office (FCO) staff and/or Urban Strategies Council staff met with the Principal and Board Member to introduce the goals and process of the project. The Principal and Board Member discussed activities and timeline for the school.

Community Partners

Each school principal involved in the engagement project had the opportunity to choose a local non-profit to serve as a "Community Partner" to support them in the board engagement process. Urban Strategies Council staff worked with each school principal to find a community partner. Community Partners:

1. Were available to the school for outreach support.
2. Attended planning meetings and were active participants in planning and hosting these meetings.
3. Created meeting budgets to include costs for incentives, materials, food and other services.
4. When possible, provided *pro-bono* childcare and interpretation services.
5. Held the funds for the meetings and manage the disbursement of payments (e.g., childcare, interpretation and dinner). This support (\$950/meeting) was granted to community organizations that partner with schools to support this initiative.

Convening Planning

After the initial meeting with the Board member, the Principals were asked to form a site team to plan the meeting. In most cases, the planning team consisted of the Principal, Board Member, and Community Partner. In some cases, the Network Executive Officer, school faculty and staff, students and / or parents were involved in the planning process.

The site teams planned:

1. Outreach & publicity for the convening
2. Meeting Logistics: translation, childcare, catering, incentives etc.
3. Budget to support meeting logistics
4. Meeting Agenda

The site teams decided upon:

1. How to structure the meeting.
2. What information to present from the State of the School Curriculum PowerPoint
3. Roles and responsibilities in preparation for the meeting and at the meeting.

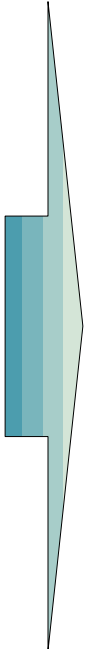
Outreach

Outreach was the responsibility of each school. Principals often asked community partners to augment outreach efforts by reaching out to their constituents.

Timeline

TIMELINE OF ACTIVITIES:
OAKLAND UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION COMMUNITY ENGAGEMENT PROGRAM

September-October 2008: <ul style="list-style-type: none"> • Preparing for fall School Community Meetings • School Meetings 	November 2008 <ul style="list-style-type: none"> • School Meetings • Notes from School-Community Meetings • Board Report Synthesizing Community Meetings • School Debriefing Sessions 	December 2008 <ul style="list-style-type: none"> • Board Retreat on Dec. 12th 	January 2009 <ul style="list-style-type: none"> • Board Considers Emerging Policy Issue • Supt. Considers emerging administrative issues • School Site Teams begin efforts to Improve Community engagement 	February – March 2009 <ul style="list-style-type: none"> • Preparations for spring School Community Meetings 	April –May 2009 Spring School Community Meetings	June 2009 <ul style="list-style-type: none"> • Notes from School-Community Meetings • School Debriefing Sessions • Board Report Synthesizing Community Meetings 	July 2009 <ul style="list-style-type: none"> • Board Considers Emerging Policy Issues • Supt. Considers emerging administrative issues • Sustainability Planning
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Program Supports

In addition to assistance pairing schools with community partners and help to plan meetings, schools received the following types of support in the board engagement process.

Financial Support

The East Bay Community Foundation provided direct financial support for each of the community meetings. All schools utilized some combination of the following:

1. Incentives: \$150 in target gift cards.
2. \$950 discretionary spending: This amount covered
 - a. Catering,
 - b. Childcare,
 - c. Additional incentives
 - d. Translation if necessary.
 - e. Other expenses to make the meeting more attractive to parents.

Logistical Support

At the convenings, Family and Community Office (FCO) staff were present to assist with logistics, deliver district-wide handouts, incentives, and raffle tickets, as well as to assure that the district-wide recording and evaluation tools were used. Additionally, each meeting was attended by a diarist who took detailed notes on the meeting for the board member and site team.

Diarists

The Council supervised a team of diarists in order to capture, compile and share information about the school convenings. At each meeting the diarist collected information on who attended the meeting, what was discussed, and how the meeting was conducted. The diarists compiled a series of three reports for each school about the Board engagement meetings.

1. Newsletter
2. School Meeting Summary Report
3. School Meeting Detailed Report

Tools & Materials

The Council developed a set of tools to assist the district in conducting community conversations at the school sites, to record and distill data and information from such meetings to inform policy, to collect data for evaluation purposes, and to share news about the meetings with the community. The tools developed include:

- 1 Site Leaders' Guide to State of the School Community Conversations.** This guide provided instructions and sample materials for school leaders to plan and conduct a Board engagement meeting at their school sites.
- 2 Meeting Recording Tools.** The Council developed templates and procedures for the diarists' use:
 - a Participant Sign-In Sheet**
 - b Diarists' Procedures**
 - c Diarists' Notes Template**
- 3 Meeting Report Templates.**

- a **Newsletters** – These newsletters were designed to share school performance data, parent recommendations, school strategies and Board Member remarks with the larger school community.
- b **School Meeting Summary Report** – These reports were shared with principals and Board Members to assist in school site planning processes. The Council used these reports to develop its preliminary report to the Board.
- c **School Meeting Detailed Report** – These reports included observational data about how the meetings were conducted and were shared with the evaluation team for compilation.

III. TOPICS DISCUSSED AT CONVENINGS

Common Agenda Items

While schools had the flexibility in planning, most convenings followed the same general outline:

I Preliminaries -- 10 Minutes

Participants were welcomed to the meeting, asked to sign in, and asked to complete a “Parent Engagement” survey.

II School Data Presentation: How is this school performing? -- 15 Minutes

Board member, principal, community partner, teacher, and/or students presented school performance data and school strategies. The district Research and Assessment Office prepared Powerpoint data presentations for each school. The data presentations included information on

1. Overall Performance
2. Student Achievement tied to goals
3. College and Career Readiness (HS only)
4. Citizenship
5. School Climate
6. Tiered Color and Program Improvement Status
7. District recommended strategies

III Inquiry Activity -- 45 Minutes

Participants discussed school performance and strategies in small groups and reported on their discussions to the large group.

IV Next Steps -- 20 Minutes

Board member, Principal, and other school leaders presented what would be done with recommendations compiled at the meeting and explained how parents and community members could get involved at the school.

V Closing & Incentives -- 15 Minutes

At the end of the meeting, participants were thanked for their participation, incentives were raffled off and participants completed an assessment of the meeting.

District Intervention Strategies

District Chief Academic Officer, Brad Stam presented the district’s strategies to achieve the district’s academic achievement goals (see **Appendix 8: District Recommended Strategies**). During planning meetings for the convenings, it became apparent to Council staff that the “district strategies” had not always been communicated to Principals. Therefore, the Council monitored their inclusion in the convenings.

