North Oakland Schools Community Survey

Final Report
October 2017

It is the goal of Oakland Unified School District (OUSD), and District 1 School Board Director Jody London, that Oakland families have excellent local public schools available to them and that programs are strong enough to support all students in arriving at high school prepared to succeed in rigorous programs and academies. In the spring of 2017, Director London commissioned Communities in Collaboration to help assess community opinion about the portfolio of schools in North Oakland, to deepen understanding of what will encourage people to choose Oakland public schools.

As in much of the Bay Area, North Oakland is experiencing rapid demographic changes. Young families have flocked to neighborhoods that offer lower cost of living than in San Francisco or the Peninsula. At the same time, many long-time Oakland residents find themselves priced out of their home neighborhoods. As the demographics continue to shift, it is important to ensure that the public elementary, middle, and high schools available to North Oakland families meet needs of those both new to the community and long-time residents. Currently North Oakland families are served by a number of elementary schools – some over-enrolled, others under-enrolled – as well as Claremont Middle School, Oakland Technical High School, and Oakland International High School. (Oakland International High School serves students who are recent arrivals to the United States. The school’s mission is to provide a quality alternative education for recently arrived immigrant students in English language acquisition and in preparation for college.) Some program sites are currently in transition – these include Sankofa, which recently phased out a middle school program, and the former Santa Fe Elementary site, which is housing Glenview Elementary students through 2019. OUSD is also undergoing a District-wide facilities master planning process, known as the Blueprint for Quality Schools.

With these school and neighborhood shifts in process, now is an opportune time to check in with community to ensure available school programs are meeting their needs.

Methods
This project focused on reaching North Oakland families, who may or may not have chosen OUSD schools, to better understand their hopes and expectations for a robust K-12 pipeline through:

- A widely disseminated online survey to understand parent and community priorities for their students and
- Follow up focus groups to engage stakeholders in conversation about the survey findings to help inform future decision-making.
This data can supplement demographic, school site, and community preference data being developed as part of the Blueprint for Quality Schools. With local and District data in hand, School Board members will be better able to make policy decisions that meet the needs of diverse local families.

Online survey
The online survey received 185 responses, of which 165 were within zip codes in Oakland’s District One. The data compiled here in this report is from the following District One zip codes: 94608, 94609, 94611, 94618, and 94705. Those responding to the survey included families with students at 36 local public, private, and charter schools, with two-thirds of the respondents having students at Peralta Elementary, Oakland Technical High School, Kaiser Elementary, Claremont Middle School, and Chabot Elementary. Survey respondents represented families with children ranging from preschool to adult. A full breakdown of this and other data is available in the data appendix.

Focus groups
As part of the online survey, participants were asked if they would be willing to join a future focus group. All willing participants were contacted with an invitation to one of two focus groups scheduled for July 8 and July 25, 2017 – one during a weekend day and one on a weekday evening. Five community members participated in the first focus group. Seven community members participated in the second. Notes from these focus groups are also detailed in the data appendix.

Major Themes
Through the survey, several major themes arose – including programs that were of interest to North Oakland families as well as shared concerns. These themes were further explored in the focus groups.

Quality is easy to identify, shouldn’t rely on community wealth
Focus group participants identified markers of a quality program including engaged students with strong relationships with adults on campus, good communication between site administration and families, safety and security on site, a diversity of students with support to meet their needs, and enrichment programs available to all. It was noted that these features are more likely to be found in schools within affluent communities. Participants felt these elements should be available to all Oakland students, regardless of the fundraising capacity of the school community.

Participants mentioned examples of strong programs such as Claremont Middle School’s variety of enrichment programs: sports, math club, music, gardening, and animation. Glenview’s Black History month celebrations, which include in-class assignments, artworks, assemblies, and community events were another example of evidence of a successful school where collaboration across faculty, administration, and community result in inclusive and enriching curriculum.

Neighborhood schools are important, but not the deciding factor
While nearly two-thirds of respondents said that attending a neighborhood school was important, less than half had students in their neighborhood school. The variety of reasons for choosing a non-
neighborhood school included finding the local program lacking, choosing schools that have special programs (such as autism inclusion programs), and moving out of the zone for their chosen school at some point after enrolling.

**Future commitment to OUSD varies considerably**

When asked about their commitment to sending children to an OUSD school in the future, non-OUSD parents who said yes gave a variety of reasons, including: proximity (walkability and bikeability), quality of programs, and experience with a previous student there. A number of respondents cited the future of the Santa Fe site as their deciding factor. If a District-run elementary school continues to be available at the site, they would enroll their students there. Others cited concern about the enrollment process. They were willing to commit to OUSD if their students were able to enroll at programs such as Peralta, Chabot, Claremont, and Oakland Tech.

Of those who stated that they would not consider an OUSD school in the future, most cited previous experiences with inadequate academic differentiation, concerns about academic rigor, or weak support of students with learning differences in OUSD schools as a deciding factor. Of those, most were expecting to send students to private schools in the future.

