



OAKLAND
PUBLIC SCHOOLS
**EQUITY
PLEDGE**

Recap: Equity Pledge Committee
October 18, 2016

Equity Pledge Feedback

(bold denotes highlights)



1. **Equity Pledge is hard to describe and needs a more visual representation**
 - a. **Overall it seems an overwhelming effort, a collaborative process, a series of agreements**
 - b. **Need to be invested and want to understand it, hard to understand if you are a layperson**
 - c. **The FAQs are too wordy, a lot of text, redundant, needs to be more visual.**
2. **Scope and participation needs to be clarified**
 - a. **What is the difference between the Equity Pledge and the Equity Policy?**
 - b. **How does the Equity Pledge connect to the Strategic Plan?**
 - c. **What is the involvement of non-educational leaders?**
 - d. **Which organizations are represented? Which are supporting?**
 - e. **Is participation by invitation only? Who makes the selection?**
3. **Specific desired results need to be stated**
 - a. **The stated goal is broad; what will result from this pledge?**

Equity Pledge Feedback - Responses



1. Is the Equity Pledge clearly defined?
 - a. Yes
 - b. Yes
 - c. No. Too much confusion between equity policy and equity pledge. I wish the name was more specific. This is a district-charter compact. Let's call it that.
 - d. Effort between OUSD and charter public schools to facilitate conversations and take action regarding funding, facilities, teachers, enrollment, and practices.
 - e. Yes and no – there needs to be more detail given to each section
 - f. Yes, redundant re: topics addressed
 - g. Yes

Equity Pledge Feedback - Responses



2. Is the goal of the Equity Pledge clearly stated?

- a. Can be framed with bold current-state data statement on inequity in Oakland
- b. Yes but still difficult to grasp because the end product is unknown
- c. Piece of key goal is working together – rather than against / in parallel
- d. Yes! It is also very text-heavy
- e. The goals of the 8 working groups are well-defined. Is it a “series of agreements” or a single agreement? If both, it’s confusing. Also, will there be 1 big document?
- f. High quality education for all students
- g. Goal is clear but I think there could be more clarity between Agreements we are making and the Accountability pieces
- h. Yes. But as above, it can be clearer by being less redundant
- i. Yes

Equity Pledge Feedback - Responses



3. **Are you clear on how you can be involved in the process?**
 - a. Website
 - b. Newsletter
 - c. Should I be involved? The past tense suggests that you're letting me know, not inviting
 - d. Not yet. Many of the agreements must be technical and bureaucratic. How can a teacher plug in?
 - e. Attend monthly meetings, share ideas, invite people to attend the meetings
 - f. Participate in a work group
 - g. Not exactly – curious about the input on charter renewal, etc.
 - h. No. Looks like it's not open to community
 - i. No. Are members already selected? Are there room for more members?
 - j. Not really. Contact person?

Equity Pledge Feedback - Responses



4. Are you clear on who to contact if you have questions?
 - a. Website
 - b. The website
 - c. Yes
 - d. Not really, just www.oaklandequitypledge.org
 - e. Yes from website but no actual contact
 - f. No – make it an email address that a parent can click and auto email without going to a separate page
 - g. Yes
 - h. No
 - i. Add personal contacts on who to contact for each working group

Equity Pledge Feedback - Responses



5. Additional feedback to improve this document?

- a. How can we remove barriers to participation for community members? This doesn't feel invitational but more of an FYI
- b. Highlight inequality: What is it? Why should I care? Hae-Sin's anecdote was a compelling example
- c. How to get me invested: I'm sure this is tricky but I need to know what is the problem right now. How is not having this collaboration hurting Oakland kids right now?
- d. Include dates and times on the FAQs
- e. What's the difference between what community groups and orgs are represented and who is supporting? Why are they separate Questions with different answers?
- f. Make more inviting
- g. Condense; a little wordy
- h. Add timeline for the process and outcome. Dates for the meetings.