District-recommended academic intervention strategies were discussed at a large majority of meetings, but were rarely presented as “district strategies.” It was more common that the strategies employed at the school to improve student achievement presented by the principal were also district strategies. The district strategies were usually presented during the data presentation, along with other strategies employed at the school.

School Academic Intervention Strategies/ Recommendations

School academic intervention strategies were discussed in almost all meetings. This most frequently happened during the data presentation at the beginning of the meeting. The Council compiled the specific intervention strategies into eight categories (see **Appendix 4: Academic Strategies and Recommendations By Categories** for a full list of the academic intervention strategies and recommendations generated at the community meetings):

- 1 **Academic Support – After School Tutoring:** After school tutoring programs that were run by teachers or through a third party.
- 2 **Academic Support – Special Programs:** Other academic support programs and strategies besides afterschool support and tutoring.
- 3 **Counseling:** Working with students individually, or in smaller numbers, to develop targeted interventions.
- 4 **Curriculum:** Strategies to refine or change the content of instruction or course offerings.
- 5 **Personnel:** Strategies involving training or other changes regarding school staff.
- 6 **Structure:** Strategies that address the organization of the staff, students or academic program with a wider scope than curriculum.
- 7 **Teacher-Pupil Ratio:** Strategies to increase the teacher-pupil ratio.
- 8 **Use of Data:** Strategies that specifically make use of data and analysis to guide improvements.

District-wide, the most frequently presented or recommended category of academic intervention was Curriculum (22 times), which was a particular focus of discussion at the High School level (see Table 1). Other popular categories included Academic Support-Special Programs (20), which was discussed across all school levels, and Personnel (20), which was mainly a topic of discussion at the middle school and high school levels.

Table 1: Strategy and Recommendation Categories by School Level

	Elementary	Middle	High	Total
Academic Support: After School Tutoring	1	6	8	15
Academic Support: Special Programs	5	8	7	20
Counseling	0	2	4	6
Curriculum	3	7	12	22
Personnel	4	8	8	20
Structure	1	1	5	7
Teacher-Pupil Ratio	0	1	1	2
Use of Data	0	3	3	6
Total	14	36	48	98

The specific strategies for academic achievement intervention most frequently recommended by participants included:

1. Provide a way for parents to monitor student assignments.
2. Schools must retain qualified and excellent teachers.
3. More resources are needed for afterschool programs.
4. Parent training programs are needed (English, Math skills, etc.).
5. Translation support should be increased to facilitate interaction between parents and teachers.

(See **Appendix 2: Strategies and Recommendations by District** and **Appendix 3: Strategies and Recommendations by School Level** for Academic Intervention strategies broken down by district and school level.)

Student Attendance Intervention/Recommendations

Student attendance intervention strategies were discussed in about half of all meetings (see **Appendix 5: Attendance Strategies and Recommendations by Categories** for a full list of the attendance strategies and recommendations generated at the community meetings). The discussions most frequently happened during the data presentation at the beginning of the meeting. The strategies most frequently recommended by participants included:

1. A system for informing parents about attendance.
2. Increasing electives so students might be more motivated to come to school.

Student Discipline Interventions/Recommendations

While school data on suspensions were frequently presented, intervention strategies were rarely discussed (see **Appendix 6: Discipline Strategies and Recommendations by Categories** for a full list of the discipline strategies and recommendations generated at the community meetings). Discipline data were often presented during the data presentation at the beginning of the meeting. The strategies most frequently recommended by participants included:

1. Provide incentives for good behavior in class.
2. Follow a consistent discipline policy.

School Climate Interventions/Recommendations

School climate intervention strategies were discussed at about half of the meetings. This most frequently happened during the small group or general discussion at the end of the meeting. School climate became the focus of the discussion in a small number of meetings. It tended to resonate with parents who spoke from their experience on the issue (see **Appendix 7: School Climate Strategies and Recommendations by Categories** for a full list of the school climate strategies and recommendations generated at the community meetings). The climate intervention strategies most frequently recommended by participants included:

1. Parents should visit schools to become more familiar with the classroom and students' lives.
2. Positive incentives are needed to recognize students' good behavior.
3. Organize a youth court to address social issues.
4. Provide more tools to for students to voice their opinions in a safe environment.
5. Parents need to support teachers from home.

PART TWO

IV. FALL BOARD ENGAGEMENT PROGRAM PERFORMANCE

Both parents and school staff invested considerable time and expense in the Board engagement process. In assessing the performance of the fall Board engagement process, the Council considers its merits from two standpoints:

1. Efficacy in generating useful data and information needed to inform policy.
2. Efficacy as a community engagement process and opportunity.

Efficacy in generating useful data and information needed to inform policy.

Strengths

1. The meetings generated 98 distinct recommendations. These recommendations are summarized in Section III of this report: “Topics Discussed at Convenings.”
2. Breaking school performance data into easy to understand categories (student achievement, attendance, student discipline and school climate) helped to organize discussion and participant recommendations.

Improvables

1. While Principals presented strategies to improve student achievement at almost all the meetings, principals rarely articulated their strategies and interventions as part of a comprehensive and district-supported plan (e.g. To improve student achievement in “A” area, we will be implementing “B” strategy at our school. The district is providing “X, Y, and Z” supports. You can see strategy “Y” at work in your child’s classroom when you see activity “C”).
2. Many recommendations from family members centered on their own participation in their children’s education. Facilitators rarely used prompting questions to steer discussion to other topics such as classroom management or teaching.

Efficacy as a community engagement process and opportunity.

Strengths

- 1 Many of the meetings drew a substantial number of participants.
- 2 The majority of school leaders and participants indicated that the meetings were effective. Common feedback from principals about the meetings included:
 - a Meetings provided an **opportunity to present information** about school performance and strategies.
 - b Information shared at the meetings **informed future parent involvement** in discussions at the school site.
 - c Meetings provided an opportunity to **engage parents in dialog with Board Members.**

- d **Parents that attended the meetings became more involved** in school efforts to achieve the goals discussed at the meetings.

Improvables

- 1 Lack of **sufficient planning time** led to increased pressure on school staff and community partners.
- 2 Some Board Members and Principals were **unclear about the purpose of the meetings** and sometimes confused them with meetings about school closure. Both principals and Board Members noted this lack of clarity in their feedback about the process.
- 3 **Community outreach efforts were uneven** and led to uneven levels of participation.

V. OUTCOMES OF FALL BOARD ENGAGEMENT PROCESS

There were two intended outcomes from the Board engagement process.