**New programs and alternative models appeal . . .**

Many respondents expressed interest in new programs, particularly dual language programs. When asked what innovative or alternative models they would like to see in North Oakland, such as magnet programs, dual language programs, or early childhood centers, the response was enthusiastic, but tempered by concern about the District’s ability to successfully implement new programs when current and traditional programs are perceived by some as not successful. Many also stated that they would support new programs only if they were not charter schools. Of the 141 people who responded to the open-ended question:

- 44 mentioned dual language programs, in particular Spanish (17)
- 30 mentioned early childhood programs including preschool, transitional kindergarten, and early childhood centers
- 25 mentioned magnet programs
- 19 mentioned arts and/or music
- 11 mentioned science and/or STEM (Science, Technology, Engineering, and Math)
- 4 mentioned GATE (Gifted and Talented Education) or gifted programs

Willingness to send students to these programs was dependent not just on the type of program, but on the quality. Parents were clear that the existence of such a program was not enough to draw students if the program was not implemented well. As one participant stated:

“As important as the program, leadership, community, and academic excellence will also be factors influencing our school choice.”

Many survey participants expressed deep concern about OUSD’s ability to implement new programs, and whether new programs would draw resources from general education programs when many schools are currently failing students. Starting these programs would not guarantee enrollment, they’d have to be well implemented and resourced. Many also stated that new programs would not be welcome if they were charter schools. These topics were explored further in focus groups.
Dual Language
Language immersion programs, particularly Spanish programs, were mentioned many times as desirable. Participants noted that although OUSD offers some dual language programs, none are in North Oakland. Those programs are in high demand and too far from North Oakland to be a good option for District 1 families. In the focus groups it was noted that dual language programs might not appeal to all families in a neighborhood, and therefore might push some families away from their neighborhood school.

Early Childhood Education
Similarly, many respondents expressed a desire for more universally available early childhood education. They noted that the age range for transitional kindergarten is very narrow and that OUSD-provided preschool is income based. Some students end up in different preschools, transitional kindergarten, and kindergarten programs over the space of three years. Flexibility to provide more universal preschool for all Oakland children was seen as a goal.

Arts Programs
The arts were seen as a way to engage diverse students in school programs, ensuring that every student could find a program or aspect in school that resonated for them. Participants expressed a desire to see more performing and visual arts in all schools, not just in special arts-focused programs. Participants also identified a need to ensure these programs were not reliant only on parent or grant funding. They felt these programs should be universally available to all students as part of a core curriculum.

Physical Activity and Outdoor Education
A number of participants noted that physical activity is insufficient at OUSD schools currently. Several expressed a desire for more activity and more outdoor time for students who benefit from connecting to nature and moving their bodies.

Quality of programs matters most
One of the most universal themes was a desire for OUSD to focus on ensuring support for current programs and teaching staff. Quotes from survey participants convey the consistency of this concern:

“I think Oakland needs to get the basics down before expanding into alternative models.”

“We don’t need innovative or alternative. We need high quality.”

“I would like to see OUSD focus on its current struggling schools like Emerson in a more meaningful way”

“I’d rather focus on having quality teachers and teacher stability than alternative models.”

“I am WAY less interested in innovations than in plain, simple programs that work and solid management.”

Others also suggested that the District focus on learning from existing successful models, particularly those that don’t rely on funding from well-resourced parent communities. Many such models exist
North Oakland school landscape presents possibilities
When asked to look at the map of existing North Oakland programs and consider how the ideas for new programs might be applied to the map, focus group participants were happy to brainstorm. It was made clear that this was purely an exercise in blue sky thinking, so participants felt free to be creative. Among the ideas presented were:

Sankofa / Peralta Elementary merger
Peralta is space challenged and, because it is all on the ground floor, is ideally suited for the lowest grades of elementary school. Sankofa is only three blocks from Peralta and is chronically under enrolled. It was suggested that overcrowding could be relieved at Peralta by using the space for TK-2 classes for Sankof and Peralta students while Sankofa could host grades 3-5. Because the two schools were in July 2017 both undergoing searches for new principals, this could be an ideal time to rethink the programs at both schools.

Oakland International High School Lab School
Oakland International acts as home to many of OUSD’s newcomer students. All students at Oakland International, most of whom have been in the United States for less than 4 years, are English Language Learners. This model is being used as a lab school for training teachers from throughout Oakland and beyond in serving high school newcomer students academically, socially, and emotionally. More information can be found at https://www.oihslab.com.

Piedmont Avenue dual language
It was noted that neighborhood enrollment at Piedmont Avenue Elementary is weaker than at most North Oakland schools. This was identified as an opportunity site for a dual language Spanish/English program in which so many survey participants expressed interest. Focus group participants also expressed concern, however, that a dual language program could deter some families from joining and that robust dual language middle and high school opportunities would also need to be developed.

Santa Fe Elementary Campus
Many community members from the neighborhood surrounding the Santa Fe Elementary campus expressed a desire for an OUSD-run elementary school to reopen on the site when Glenview Elementary returns to its home campus at the end of 2019. Some of these families currently have students attending Glenview at Santa Fe. Others are parents of preschool students who hope to have a walkable OUSD option in their neighborhood when their children reach kindergarten.
North Oakland Community Survey

Data Appendix

Survey Data
The survey was administered on SurveyMonkey in both Spanish and English. 185 individuals took the survey. Twenty responses from zip codes outside of District 1 were not included in the data analysis.