Responses to Enrollment Discussion Topic A

Oakland public schools serve subgroups of students without the ability to make access choices, such as foster kids or children from families that are homeless. How can we reach and support these students to choose schools that best meet their needs? **(bold denotes the top three ideas as selected by the table group)**

1. **All schools should teach their fair share of homeless, foster, newcomer.**
2. **Can there be a financial incentive to schools to serve these kids?**
3. **District and charters should increase their communication with advocacy groups that are already plugged into these communities.**
4. My understanding is that the most popular schools are “full” after the first application windows. The most popular schools tend to be the highest performing schools. Therefore, these schools are closed off to migrant students, new arrivals, and highly transient kids.
 - a. So, could the most highly-requested and highest-performing schools (charter and Oakland Unified School District (OUSD)) reserve a portion of seats for students who enroll in August? 20%? 30%? However, this could be another opportunity for in-the-know parents to game the system. How can we be sure that the seats are truly going to underserved populations?
 - b. Plus: newcomers arrive throughout the year. They obviously can’t go to the “full” schools. Again, “full” schools tend to be the highest-performing “best” schools. Therefore they don’t have equitable access. Should schools reserve sports for our exploding newcomer population throughout the year?

Responses to Enrollment Discussion Topic A (cont.)



5. Residential transfer problem - these students are more likely to transfer during the school year. Issues: transportation and transfers (in and out of district)
6. Regarding gentrification: who are “Oakland kids” when they are rendered “homeless” and take up residence in surrounding cities?
7. Targeted engagement/training for caseworkers/social services
8. Conduct data analysis to better understand which subgroups need more targeted support
9. Strategic, citywide multilingual “get the word out” campaign
10. Target services/hubs in the community that serve specific subgroups
11. We would need to have robust partnerships with community organizations that have direct contact with our city’s most vulnerable youth and families
12. Services: high quality and accurate information regarding student and family service programs offered by schools
13. For 9th grade, the handoff from middle school to high school would need to be tighter. High school enrollment as a function of middle school graduation/promotion.
14. Ask foster youth/parents - OUSD has a foster youth advisory committee (via LCAP) that could give answers. Also check with California Youth Connection
15. Engaging outreach advocacy/caseworkers/community-based organizations that provider services: identify youth, identify an advocate for families, train advocates in enrollment/school identification procedures

Responses to Enrollment Discussion Topic A (cont.)



16. Make use of Court Appointed Special Advocates (CASAs) as point people for foster enrollment
17. Enrollment identification: are schools accurately designating for homeless and foster youth
18. Trends: first need to better understand enrollment and movement trends of homeless, undocumented and foster youth
19. Common enrollment protocols: do they keep space open for these subgroups in charters?



Responses to Enrollment Discussion Topic B

Oakland has many children who require Special Education services. How can we better support them and their families to understand both district and charter options, and find a school that is a good match? **(bold denotes the top three ideas as selected by the table group)**

1. **Need parent education to choose the best school**
2. **Need to educate families about the Individualized Education Program (IEP) and the rights**
3. **Need to publish data about Special Education (SPED): which services are offered at which schools**
4. Publish quotes from SPED families to publish on the school finder website. Include the school name
5. Can charter schools offer material to OUSD IEP teams to share with parents during the IEP process?
6. Many best practices (push-in services), inclusive classrooms, etc.) standardized at all Oakland schools
7. Can schools have an open house approach to SPED applications? Can all schools publish open house visiting days/policy?
8. All schools publish % of SPED students, parent survey. What about effectiveness data?
9. Can charters partner with 3-5 year old OUSD Special Day Class (SDC) classes to share charter options?
10. All schools publish SPED staff roles and responsibilities at school sites
11. All schools publish special programs for SPED students including inclusion, or if they don't offer anything at all.
 - a. What about schools sharing the SPED load? Should we support schools trying? How?

Responses to Enrollment Discussion Topic B (cont.)