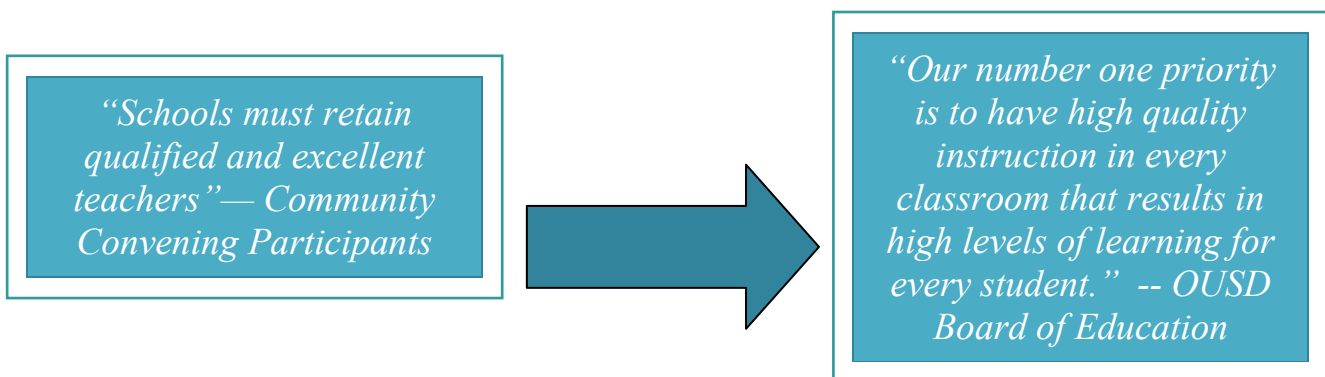
1. The Board will learn from community meetings how policies can help to improve achievement and community engagement.
2. Parents/caregivers will learn how their increased engagement can help improve academic achievement.

Intended Outcome #1: The Board will learn from school community meetings how policies can help to improve achievement and community engagement.

At the Board retreat on December 12th and 13th, 2008, the Board developed a Strategic Priority to Accelerate Student Learning & Achievement (see **Appendix 9** for a copy of the board-approved proposal) to align strategic priorities with the districts' mission, values, results and operational expectations.

Based upon the findings from the school-community convening process and other sources of information,¹ the Board formulated its Strategic Priority to Accelerate Student Learning & Achievement for the district: "Our number one priority is to have high quality instruction in every classroom that results in high levels of learning for every student."

The Strategic Priority to Accelerate Student Learning & Achievement was formally approved at the January 14, 2009 Board meeting. This priority directly reflects the second most common strategy recommendation to improve student achievement from the fall Board engagement meetings: "Schools must retain qualified and excellent teachers."



¹ Themes and Issues Emerging from School Quality Reviews Cambridge Education, December 2008
Stanford Study of Oakland New Small Schools Initiative; OUSD Cabinet Response to New Small Schools
Evaluation Report, Summary of Staff Response. OUSD Report: Equitable Distribution of Highly Qualified &
Experienced Teachers Plan

Intended Outcome #2: Parents/caregivers will learn how their increased engagement can help improve academic achievement.

Parent engagement was recognized as a key factor to academic success at all meetings and there was significant discussion on increasing this kind of participation. However, extended dialogue on how increased involvement by parents improves academic success was absent.

Participant Strategy Recommendations Related to Parent Engagement

Student Achievement Recommendations

1. Provide a way for parents to monitor student assignments.
2. Parent training programs are needed (English, Math skills, etc.).
3. Translation support should be increased to facilitate interaction between parents and teachers.

Student Attendance Recommendations

1. A system for informing parents about attendance.

School Climate Recommendations

1. Parents should visit schools to become more familiar with the classroom and students' lives.
2. Parents need to support teachers from home.

VI. RECOMMENDED CHANGES TO BOARD ENGAGEMENT PROCESS

Hold Meetings with Representative Bodies

In order to gather more input relevant to policy considerations, the Board Members should consider holding Board-community engagement meetings with the representative bodies such as School Site Council (SSC) and English Learner Advisory Committee (ELAC). Opportunities for Board Members to interact with their constituents are vital to the good governance of the school district. However, effective school-community engagement requires good planning and sustained efforts and should be the ongoing work of the school site through its representative bodies and community partners.

It is difficult to plan and conduct an effective convening for the Board if the school does not have a regular practice of effectively engaging parents and other stakeholders. The vehicles for regular parent engagement already exist in the form of bodies such as the SSC, ELAC and other groups. A convening of the sort under review here might be more effective if the parent-stakeholder participatory groups were more active and were regularly tapped into to generate material that could be delivered to the board members.

Effective school-community engagement requires good planning and sustained efforts and should be the ongoing work of the School Site Council

Invest in Strengthening SSCs and ELACs

The Board engagement efforts should utilize district resources to build the capacities of SSC and ELAC to enable them to fully participate in parent engagement, support and school site planning. Representatives from high-functioning SSC's and ELAC's are able to elicit parent concerns and recommendations in order to discuss policy issues with their Board Members. Reinforcing the pre-existing governance bodies is an integrated, long term investment in parent engagement and district governance.

Reinforcing the pre-existing governance infrastructure of SSCs and ELACs is an integrated, long-term investment in parent engagement and district governance.

Hold Board District-Wide Meetings

In order to reduce the number of meetings required of principals and Board Members, the Board should consider the option of holding three meetings within each Board district-- one for each school level. At these Board district meetings, Board Members should meet with SSC and ELAC representatives from the elementary, middle and high schools to discuss policy and parent engagement issues.

Clarify the Purpose and Content of the Spring Meetings

The purpose of the second round of meetings is to share how participants' input shaped Board policy and Board decisions. While Board members have other, additional goals, such as celebrating success at the school, Board members should consider these meetings primarily as an opportunity to report back to their constituents.

Effectively Interface with the Area Focus Schools Process

The Area Focus Schools process is the mechanism through which the district engages parents and community members about potential school closures potential interventions for schools that are:

- 1 Performing poorly
- 2 Have declining enrollment
- 3 Are not financially viable.

The potential interventions under consideration are:

- 1 Restructuring
- 2 Redesign
- 3 Reduce school configurations
- 4 Phase Out
- 5 Closure

At each school, Network Executive Officers will engage parents and community members in two to three discussions before the Superintendent makes her recommendations about intervention strategies to the Board.

While this is a different discussion from the reporting the Council recommends the Board commit to during the spring (see above), it is an important and relevant discussion for Board Members to engage in with their constituents. The Council recommends that Board Members attend the Area Focus meetings at their schools. For those schools that are also engaged in the

Board engagement process, the Board engagement meeting should be planned to complement the Area Focus Schools process.