1. How old are your children? (check all that apply)

2. What is your zip code?

<table>
<thead>
<tr>
<th>Zip code</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>94608</td>
<td>40</td>
</tr>
<tr>
<td>94609</td>
<td>54</td>
</tr>
<tr>
<td>94611</td>
<td>29</td>
</tr>
<tr>
<td>94618</td>
<td>41</td>
</tr>
<tr>
<td>94705</td>
<td>1</td>
</tr>
</tbody>
</table>
3. If you have school-age children, what school(s) do your children currently attend?

<table>
<thead>
<tr>
<th>School</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peralta</td>
<td>39</td>
</tr>
<tr>
<td>Oakland Tech</td>
<td>22</td>
</tr>
<tr>
<td>Claremont</td>
<td>14</td>
</tr>
<tr>
<td>Kaiser</td>
<td>14</td>
</tr>
<tr>
<td>Chabot</td>
<td>13</td>
</tr>
<tr>
<td>Glenview</td>
<td>4</td>
</tr>
<tr>
<td>College Prep</td>
<td>3</td>
</tr>
<tr>
<td>Emerson</td>
<td>3</td>
</tr>
<tr>
<td>Hillcrest</td>
<td>3</td>
</tr>
<tr>
<td>Montera</td>
<td>3</td>
</tr>
<tr>
<td>Piedmont Avenue</td>
<td>3</td>
</tr>
<tr>
<td>St Paul’s</td>
<td>3</td>
</tr>
<tr>
<td>Bishop O’Dowd</td>
<td>2</td>
</tr>
<tr>
<td>East Bay School for Boys</td>
<td>2</td>
</tr>
<tr>
<td>Edna Brewer</td>
<td>2</td>
</tr>
<tr>
<td>NOCCS</td>
<td>2</td>
</tr>
<tr>
<td>Redwood Day</td>
<td>2</td>
</tr>
<tr>
<td>Urban Montessori</td>
<td>2</td>
</tr>
<tr>
<td>A home preschool in Albany</td>
<td>1</td>
</tr>
<tr>
<td>An Oakland Charter school</td>
<td>1</td>
</tr>
<tr>
<td>Bentley</td>
<td>1</td>
</tr>
<tr>
<td>Broadway Children’s School</td>
<td>1</td>
</tr>
<tr>
<td>Contra Costa Jewish Day</td>
<td>1</td>
</tr>
<tr>
<td>Crocker Highlands</td>
<td>1</td>
</tr>
<tr>
<td>East Bay Innovation Academy</td>
<td>1</td>
</tr>
<tr>
<td>Escuela Bilingue Internacional</td>
<td>1</td>
</tr>
<tr>
<td>Head Royce</td>
<td>1</td>
</tr>
<tr>
<td>Howard</td>
<td>1</td>
</tr>
<tr>
<td>La Escuelita</td>
<td>1</td>
</tr>
<tr>
<td>Melrose Leadership Academy</td>
<td>1</td>
</tr>
<tr>
<td>Montclair Elementary</td>
<td>1</td>
</tr>
<tr>
<td>OSA</td>
<td>1</td>
</tr>
<tr>
<td>Park Day</td>
<td>1</td>
</tr>
<tr>
<td>Private play-based preschool</td>
<td>1</td>
</tr>
<tr>
<td>Rockridge Little School</td>
<td>1</td>
</tr>
<tr>
<td>Sequoia</td>
<td>1</td>
</tr>
<tr>
<td>Sheffield Preschool</td>
<td>1</td>
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</table>
4. Is that your neighborhood school?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Yes</td>
<td>55</td>
</tr>
<tr>
<td>No</td>
<td>41</td>
</tr>
<tr>
<td>Other</td>
<td>31</td>
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</table>

Reasons for “Other” response

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
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<tbody>
<tr>
<td>Moved</td>
<td>4</td>
</tr>
<tr>
<td>Not zoned (private, charter)</td>
<td>11</td>
</tr>
<tr>
<td>Santa Fe area, attending Glenview</td>
<td>5</td>
</tr>
<tr>
<td>Split (including to access programs for IEP)</td>
<td>6</td>
</tr>
</tbody>
</table>

5. How important is it for your child(ren) to attend a school in your neighborhood?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>99</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>48</td>
</tr>
<tr>
<td>Not important</td>
<td>9</td>
</tr>
</tbody>
</table>

6. If your children do not currently attend an OUSD school, do you plan to send them to an OUSD school in the future?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
</tr>
<tr>
<td>N/A</td>
<td>88</td>
</tr>
<tr>
<td>Not sure</td>
<td>22</td>
</tr>
</tbody>
</table>