12. Outreach to Center for Early Intervention on Deafness (CEID), Parent Education Network (PEN), Communication Works, developmental pediatricians, OUSD Community Advisory Committee (CAC), Word Works, BANANAS, Disability Right Education & Defense Fund (DREDF), Center for Accessibility Technology
13. How could we do a “visual” tour of SPED models/delivery options?
14. Schools publish philosophy and approach to SPED (accessible)
15. Schools publish outcomes for students
16. Handbook for how to think about options
17. Clarity on scope of school responsibility (charters)
18. Regional services feeder patterns
19. Should SPED parents have access to performance/satisfaction data specific to SPED at a given school?
 - a. There’s a Local Control and Accountability Plan (LCAP) SPED advisory committee - Cyntia Molina can connect you with people that can answer this question
20. Centralized guidelines with district and charter school SPED programs at each school
21. School finder programs that have (in dropdown menus) the programs they offer and can offer
22. Options guide on SPED so could go in detail or even share stories from teachers and families about the program at school
23. Small focus groups to educate parents about choices
24. How to get info to parents in need

Responses to Enrollment Discussion Topic B (cont.)



25. Can we do system-wide training regarding kindergarten inclusion to facilitate greater access across city?
26. Require all charters or Special Education Local Plan Areas (SELPA) to have updated information about program offering at each school site available online?
27. Update OUSD's Programs for Exceptional Children (PEC) guide to programs available at each school site
 - a. Integrate this information with the online school finder tool
28. What would a SPED-specific options guide look like - create a lot of transparency



Responses to Enrollment Discussion Topic C

Even with the existing enrollment resources such as the OUSD Options Guides, not all families have used what exists. What are the reasons? How can we engage those families? (**bold denotes the top three ideas as selected by the table group**)

1. **Remove application barriers: different areas need different supports**
2. **Community leaders help families get ready**
3. **Online enrollment applications: bring technology to the community**
4. **Make the system transparent and responsive**
5. Engaging families with:
 - a. Rolling deadlines December - July
 - b. Small school-related incentives for enrolling early using any method (i.e. backpacks, bus pass)
 - c. Give students information as well, especially grade 8-9 to allow them a chance to impress upon parents the importance
6. Hire/stipend for community members in targeted neighborhood to do outreach/education on enrollment process
7. Families that are vulnerable or in crisis are less able to be proactive. Target support and services for them
8. Need to build convenience of enrollment system. Specifically target under-engaged groups

Responses to Enrollment Discussion Topic C (cont.)



9. Ideas for publicizing: partner with:
 - a. Oakland Public Library: have Question & Answer (Q&A) technical assistance night at the library
 - b. Child Development Centers (CDCs)/Head Start/Preschools
10. Vast majority of Oakland students seem to be in East Oakland, very far from physical enrollment centers - no transportation? Internet access at home?
11. Could documentation and enrollment be separate processes? Does everything have to happen at once?
12. Enrollment fairs based in target areas?
13. Legwork to collect documents: birth certificate, immunization, proof of residency, etc.
14. Do we know why people wait until the last minute? What are the reasons why:
 - a. Are there “benefits” to late enrollment?
 - b. Waiting for more choice?
 - c. Could waiting on charter lotteries potentially affect OUSD families enrollment?
 - d. Lack of accessibility and knowledge
15. Offer workshops/information sessions in the community at convenient times, with childcare
16. Develop and sustain relationships with community brokers
17. Canvass at popular places for families
18. Use different forms of communication channels

Responses to Enrollment Discussion Topic C (cont.)



19. Provide end of year enrollment rollover
 - a. automatic assignment of school based on feeder pattern/neighborhood school
20. Documents are barrier
21. Unfair enrollment practice
22. Proactive outreach to vulnerable populations
23. Need to make process as transparent and responsive as possible
24. Need to build confidence in school and enrollment system
25. Possible reasons/options:
 - a. Accessibility
 - b. Computer/internet
 - c. Capacity
 - d. Knowledge of city systems
 - e. Agency
 - f. Affluent parent?
 - g. Distrust in systems/breaking

Responses to Enrollment Discussion Topic C (cont.)



26. Possible solutions:
 - a. Transparency
 - b. More person-to-person guidance
 - c. Better serve deep East Oakland: satellite sites
 - d. Accountability check
27. Not aware of enrollment process/timeline
 - a. Parent letter
 - b. Text
 - c. Robo call
 - d. Radio spot
 - e. Enrollment fair
28. Focus on East Oakland parents, they have high percentage of late applications/no applications
29. Need to build awareness of process and options