VII. GENERAL POLICY RECOMMENDATIONS

Communicating School Status

Despite the efforts of the district over time to communicate the state and federal school performance standards and the consequence of failure to meet them (including its system of color coding schools) there does not seem to be a clear understanding among members of the various school communities about the program improvement status of their schools and the consequences of failure to meet standards of improvement. There also seems to be reluctance in the meetings to make clear the “peril” in which some schools stand.

There seems to be a reluctance in the meetings to make clear the “peril” in which some schools stand.

Program Improvement Warning System

This suggests the need for policy to insure an early and effective warning system regarding program improvement status, especially given its significant consequences for families and the district.

Program Improvement Communication Tools

Communication tools on school PI status should be tailored to the parents’ perspective and should reflect district policies relating to assistance to schools in program improvement, school restructuring or other processes resulting from failure to perform to standards.

Managing Improvement Strategies

School intervention strategies tended to vary widely from school to school and only occasionally matched up with the district recommended interventions (see **Appendix 8: District Recommended Strategies**). Interpretations were made from the diarists’ observations as to whether the district strategies were mentioned during conversations, though the Council cannot definitively state whether the school strategies corresponded with the district strategies. The policy implication is that if schools develop site strategies that are not coordinated with the district recommended strategies the school site will lack the extra support available from the district for the district recommended interventions.

If schools develop strategies that are not coordinated with the district, they will miss out on extra support from the district.

The schools seem to be expending considerable effort to identify and implement strategies for improvement. Given the district’s limited resources, however, they may be attempting more strategies than they have the human and fiscal resources to accomplish and, possibly, more strategies than make good organizational sense. At the same time, it did not seem that many of the schools were aware of and were implementing the district identified improvement strategies.

Improved Communication and Guidance about District Recommended Strategies

The district also should have a clear, evidence-based priority list of intervention strategies to provide guidance to the schools in determining which interventions are most likely to produce significant results and the sequence in which various interventions should proceed to increase the likelihood of significant impact.

Framework for Adopting Interventions

It may be helpful to have some framework for school sites to make decisions regarding:

1. Whether to adopt district recommended interventions,
2. How to obtain permission to attempt different or additional interventions and
3. What is the “load” of interventions that any one site can undertake.

APPENDIX 1: BOARD OF EDUCATION COMMUNITY CONVERSATIONS SCHOOL AND MEETING DATA

Table 2: School Meeting Attendance Data

School	District	Grade Configuration	Enrollment 06-07	Date of Site Mtg	Sign-in Parents Only	Sign-in Total	Total from Diarist	Parents total from Diarist
Claremont	1	6-8 (MS)	428	11/1/2008	13	18	24	17
Oakland Tech	1	9-12th grade	1671	10/29/2008	30	37	54	34
Roosevelt	2	6-8 (MS)	799	11/6/2008	52	52	93	45
Oakland High	2	9-12th grade	1875	11/8/2008	5	13	20	2
Garfield	2	k-5 (Elem)	693	10/23/2008	n/a	83	103	72
Life Academy *	2	9-12th grade	242	11/12/2008	28	34	n/a	n/a
Westlake	3	6-8 (MS)	672	11/6/2008	15	33	45	35
Best	3	9-12th grade	221	10/27/2008	8	15	48	29
Excel	3	9-12th grade	331	10/28/2008	8	8	43	20
Lafayette	3	k-5 (Elem)	302	10/20/2008	8	11	39	17
MLK	3	k-5 (Elem)	304	12/4/2008	32	50	69	19
Bret Harte	4	6-8 (MS)	861	10/30/2008	9	12	47	27
Media	4	9-12th grade	364	11/7/2008	0	10	24	0
Horace Mann	4	k-5 (Elem)	304	11/5/2008	32	40	42	28
Mandela	4	9-12th grade	358	11/15/2008	9	16	56	10
UPA	5	6-8 (MS)	289	10/15/2008	11	51	54	45
Architecture	5	9-12th grade	356	10/9/2008	15	17	42	17
Robeson	5	9-12th grade	354	11/5/2008	2	11	37	18
CCPA	6	6-12th grade	155	10/16/2008	28	41	50	32
Frick MS	6	6-8 (MS)	603	11/17/2008	16	18	49	9
Skyline	6	9-12th grade	2102	10/15/2008	21	36	89	63
Madison	7	6-8 (MS)	327	10/16/2008	7	18	59	29
CBIT	7	9-12th grade	414	11/15/2008	23	25	65	31
EOSA	7	9-12th grade	316	11/15/2008	11	13	25	11
Leadership	7	9-12th grade	381	11/15/2008	6	17	36	12
YES	7	9-12th grade	203	11/18/2008	10	16	31	9

APPENDIX 2: ACADEMIC STRATEGIES AND PARENT RECOMMENDATIONS BY DISTRICT AND SCHOOL LEVEL

Table 3: Academic Strategies and Recommendations by District and School Level

		Academic Support-After School Tutoring	Academic Support-Special Programs	Counseling	Curriculum	Personnel	Structure	Teacher-Pupil Ratio	Use of Data	Communication with Families	Total
District 1	Traditional Middle	1	1	1	2			1		2	8
	Traditional High			1	1				1	1	4
Subtotal		1	1	2	3			1	1	3	12
District 2	Traditional Elem.	1	2		2	2	1				8
	Traditional Middle	2	1		1	1				4	9
	Traditional High		1								1
	New Small High	1	3	1	1	1				1	8
Subtotal		4	7	1	4	4	1			5	26
District 3	Traditional Elem.	1	1								2
	Traditional Middle									1	1
	New Small High	2	2	2	2	2	2	1		4	17
Subtotal		3	3	2	2	2	2	1		5	20
District 4	New Small Elem.		2			1				1	4
	Traditional Middle	1	3	1		1			1		7
	New Small High	3	1	2	2				2		10
	Total	4	6	3	2	2			3	1	21
District 5	New Small Middle	2	1		1	4	1			1	10
	New Small High	1			2					1	4
Subtotal		3	1		3	4	1			2	14
District 6	Traditional Middle	1	1			1		1			9
	New Small Middle & High		2		2	2				3	4
	Traditional High				2	2	1			1	6
Subtotal		1	3		4	5	1	1		4	19

		Academic Support-After School Tutoring	Academic Support-Special Programs	Counseling	Curriculum	Personnel	Structure	Teacher-Pupil Ratio	Use of Data	Communication with Families	Total
District 7	Traditional Elem.				1	1					2
	Traditional Middle				1				2		3
	New Small High	3	3		4	4	2			3	19
Subtotal		3	3		6	5	2		2	3	24
	Traditional Elem.	2	3		3	3	1				12
	Traditional Middle	5	6	2	4	3		2	3	7	32
	Traditional High		1	1	3	2	1		1	2	11
	New Small Elem.		2			1				1	4
	New Small Middle	2	1		1	4	1			1	10
	New Small High	10	9	5	11	7	4	1	2	9	58
	New Small Middle & High		2		2	2				3	9
Total		19	24	8	24	22	7	3	6	23	136