7. If you answered yes, which school and why are you interested in that school?

- I would absolutely love to send my daughter to the Santa Fe campus if an OUSD school is available in that location. She will enter kindergarten in 2019.
- Glenview at Santa Fe: well regarded school with a diverse student body. It is currently located near my home, which is convenient, and when it moves back to Glenview, it will be close enough to my home to continue with the program. The reopened Santa Fe school: proximity to my home and a school that reflects community needs and voices. - Melrose leadership academy: Spanish immersion program with a diverse student body.
- We aren’t sure yet.
- School at glen view location or Chabot or Peralta if I can get in. Needs to be a high performing school.
- Santa Fe - I’m hoping it will reopen
- Santa Fe Elementary will hopefully become our neighborhood school. I hope that it will be well supported not just by OUSD but by the parents in our neighborhood.
- Hopefully Santa Fe Elementary. If that doesn’t open, we’re zoned for Sankofa and will attend there. I hear terrible things about it, but hopefully can help improve it with parental support.
- Chabot. Because his sibling goes there.
- Peralta (close to us and good reviews) Thornhill (Good friend teaches there, and I have taught workshops there...seems very good)
- The future long term school being planned for the Santa Fe site once Glenview leaves
- I know that OUSD has a temporary school set up at the Golden Gate site. Hopefully that becomes permanent! The current school we would be assigned to is too far away and seems to be struggling on
quality.
The school in the Santa Fe elementary school campus. Because that campus is the closest to my house. If I had children, I would only be interested in a neighborhood school where my children could walk and attend school with their neighbors.
Santa Fe Elementary. I feel optimistic about the culture and performance of a new school that takes so much of the community input into account.
Tech
Parent involvement, curriculum, teachers, administration.
Santa Fe
Unsure at this time. Interested in our neighborhood school in order to promote ties to our community. Also interested in language immersion or dual-language programs in Oakland.
I strongly believe in public neighborhood schools
I don't know yet since our local school has been closed
I have heard Kaiser is good. And Glen Park. I have only started research. I do know from word of mouth that Emerson, my neighborhood school, is not up to our standards.
Chabot
Peralta or Sankofa. Peralta due to proximity, Sankofa because I feel like it is more representative of Oakland and I am interested in the performing arts education provided there.
We ranked Glenview #1 on our options form and are very excited to be sending our child there. It seems like a great school community. We are sad that Emerson, our neighborhood school, is in such terrible shape that we did not feel comfortable sending our child there. When Glenview moves back in 2 years it will be a challenge for our family.
Peralta, then Claremont, then Oakland Tech.
I would love for my child to go to the engineering track at Oakland Tech. It's in my neighborhood and it's highly ranked.
Kaiser elementary. I like that it is close enough. The arts and music emphasis is great and fosters a sense of community. I also appreciate the stability of the staff. We will attend this fall.
Peralta, because older sibling is already there
Oakland Tech. A good neighborhood school.
Kaiser elementary. We love this school! Love the teachers and the principal. My daughter is thriving here.
Peralta. It is reachable by bike and bus and is much better than our neighborhood school (Emerson). Interested in seeing Emerson continue to improve (according to the SPF that indicates some areas of improvement) so that we can be a family that sends our kid to our neighborhood school.
Peralta for its programmatic excellence and convenience to home
I live in the Longfellow neighborhood and it is my hope that the elementary school in Santa Fe (55th and Market) will reopen as a OUSD community school. My son will be turning 5 in August 2020 and I am eager to support the growth and vision of this school. If not, he would likely attend Emerson which seems like it could use more resources.
Piedmont Avenue is my neighborhood school, but I plan to explore other school options close to us. That being said, I would like for my kids to be able to walk to school.
I want my kids to be able to walk home if there’s an earthquake. I know that sounds crazy... but this is the stuff that keeps me up at night. I also want them to go to school with kids they've gone to school with their whole lives. I wish OUSD had feeder schools, I realize this means my kid wouldn't be at Tech, and I think I’d be OK with that.
Piedmont Ave Elementary - it is our neighborhood school, close by, and I am determined to try out and support our local public school.
Oakland Tech - we find the academic rigor and opportunities comparable to leading private schools in the area
I want my son to attend Claremont. But everyone in my neighborhood is getting sent to Westlake despite the promise of Kaiser being a feeder school to Claremont for the last couple years. I campaigned hard for Claremont. We'll leave the district if we get Westlake, a very low performing school, high rates of suspensions and very low diversity.

Oakland Tech is where they may go to high school. Depends on the quality of the education.

Academics, community, school climate and restorative justice

We like Peralta very much and plan to send our younger son there.

We plan to send our younger son to Chabot Elementary with his big brother. Also important for school to be close to home.

Oakland Tech is our neighborhood school and an institution with a lot of wonderful things happening there, including its diversity.

Chabot. Our son already is there for speech therapy so he knows the site. We've been impressed with what we've heard from other parents with older children there, and we like the idea of our son attending our neighborhood public school.

Yes if they can get into Peralta or Chabot

Peralta, because my old son had a good experience there.

8. If you answered no, please say more about why:

If the school is not properly supported by OUSD and does not become a solid educational facility. The neighborhood will work hard but expects the school district to do the same.

I like most north Oakland elementary schools

I would have been willing to send my child to a non-neighborhood school if I had known this was a possibility before buying a home.

Currently as is, I would never choose to have Emerson as our first choice school. That would be crazy, unfortunately when there are better school options within OUSD.

If Santa Fe Elementary School was re-opened, I would say yes immediately. But it is unclear if that school will be around for more than one year for my child.

They are very bright privileged kids and they have the basics covered- they need something rigorous and differentiated to make school both useful and interesting.