Table 4: Summary Academic School Strategies and Recommendations (Frequency) by District and Category

	Academic Support-after school tutoring	Academic Support-Special Programs	Counseling	Curriculum	Personnel	Structure	Teach-Pupil Ratio	Use of Data	Communication with Families	Total
District 1	1	1	2	3			1	1	3	12
District 2	4	7	1	4	4	1			5	26
District 3	3	3	2	2	2	2	1		5	20
District 4	4	6	3	2	2			3	1	21
District 5	3	1		3	4	1			2	14
District 6	1	3		4	5	1	1		4	19
District 7	3	3		6	5	2		2	3	24
Totals	19	24	8	24	22	7	3	6	23	

District 1 Academic Strategies and Parent Recommendations (Frequency)

Traditional Middle

1. Each teacher takes five under performing students and focuses on them (1)
2. Reducing tracking and getting students mainstream. (1)
3. Using arts-based approaches to other forms of learning. (1)
4. Provide a way for parents to monitor student assignments (1)
5. Parent training programs (1)
6. Incentives for schools/parents who meet achievements goals. (1)
7. Reduce class sizes (1)
8. Offer Saturday school as an alternative for afterschool tutoring (1)

Traditional High

1. Improve data and attendance to boost graduation (1)
2. Increase numbers of AP and honors classes (1)
3. Release progress reports earlier (1)
4. Develop a High School plan with each 9th grader (1)

District 2 Academic Strategies and Parent Recommendations (Frequency)

Traditional Elementary

1. Increase professional development (1)
2. Small learning communities (1)
3. Cognitive Tutor math intervention program for students performing below grade level. (1)
4. Read 180 intervention program in English Language Arts for students performing below grade level. (1)
5. School must retain qualified and excellent teachers. (1)
6. More resources for after school programs. (1)

7. More fieldtrips. (1)
8. More homework. (1)

Traditional Middle

1. Teachers increase use of standards. (1)
2. Increase professional development. (1)
3. Teacher-provided afterschool tutoring. (1)
4. Other afterschool tutoring programs. (1)
5. Release progress reports earlier. (1)
6. Provide a way for parents to monitor student assignments. (1)
7. Translation support for interaction between parents and teachers. (1)
8. Make CAHSEE/CST information clearer to parents. (1)
9. Peer court for academic assistance and feedback on grades. (1)

Traditional High

1. California Student High School Exam boot camp. (1)

New Small High

1. Teachers increase use of standards. (1)
2. Increase professional development. (1)
3. Cognitive Tutor math intervention program for students performing below grade level. (1)
4. Read 180 intervention program in English Language Arts for students performing below grade level. (1)
5. More one on one tutoring. (1)
6. More attention/support for students who are behind. (1)
7. More communication from schools to parents. (1)
8. More on-site internships/learning opportunities. (1)

District 3 Academic Strategies and Parent Recommendations (Frequency)

Traditional Elementary

1. Teacher-provided afterschool tutoring. (1)
2. Encourage parents to read with their kids for 30 minutes every day. (1)

Traditional Middle

1. Translation support for interaction between parents and teachers. (1)

New Small High

1. Reduce class sizes. (1)
2. Teachers increase use of standards. (1)
3. Increase professional development. (1)
4. Teacher-provided afterschool tutoring. (1)
5. Other afterschool tutoring programs. (1)
6. Review of test scores and transcripts every semester. (1)

7. 10th graders supported with CAHSEE academic preparation. (1)
8. 11th & 12th graders prepare with Revolution Prep Program. (1)
9. More information on college prep programs. (1)
10. Introduce all AP material to students before AP test. (1)
11. Stop passing students who haven't mastered the material. (1)
12. Consult with parents when students have issues with teachers. (1)
13. Have the algebra requirement available for parents when students are in 9th grade. (1)
14. Meeting with guidance counselors earlier in the years and not as a senior. (1)
15. Change/adjust the 30-day policy when good substitute is found. (1)
16. Provide a syllabus for all students and parents to be aware of requirements for college. (1)
17. A policy that measure teacher's commitment to the school (not just seniority). (1)

District 4 Academic Strategies and Parent Recommendations (Frequency)

New Small Elementary

1. Increase professional development. (1)
2. Summer Math/Reading programs. (1)
3. Encourage parents to read with their kids for 30 minutes every day. (1)
4. English classes for parents at school in the morning – so they can better help their children. (1)

Traditional Middle

1. Teacher-provided afterschool tutoring. (1)
2. Each teacher takes five under performing students and focuses on them. (1)
3. Mentoring program where older English language learners work with younger learners. (1)
4. The reading and writing intensive AVID program. (1)
5. Hotmath website for students. (1)
6. Individualized computer programs for sixth and seventh graders to track progress. (1)
7. School must retain qualified and excellent teachers. (1)

New Small High

1. Other afterschool tutoring programs. (1)
2. Review of test scores and transcripts every semester. (1)
3. Afterschool/online program for students to recover missed credits. (1)
4. Data analysis of assessment using Edusoft. (1)
5. Develop a family partnership team who will lead 50 plus home visits. (1)
6. Require reading teachers to use at least 3 Academic English Strategies weekly. (1)
7. Collaborate with the district to create assessments data sheets. (1)
8. Create a student action plan using new data and program outcomes. (1)
9. Students that have a GPA below a 2.0 have mandatory tutoring. (1)
10. Math teachers teach the lower classes and higher classes to work together. (1)

District 5 Academic Strategies and Parent Recommendations (Frequency)

New Small Middle

1. Increase professional development. (1)
2. Teacher-provided afterschool tutoring. (1)
3. Employ extra staff to support struggling students. (1)
4. Morning boost program to help beginner and intermediate English language learners. (1)
5. More involvement of SSC and ELAC in schools. (1)
6. Provide a way for parents to monitor student assignments. (1)
7. School must retain qualified and excellent teachers. (1)
8. More resources for after school programs. (1)
9. More homework. (1)
10. Teachers need to be on time. (1)

New Small High

1. Teachers increase use of standards. (1)
2. Teacher-provided afterschool tutoring. (1)
3. Provide a way for parents to monitor student assignments. (1)
4. More creative expression activities to stimulate learning. (1)

District 6 Academic Strategies and Parent Recommendations (Frequency)

Traditional Middle

1. Reduce class sizes. (1)
2. Other afterschool tutoring programs. (1)
3. Additional administrative staff to free up the principal. (1)
4. Saturday school to assist students that have fallen behind. (1)

New Small Middle & High (CCPA)

1. Teachers increase use of standards. (1)
2. Increase professional development . (1)
3. Employ extra staff to support struggling students. (1)
4. Collaborate with community partners on ELEV8 integrated services. (1)
5. Provide a way for parents to monitor student assignments. (1)
6. Advanced students should be recognized and encouraged. (1)
7. Parent training programs. (1)
8. Translation support for interaction between parents and teachers. (1)
9. Incentives for schools/parents who meet achievements goals. (1)

Traditional High

1. Reclassify student's grade level based on the number of credits earned. (1)
2. Collaborate between faculty/staff, students, parents, and community to redesign the educational framework. (1)

3. Reduce the number of consultants and use in-house minds. (1)
4. Use standard mail in addition to email for communication. (1)
5. Aim for consistency in long-term subs. (1)
6. Offer more Honor classes. (1)

District 7 Academic Strategies and Parent Recommendations (Frequency)

Traditional Elementary

1. School must retain qualified and excellent teachers. (1)
2. Advanced students should be recognized and encouraged. (1)

Traditional Middle

1. Collaboration between departments (Math, Science, English) on lesson plans. (1)
2. Utilize the McDougall test to raise English scores. (1)
3. Data analysis of assessment using Edusoft. (1)

New Small High

1. Increase professional development. (2)
2. 10th graders supported with CAHSEE academic preparation. (2)
3. Employ extra staff to support struggling students. (2)
4. More emphasis on teaching test taking strategies. (2)
5. Other afterschool tutoring programs. (1)
6. Small learning communities. (1)
7. Enroll 9th graders who scored poorly on MS CST in extra English and Math classes. (1)
8. Afterschool/online program for students to recover missed credits. (1)
9. Provide a way for parents to monitor student assignments. (1)
10. Computers in every classroom. (1)
11. More resources for after school programs. (1)
12. Parent training programs. (1)
13. Make CAHSEE/CST information clearer to parents. (1)
14. More creative expression activities to stimulate learning. (1)
15. More college site visits. (1)

APPENDIX 3: STRATEGIES AND RECOMMENDATIONS BY SCHOOL LEVEL

Table 5: Academic School Strategies and Recommendations (Frequency) by District and Category

	Academic Support-after school tutoring	Academic Support-Special Programs	Counseling	Curriculum	Personnel	Structure	Teacher-Pupil Ratio	Use of Data	Communication with Parents	Total
Traditional Elementary	2	3		3	3	1				12
Traditional Middle	5	6	2	4	3		2	3	7	32
Traditional High		1	1	3	2	1		1	2	11
New Small Elem.		2			1				1	4
New Small Middle	2	1		1	4	1			1	10
New Small High	10	9	5	11	7	4	1	2	9	58
New Small Middle & High		2		2	2				3	9
Totals	19	24	8	24	22	7	3	6	23	136

Traditional Elementary

1. School must retain qualified and excellent teachers. (2)
2. Increase professional development. (1)
3. Teacher-provided afterschool tutoring (1)
4. Small learning communities (1)
5. Encourage parents to read with their kids for 30 minutes every day (1)
6. Cognitive Tutor math intervention program for students performing below grade level. (1)
7. Read 180 intervention program in English Language Arts for students performing below grade level. (1)
8. Advanced students should be recognized and encouraged (1)
9. More resources for after school programs (1)
10. More fieldtrips (1)
11. More homework (1)

Traditional Middle

1. Teacher-provided afterschool tutoring (2)
2. Other afterschool tutoring programs (2)
3. Each teacher takes five under performing students and focuses on them (2)
4. Provide a way for parents to monitor student assignments (2)
5. Translation support for interaction between parents and teachers. (2)
6. Reduce class sizes (1)
7. Teachers increase use of standards (1)
8. Increase professional development (1)
9. Mentoring program where older English language learners work with younger learners. (1)
10. The reading and writing intensive AVID program. (1)
11. Hotmath website for students (1)
12. Individualized computer programs for sixth and seventh graders to track progress. (1)

13. Reducing tracking and getting students mainstream. (1)
14. Using arts-based approaches to other forms of learning. (1)
15. Collaboration between departments (Math, Science, English) on lesson plans. (1)
16. Utilize the McDougall test to raise English scores (1)
17. Data analysis of assessment using Edusoft. (1)
18. Additional administrative staff to free up the principal. (1)
19. Saturday school to assist students that have fallen behind. (1)
20. Release progress reports earlier. (1)
21. School must retain qualified and excellent teachers. (1)
22. Parent training programs (1)
23. Incentives for schools/parents who meet achievements goals. (1)
24. Reduce class sizes (1)
25. Offer Saturday school as an alternative for afterschool tutoring (1)
26. Make CAHSEE/CST information clearer to parents. (1)
27. Peer court for academic assistance and feedback on grades. (1)

Traditional High

1. Improve data and attendance to boost graduation (1)
2. Increase numbers of AP and honors classes (1)
3. Reclassify student's grade level based on the number of credits earned. (1)
4. Collaborate between faculty/staff, students, parents, and community to redesign the educational framework. (1)
5. Reduce the number of consultants and use in-house minds (1)
6. California Student High School Exam boot camp. (1)
7. Release progress reports earlier (1)
8. Develop a High School plan with each 9th grader (1)
9. Use standard mail in addition to email for communication. (1)
10. Aim for consistency in long-term subs. (1)
11. Offer more Honor classes (1)

New Small Elementary

1. Increase professional development (1)
2. Summer Math/Reading programs (1)
3. Encourage parents to read with their kids for 30 minutes every day (1)
4. English classes for parents at school in the morning – so they can better help their children. (1)

New Small Middle

1. Increase professional development (1)
2. Teacher-provided afterschool tutoring (1)
3. Employ extra staff to support struggling students. (1)
4. Morning boost program to help beginner and intermediate English language learners. (1)
5. More involvement of SSC and ELAC in schools. (1)
6. Provide a way for parents to monitor student assignments (1)
7. School must retain qualified and excellent teachers. (1)
8. More resources for after school programs (1)