Support services, counseling, teacher quality at our neighborhood high school, Oakland Tech, are not consistent so our MS age child will probably attend private HS

However--I am concerned about the deficits in the Math and Language programs at Tech. Truly disappointing.

attended OUSD for elementary and middle school but desired more academic expectations and colleagues so moved to private for high school, as well as smaller classes

All three of my kids were at Chabot for at least K-4, but we eventually moved them all to private schools. Until OUSD can make helping EVERY child reach their potential, it is difficult to watch students who are average or advanced ignored while all services go to help those at the bottom. I agree that those children need more support than others, but to completely ignore everyone else, especially in a school demographic like Chabot, is a shame.

Junior high is a hard time. Students need to feel safe and have their social and emotional needs met. The school also. We’d to prepare them academically for high school.

Emerson performance metrics are not good enough for us to send our kids there.

Our kids went to local elementary school. Montera as a middle school was and continues to be under performing. Our intention was to go there but felt it was unacceptable. The high schools are better options but once we left we did not want to return.
9. What innovative or alternative models would you like to see in North Oakland (such as magnet programs, dual language programs, or early childhood centers to house all pre-k and transitional kindergarten programs, or others)?

<table>
<thead>
<tr>
<th>Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-k, tk, and STEM programs</td>
</tr>
<tr>
<td>All of the above sound great to me. I still remember my charismatic pre school teacher, and see how much my son benefits from his preschool. I went to a Spanish immersion elementary and middle school and it was an amazing experience—it had a cultural and linguistic impact on my life. I went to a magnet high school and had an incredible education.</td>
</tr>
<tr>
<td>I would love to see transitional kindergarten in schools. I’d also love to see preschool available for families within the area. For older children having a magnet program with different options for learning goals would be wonderful as well.</td>
</tr>
<tr>
<td>My dream would be a dual immersion Spanish school with an emphasis on project based learning.</td>
</tr>
<tr>
<td>Early childhood centers programs listed above</td>
</tr>
<tr>
<td>Dual language Spanish Expeditionary learning</td>
</tr>
<tr>
<td>Expeditionary learning models, dual language program, emphasis on social-emotional education and development, social justice and community involvement</td>
</tr>
<tr>
<td>I’m interested in the magnet model, because it would foster more creativity in a curriculum and would allow the district to hire teachers who are a good fit for that particular curriculum. I think bringing magnet schools to Oakland would entice a lot of parents who currently consider charter schools to be the only option besides private school. Show us something special in Oakland schools. The charters are compelling but a lot of residents want to invest in the community and would prefer a neighborhood school.</td>
</tr>
<tr>
<td>I think we should allow Peralta to be a model school. The way things stand right now, the application to do alternate science prevents teachers to do some of the programs that were happening before additional exams. Perhaps the district should research Peralta’s bee studies before replacing that curriculum.</td>
</tr>
<tr>
<td>Dual language program is a MUST! Music and the arts are also extremely important.</td>
</tr>
<tr>
<td>No magnet, charter, bilingual, or transitional pre-k programs on any k-5 schools but auxiliary or supplemental supports such as librarians, art, music, garden or outdoor education.</td>
</tr>
<tr>
<td>Any and all innovative and alternative models that are developed and implemented within the traditional public school system, not via charters.</td>
</tr>
<tr>
<td>TK, music and art options, recess and PE not gutted, healthy food and gardening</td>
</tr>
<tr>
<td>Spanish-English bilingual school</td>
</tr>
<tr>
<td>What, you mean charter schools? Hell no. There are two charter schools in my near neighborhood - neither of which really serves our community. One is TINY (NOCCS ) and you can’t get in and the other, YuMing is Mandarin Immersion and to my knowledge serves kids OUTSIDE OF OUSD.</td>
</tr>
<tr>
<td>Magnet programs sound good but mostly want a school that is tightly woven into the neighborhood, where parents can come together easily and support the school.</td>
</tr>
<tr>
<td>Besides the models listed above, I’d like to add: Arts integration throughout the curriculum. Experiential learning. Community and restorative justice focused. NO ENDLESS SENSELESS HOMEWORK.</td>
</tr>
<tr>
<td>I would be interested in the need for more community-based schools onto a district-hosted platform. I would volunteer and make monetary donations to such a school.</td>
</tr>
<tr>
<td>All of the above Montessori and Dual Language. Also outdoor play based.</td>
</tr>
<tr>
<td>I would love to see magnet programs in oakland public schools. I want more art and physical education (get the kids moving!)</td>
</tr>
<tr>
<td>I think Oakland needs to get the basics down before expanding into alternative models. I would like to see neighborhood schools that work! Bilingual. A strong gardening program/area.</td>
</tr>
</tbody>
</table>
We need a public and *accessible* dual language program in North Oakland. If a "magnet" status will afford a school some autonomies in terms of hiring, scheduling, programming, and enrollment then we desperately need a good magnet model as well. Current North Oakland options either lack quality and resources, are are so in demand that they have become inaccessible and incubated solely for privileged families.

First and foremost, I would like to see OUSD focus on its current struggling schools like Emerson in a more meaningful way that focuses on improving our current students' classroom experience both with academics and school culture (clear behavioral expectations and supports) and a plan to retain quality staff and to engage families in a meaningful way.

### Language or specialties

All of those programs are valuable, would enrich my children's education and other's. I especially would like my children to learn a second language. Peralta had a Spanish class but does not now.

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<tr>
<th>Phonics program, intervention, early childhood program</th>
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<tr>
<td>Dual language, STEM focused education, pre K early development centers</td>
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<td>Pre kinder, programa de lenguaje dual y escuelas especializadas.</td>
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<td>dual lingual early childhood centers Montessori models</td>
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<td>I am interested in dual language programs.</td>
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<td>Those listed above sound good.</td>
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<td>I would love to see art magnet and dual language schools, and I know it would have been amazing to have pre-K and transitional options when our daughter was little.</td>
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<td>When first enrolling my kids years ago, I was VERY interested in dual immersion (Spanish) programs. I long ago gave up on them as I got used to OUSD, but would still find them very valuable.</td>
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<td>Adequately funded programs at the regular OUSD schools</td>
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<td>I would like to see dual language programs and coding classes.</td>
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<td>I'd love dual language, but it isn't really appropriate for the demographic at Emerson. I would like to see extra support given to Emerson. I would like to see PTA money raised at all schools pooled so that rich schools don't get to opportunity hoard.</td>
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<tr>
<td>Art focus like at Peralta but not at a charter school (e.g., OSA)</td>
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<td>Spanish program</td>
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<td>Bilingual and magnet programs are very desirable. I think Sankofa's program is one way to attract families to choose it over Peralta. Probably also need school ambassadors to get families to choose less popular schools during the options process.</td>
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<tr>
<td>All of the above.</td>
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<td>I would love to see a dual language program in North Oakland (Spanish). I also think that the struggling schools in our area should get a lot more attention and resources from OUSD to bring them up to the level of the other schools. Parents can't do it all and it's ridiculous to make us think we can. We need support from the district. If I felt that OUSD was invested in Emerson improving I would love to send my children there. By improving I mean educating all students, not just adding fluffy programs to attract more middle class parents.</td>
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<td>It would really depend on what is meant by &quot;alternative model&quot; as that is a loaded term.</td>
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<tr>
<td>MONTESSORI! I drive my child out to the Mills College area to attend Urban Montessori, the only public Montessori in Oakland.</td>
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<tr>
<td>Language programs for young kids. Oh, and language options, not just Spanish (which is great too). More pre k and less transitional kinder (which is insulting to those that aren't arbitrarily in that age range)</td>
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<td>I feel less strongly about which programs, provided that they would be available to kids from outside of our neighborhood who were interested in attending. Also, I'd be nervous about adding a boutique program in our neighborhood without adding similar programs in other neighborhoods in Oakland.</td>
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all of the above sound great, one of my daughters is interested in SOL, but it would be a bit of a drive for us to get to and out of the way of our commute which is a a challenge with 3 kids to get to school. Definitely interested in Spanish immersion. A science magnet program would be amazing too.

I understand the intent behind pathways but I'm really worried that it is segregating our high schools. Kids are self segregating into programs. I also worry that kids are having to "pick a major" at 13. It seems very limiting. the whole point of high school is trying on different hats. Pathways also groups kids with the same kids for all of their core academic subjects - this is boring...kids need to be mixing it up, meeting new people, getting to know folks from other backgrounds, that's the whole point of going to a big comprehensive high school - so you don't have to be with the same kids all day, year after year. I think we need to have more flexibility... give kids the option of designing their own major if they maintain a certain GPA. One size does not fit all. I have a problem with these mandates coming from the school board - you guys aren't in the classroom, you aren't the ones building schedules. Go talk to the kids, the teachers...

I'd love to see dual language - or at least language options! I don't know anything about the other models you mentioned.

More dual language programs (our son used to go to Escuela Bilingue Internacional and we were interested in Manzanita SEED but the commute is too far for us).

I'd like to see TK available at each site and quality on-site afterschool options for all kids who need it.

Dual language

More IB program schools, bilingual, STEM magnet middle school

dual language and t-k

Magnet programs, language education, ART and MUSIC education as standard curriculum!

I would like to see AP math and ELS classes in middle schools. My son has Lexile score of 1100 in 3rd grade. The refusal to accommodate these kids and the "he'll be FINE" explanation is annoying at best. Yes, most OUSD kids are below grade level. Yes, it’s easier to ignore high performing kids. Ignore them right out of the district. I’m trying to stay, I really am. But I hear people want to tear down Paideia and Engineering at Tech in the name Of "equity".

TK at PAES has been really great, which I credit to the teacher, and to the fact that it is well supplied (I heard by the Rotary club)

One school that offers counseling enriched class k-5, 6-8th Moving kids every few years is really hard on kids who already have emotional issues...

While I think that alternative models can be good, my children are both in Paideia and my daughter is in the health academy at Tech, I also think it is important to realize they are not the right thing for everyone. I am not at all convinced the current drive to force every student into a pathway is the right course. I do think there is a place for schools that specialize, such as arts schools, but I am also concerned that magnet schools be designed in a way that avoids inequity and segregation. One thing that would be great would be more language instruction opportunities for younger students, when science shows they are best able to learn a new language.