9. More homework (1)
10. Teachers need to be on time. (1)

New Small High

1. Increase professional development (4)
2. Teachers increase use of standards (3)
3. Other afterschool tutoring programs (3)
4. 10th graders supported with CAHSEE academic preparation (3)
5. Teacher-provided afterschool tutoring (2)
6. Review of test scores and transcripts every semester (2)
7. Employ extra staff to support struggling students. (2)
8. Afterschool/online program for students to recover missed credits (2)
9. Provide a way for parents to monitor student assignments (2)
10. More emphasis on teaching test taking strategies. (2)
11. More creative expression activities to stimulate learning. (2)
12. Reduce class sizes (1)
13. 11th & 12th graders prepare with Revolution Prep Program (1)
14. Small learning communities (1)
15. Enroll 9th graders who scored poorly on MS CST in extra English and Math classes (1)
16. Data analysis of assessment using Edusoft. (1)
17. Cognitive Tutor math intervention program for students performing below grade level. (1)
18. Read 180 intervention program in English Language Arts for students performing below grade level. (1)
19. Develop a family partnership team who will lead 50 plus home visits (1)
20. Require reading teachers to use at least 3 Academic English Strategies weekly. (1)
21. Collaborate with the district to create assessments data sheets. (1)
22. Create a student action plan using new data and program outcomes. (1)
23. Students that have a GPA below a 2.0 have mandatory tutoring. (1)
24. Math teachers teach the lower classes and higher classes to work together. (1)
25. More information on college prep programs (1)
26. Introduce all AP material to students before AP test (1)
27. Stop passing students who haven't mastered the material (1)
28. Consult with parents when students have issues with teachers (1)
29. Have the algebra requirement available for parents when students are in 9th grade. (1)
30. Meeting with guidance counselors earlier in the years and not as a senior. (1)
31. Change/adjust the 30-day policy when good substitute is found (1)
32. Provide a syllabus for all students and parents to be aware of requirements for college. (1)
33. A policy that measure teacher's commitment to the school (not just seniority). (1)
34. Computers in every classroom (1)
35. More resources for after school programs (1)
36. Parent training programs (1)
37. Make CAHSEE/CST information clearer to parents. (1)
38. More college site visits. (1)
39. More one on one tutoring (1)
40. More attention/support for students who are behind (1)

41. More communication from schools to parents (1)
42. More on-site internships/learning opportunities (1)

New Small Middle & High

1. Teachers increase use of standards (1)
2. Increase professional development (1)
3. Employ extra staff to support struggling students. (1)
4. Collaborate with community partners on ELEV8 integrated services. (1)
5. Provide a way for parents to monitor student assignments (1)
6. Advanced students should be recognized and encouraged (1)
7. Parent training programs (1)
8. Translation support for interaction between parents and teachers. (1)
9. Incentives for schools/parents who meet achievements goals. (1)

APPENDIX 4: ACADEMIC STRATEGIES AND RECOMMENDATIONS BY CATEGORIES

Table 6: Academic Strategies and Recommendations by Category Frequency

	Academic Support-after school tutoring	Academic Support-Special Programs	Counseling	Curriculum	Personnel	Structure	Teacher-Pupil Ratio	Use of Data	Communication with Families	Total
Frequency	19	24	8	24	22	7	3	6	23	136

Academic Support-After School Tutoring (Frequency)

1. Teacher-provided afterschool tutoring (6)
2. Other afterschool tutoring programs (5)
3. More resources for after school programs (3)
4. Afterschool/online program for students to recover missed credits (2)
5. Students that have a GPA below a 2.0 have mandatory tutoring. (1)
6. Offer Saturday school as an alternative for afterschool tutoring (1)
7. More one on one tutoring (1)

Academic Support-Special Programs

1. 10th graders supported with CAHSEE academic preparation (3)
2. Encourage parents to read with their kids for 30 minutes every day (2)
3. Cognitive Tutor math intervention program for students performing below grade level. (2)
4. Read 180 intervention program in English Language Arts for students performing below grade level. (2)
5. Incentives for schools/parents who meet achievements goals. (2)
6. 11th & 12th graders prepare with Revolution Prep Program (1)
7. Mentoring program where older English language learners work with younger learners. (1)
8. The reading and writing intensive AVID program. (1)
9. Hotmath website for students (1)
10. Collaborate with community partners on ELEV8 integrated services. (1)
11. Summer Math/Reading programs (1)
12. California Student High School Exam boot camp. (1)
13. Develop a family partnership team who will lead 50 plus home visits (1)
14. Morning boost program to help beginner and intermediate English language learners. (1)
15. Saturday school to assist students that have fallen behind. (1)
16. More college site visits. (1)
17. Peer court for academic assistance and feedback on grades. (1)
18. More on-site internships/learning opportunities (1)

Communications with Families

1. Provide a way for parents to monitor student assignments (6)
2. Parent training programs (3)
3. Translation support for interaction between parents and teachers. (3)

4. Release progress reports earlier (2)
5. Make CAHSEE/CST information clearer to parents. (2)
6. More information on college prep programs (1)
7. Consult with parents when students have issues with teachers (1)
8. Have the algebra requirement available for parents when students are in 9th grade. (1)
9. Provide a syllabus for all students and parents to be aware of requirements for college. (1)
10. English classes for parents at school in the morning – so they can better help their children. (1)
11. Use standard mail in addition to email for communication. (1)
12. More communication from schools to parents (1)

Counseling

1. Review of test scores and transcripts every semester (2)
2. Each teacher takes five under performing students and focuses on them (2)
3. Create a student action plan using new data and program outcomes. (1)
4. Develop a High School plan with each 9th grader (1)
5. Meeting with guidance counselors earlier in the years and not as a senior. (1)
6. More attention/support for students who are behind (1)

Curriculum

1. Teachers increase use of standards (5)
2. Advanced students should be recognized and encouraged (2)
3. More emphasis on teaching test taking strategies. (2)
4. More creative expression activities to stimulate learning. (2)
5. More homework (2)
6. Increase numbers of AP and honors classes (1)
7. Reducing tracking and getting students mainstream. (1)
8. Using arts-based approaches to other forms of learning. (1)
9. Enroll 9th graders who scored poorly on MS CST in extra English and Math classes (1)
10. Collaborate between faculty/staff, students, parents, and community to redesign the educational framework. (1)
11. Collaboration between departments (Math, Science, English) on lesson plans. (1)
12. Require reading teachers to use at least 3 Academic English Strategies weekly. (1)
13. Math teachers teach the lower classes and higher classes to work together. (1)
14. Introduce all AP material to students before AP test. (1)
15. Offer more Honor classes. (1)
16. More fieldtrips. (1)

Personnel

1. Increase professional development. (9)
2. Employ extra staff to support struggling students. (4)
3. School must retain qualified and excellent teachers. (4)
4. Reduce the number of consultants and use in-house minds. (1)
5. Additional administrative staff to free up the principal. (1)
6. A policy that measure teacher's commitment to the school (not just seniority). (1)
7. Aim for consistency in long-term subs. (1)