I would be a strong proponent of having a dual-language option (Spanish/English) in North Oakland

I think the district would benefit by moving to more K-8 schools versus funneling kids into large middle schools. There are many good K-5 schools, but then families leave the district and go to private schools. You could provide better bridges for families to stay in OUSD through high school by converting to more K-8 models

Transitional kindergarten

Dual language! So important to create global citizens. Plus it helps them learn. I am past the pre-k/T-K stage but I understand that is in great demand as well.

Gifted and talented.

Programs that acknowledge the poor
I'd rather focus on having quality teachers and teacher stability than alternative models. It's at the point where I discuss with fellow parents, "Be careful about complaining about your child's do-nothing math teacher, because if that teacher is removed, there will likely be NO teacher." This has happened at Hillcrest, and regularly at Tech (not just math teachers -- that's just an example). Before we engage in dual language programs (as another example), let's make sure we don't have kids sitting in a regular Spanish III class for 7 months of the year with NO teacher, because there isn't one! If you don't want parents to take their kids out of the district, you need to make sure we have stable qualified teachers in all of our schools. Alternative models are not the answer if we don't have the teachers to teach, and to teach well.

dual language programs! I would also like to see a school with more innovative practices for teaching math.

High quality early childhood education and summer programs for all pre-K students

IB PROGRAM.

Dual Language, and not all Spanish-English, for all Elementary Schools
dual language

Magnet and dual language

I don't want to see specialized schools, it detracts from the mission of public education.

Magnet schools are a great way to attract kids from all neighborhoods. High schools that are specially geared for college prep (AP classes, Latin, research projects) are essential for getting kids truly ready to excel when they reach college and in life beyond school.

early childhood centers

Yes to all innovative models which might serve to help integrate schools — locate all these top notch, innovative, magnet programs at schools in neighborhoods not currently served by high-achieving schools, in order to entice white, wealthy families to integrate voluntarily.

Not sure what realistic options are.

Too late for my kids but I would have loved dual immersion, preferably in Spanish.

I like the pathways/academies at OT, but believe they should be optional, not mandatory.

I think hiring and retain truly excellent teachers would be a great starting place. And getting rid of the duds. There are too many of those at OT.

Language art and music

Universal Preschool for all Oakland children! As Kindergarten teacher in OUSD it is so clear to me that if you have preschool you are far more prepared for academic and social success - not because families aren't incredible support for children, but because we expect so much so early now in terms of standards of academic and social success.

Dual language

personalized learning, high teacher salaries, teacher training in methods that allow for differentiated learning in non-differentiated classrooms

Greater opportunities for T-K. We know if kids who do preschool, then TK and then kindergarten at three different schools - tough on some kids that age.

GATE

I would love to see an all boys school but really, there are far too many charter schools in OUSD that do not contribute enough to the community. I would also love to see Chabot become a science magnet school.

I think the schools are fine. The biggest problems facing OUSD are the general preparedness of the students, family stability, attitudes toward education and cultural backgrounds surrounding hard work and responsibility.

I would like to see Oakland manage their schools in a reasonable way. I am WAY less interested in innovations than in plain, simple programs that work and sound management. Middle school, Claremont seems to be going in the right direction although we have been out for a year. Certainly their elective program could be strengthened with greater variety of offerings. Teacher turn over is an issue. Make it easier/more attractive to teach in Oakland. There are a handful of really good dedicated teachers, sound administration, and involved parents all of which is making a difference. Tech is NOT in good shape and
I’m sad to say that my daughter - now grade 9 - is transferring out for next year. Issues: teachers - lack thereof in Spanish and Physics for my son over past two years. teachers who are very poor quality or have "checked out" and don’t really serve kids anymore. Academies - the "innovations" have made it so my super motivated, bright, almost straight A student couldn’t get into an academy. This was final straw. Sports - why in the world are we trapped in the Oakland athletic league? Our soccer teams do not play meaningful competition after pre-season, get little exposure to college coaches, and do not have the chance to go to North Coast play offs. Also sports seem to be very poorly funded. Decision making process at Tech is herky jerky, often last minute, and at times ill conceived. Jim Manheimer, elementary school principal

Language, language, language! More ecological education.

Smaller, academic, and multifaceted approaches to education

10. If this program were provided by Oakland Unified, would you be more likely to choose an OUSD school?

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<td>No</td>
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<td>Not sure (please explain)</td>
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Not sure (please explain)

Not if it is a charter.

I would need to know more.

Depends, will it be good or will it be a half funded measure staffed by underpaid teachers.

If I still had school age children, I'd answer YES

How big will the classes be? Will my kids be taught to their best learning style? Will the classes be managed well?

Already in OUSD.

It would depend on how good those schools were, and whether they kept the kids curious and loving learning. I’m more concerned about the basics of supporting teachers and having good facilities than I am about additional programs.

There are other factors I'd have to consider before enrolling my children. The school would have to meet other pertinent criteria.

Personally, I'm committed to sending my kids to public schools. Maybe those programs would make others more enthusiastic.

But I already am choosing ouds.

Already committed to staying in OUSD through high school

I am not the Milyer with these types of programs

I would consider pulling my middle child out of Peralta and enrolling my youngest in a PE magnet school even if I had to drive to get there.

magnets such as OSA seem great- more specialized challenges for the kids who are interested.