8. Teachers need to be on time. (1)

Structure

1. Small learning communities. (2)
2. Reclassify student's grade level based on the number of credits earned. (1)
3. More involvement of SSC and ELAC in schools. (1)
4. Stop passing students who haven't mastered the material. (1)
5. Change/adjust the 30-day policy when good substitute is found. (1)
6. Computers in every classroom. (1)

Teach-Pupil Ratio

1. Reduce class sizes. (2)
2. Reduce class sizes. (1)

Use of Data

1. Data analysis of assessment using Edusoft. (2)
2. Improve data and attendance to boost graduation. (1)
3. Individualized computer programs for sixth and seventh graders to track progress. (1)
4. Utilize the McDougall test to raise English scores. (1)
5. Collaborate with the district to create assessments data sheets. (1)

APPENDIX 5: ATTENDANCE STRATEGIES AND RECOMMENDATIONS BY CATEGORIES

Academic Support-Special Programs (Frequency)

1. Home visits. (3)
2. Offer incentives for good attendance. (2)

Communications with Families

1. Sending letters to parents when a child misses three days of school. (1)
2. A system for informing parents about attendance. (1)

Counseling

1. Student-by student monitoring. (1)
2. Sign a contract to start attending class. (1)
3. Case management of students who have had a School Attendance Review Team (SART). (1)

Curriculum

1. If there were more electives then students might be motivated to come to school. (1)

Parental Responsibility

1. Report truant students to the police/school. (2)
2. Question truant students. (1)
3. Encourage parents to take ownership. (1)
4. There should be consequences for student and their parents who are late to school. (1)

Personnel

1. Case manager to deal with attendance problems. (2)

Structure

1. Expand credit recovery. (1)
2. Focus on making students feel safer to boost attendance. (1)
3. Align truant definition with the district's definition. (1)
4. Participation in Truancy Task Force. (1)

APPENDIX 6: DISCIPLINE STRATEGIES AND RECOMMENDATIONS BY CATEGORIES

Communications with Families (Frequency)

1. Parents should be informed of behavior issues before suspension. (1)
2. Curriculum Provide incentives for good behavior in class. (1)

Parental Responsibility

1. If a student is suspended, the parent is at fault and should be punished. (1)

Personnel

1. Conflict mediators as a preventive program to reduce suspension rates. (1)

Structure

1. Follow a consistent discipline policy. (2)
2. Set a goal that all conflicts will be resolve without fighting. (1)
3. A conflict resolution program to avert confrontations. (1)
4. In-school suspension program with educational enrichment and behavior modification. (1)
5. Students should not have to clean up after other students in the cafeteria as punishment. (1)
6. Enforce rule of no electronic devices in class. (1)
7. Stricter discipline. (1)

APPENDIX 7: CLIMATE STRATEGIES AND RECOMMENDATIONS BY CATEGORIES

Academic Support-After School Tutoring (Frequency)

1. Every student in afterschool wears an identity badge. (1)

Academic Support-Special Programs

1. Positive incentives to recognize students' good behavior. (3)
2. Organize a youth court to address social issues. (2)
3. Address physical and emotional issues for kids. (1)
4. Youth outreach gang intervention program. (1)
5. Students volunteering to help in community organizations. (1)

Communications with Families

1. Monthly 'coffee' meeting for parents to talk to Principal. (2)
2. Get more people to take climate survey. (1)
3. Create a sense of community and unity among students, parents, faculty/staff, community and administration. (1)
4. Open door policy; must be available to talk to parents. (1)
5. Open relationships with teachers. (1)

Parental Responsibility

1. Parents should visit school to be familiar with classroom and students' lives. (4)
2. Parents supporting teachers from home. (2)
3. Organizing parent patrol and other safety supports after school. (1)
4. The Board and city should let the whole district know that they need more parent involvement. (1)
5. Parents should attend SSC meetings to become more involved and aware of what the school is doing. (1)
6. Professional Development District should provide workshops for teachers in Restorative Justice. (1)

Structure

1. Provide more tools to voice opinion in a safe environment. (2)
2. School Security Officer that also improves climate. (1)
3. Student uniforms. (1)
4. School needs to stop theft. (1)
5. Fewer police on campus would make students feel better. (1)
6. District should hold itself accountable to student surveys regarding the quality of cafeteria food. (1)
7. Prevent racism visible during lunch. (1)

APPENDIX 8: DISTRICT RECOMMENDED STRATEGIES

3rd Grade Literacy:

1. Professional Learning Communities focused on student mastery of key standards
2. Culturally and Linguistically Responsive Instructional Strategies
3. Improve ELD instruction and programs
4. Strengthen Writing Program
5. Increase family, community and library support for literacy – read, read, read!

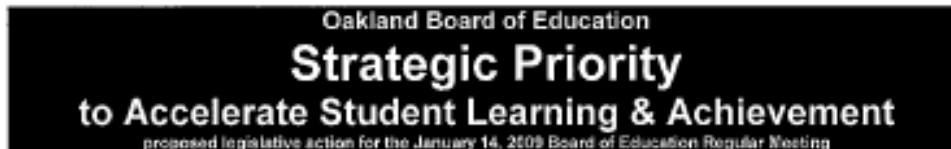
9th Grade Algebra

1. Expand Swun math program to K-Algebra
 - Focus on foundational skills, concepts and problem-solving, and mastery of basic math facts in grades K-5
 - Pre-algebra skills and concepts in grades 6-8
2. OUSD-UC Summer Algebra Academies
3. Network Algebra Initiative
 - Expand professional development and ongoing coaching to support effective math instruction and collaboration

12th Grade Graduation

1. Increase rigor of curriculum and quality of instruction in core academic courses in middle and high school
2. Create student-by-student monitoring, support and early intervention system, beginning in middle school.
3. Keep 9th grade students “on track”: increase personalization - especially in large schools, monitor course placement, grades and attendance, improve 8th-9th grade transition programs
4. Improve counseling support for struggling students
5. Expand career pathway and internship options
6. Expand credit recovery, concurrent enrollment, and dropout recovery options

APPENDIX9 STRATEGIC PRIORITY TO ACCELERATE STUDENT LEARNING & ACHIEVEMENT



**Our Number One Priority is to have
high-quality instruction in every classroom
that results in high-quality learning for every student.**

To have high-quality instruction in every classroom, the Oakland Unified School District must achieve the following strategic objectives:

1. have a principal at every school who is an effective and strategic instructional and organizational leader;
2. increase retention of committed, caring, and effective teachers at every school, especially in low-performing schools with high teacher turnover;
3. support every teacher with high quality professional development, mentoring, collaboration, and observation/feedback;
4. create school program designs and organizational practices that enable teachers to personalize student learning;
5. provide schools guided budget authority and opportunities for curricular flexibility;
6. provide safe and supportive conditions that foster students' physical, emotional, and social