Depends on funding stability and strength of programs

I have no children yet believe we need to accompany and provide for all of the children in the district.

I'm already sending smallest child to OUSD schools, and, given the way OUSD schools are evolving in my neighborhood, will probably continue to do so at least through middle school.

This doesn’t really relate to my situation since my child is at Tech and in an academy.

I’d entertain TK if it didn’t mean changing schools so many times.

As important as the program, leadership, community, and academic excellence will also be factors influencing our school choice

Location would matter. How convenient and accessible and the entire package from athletics, arts and academics.
11. If not explained above, why or why not?

Peralta, and perhaps many other schools, had good things going on. There are so many district exams now that instruction and lab time have been impacted. Maybe just asking children to get a certain amount of lab time using scientific tools is a better way to go. The SMI test is another thing that should be rethought.

I don’t want a newly chartered or experimental curriculum. But a traditional classroom experience.

Depends, will it be good or will it be a half funded measure staffed by underpaid teachers. OUSD seems to have a problem actually implementing things, maintaining good staffing. What DO you do with our property taxes anyway? Pay Antwan Wilson a ton?

These are important enrichment activities. I worry that kids are kept indoors too long; we need to foster the natural childhood fascination with living things. Also, a bilingual education just makes sense. It helps their brains grow, opens up travel, and in California it is particularly useful to know Spanish!

It is insulting that “new” school plans are being investigated when OUSD is failing at education our current students in our current schools.

Dual Language is not a dealbreaker for me. School quality is most important.

We’re committed to public schools either way.

I already fully support my local OUSD schools.

I don’t know much of this types of programs

We will go to the school with the programs we need. Not leaving OUSD.

We have a one year old who we may send to EBI for Spanish Immersion but it would be lovely to get that through the public school system.

I would certainly prefer a dual language school to any other.

Multiple languages help train brains for change and possible new languages later.

I would prefer to send my children to the local district school whether or not there are innovative or alternative models.

Most interested in quality of staff and breadth of strong programs, not interested in magnet or dual language.

We unfortunately are leaving OUSD. Son will finish Sr. year at Tech. Daughter is transferring to nearby district.

12. Is there anything else you'd like to share?

I would love to see a non-charter dual language project based school at the Santa Fe site. If that isn't open I will try via lottery to get into another school. Sankofa is not appealing in its current state.

I hope Santa Fe reopens

I would love to see schools in North Oakland serve a more diverse student population, the schools feel quite segregated right now.

We need a breath of fresh air, and I’m so tired of hearing that Peralta is a good elementary school and is everyone’s backup to getting into NOCCS. These can't be our neighborhood's only two options. There's general fatigue around the situations at Sankofa and Emerson. I’d love to see programs launched that get parents and community excited to invest in their own neighborhoods, and feel that the kids here have the right to a great education.
Peralta has a Graduate Profile and the teachers are using it as a centering point of conversation about work. Why not allow teachers to explore alternative assessments and hand out fewer assessments to celebrate more learning styles? Some children repeatedly get poor scores, year after year, and alternative assessment could celebrate every type of learner. Peralta’s graduate profile is an opportunity to be preventative in terms of long term damage. How can we expect children to succeed if they are continually told bad news about how they perform? Second, how do “low scores” impact children when they are told negative news after a collection of years. I think OUSD needs to be more preventative in terms of score feedback. Perhaps an alternative report card is needed; children need to know a few things to work on, but they really need to feel valued; our current grading system is slamming some of the kids and I don’t know if the damage is reversible. The highly functioning schools, like Peralta, have a ton of resources. Maybe some the the writing assignments should involve children writing to each other across the city.

Maybe peer to peer instruction is a doorway to creating more equity district wide... We have the capacity thanks to Google. Attendance is also an issue. The kids that miss school need ways to make up time at some other point. I think there should be a huge lottery ticket win for good attendance. Some of these moms and dads would think differently about their child’s attendance if a ten thousand dollar lottery ticket was given each trimester to each home with perfect attendance. The strict chaperoning system is driving away parents who want to participate. There needs to be free clearance workshops a couple of times a year on site; many parents hated the amount of time and money it took to be a volunteer. I have dozens more ideas. I am just not sure if anyone is listening.

I think the district should supply more than one yard supervisor and yard supervision should be augmented to include programs to engage students in games, fairplay, and good sportsmanship. More than one yard duty personnel and there needs to be training.

Oakland needs to get its house in order before it can innovate and inspire and that starts with keeping a robust and regulated public school system, something that will inevitably erode in the face of charters and other "school choice programs" that serve to funnel resources away from traditional institutions who are unable to continue functioning in that depressed form. The voters thinking they want choice is not adequate direction - they don’t understand what is being sold or the long-term consequence.

When will the schools be integrated and bussing be implemented? How else are we to address the severe inequity in schools?

So much- its just overwhelming. OUSD schools are so bad and we live in a school desert. Aside from siblings there are NO TWO FAMILIES ON OUR BLOCK THAT HAVE KIDS AT THE SAME SCHOOL.

I’d love to see a school desegregation agenda/strategy implemented in North Oakland. It’s heart breaking to see the difference on attention and resources schools get and how those could be correlated to the demographic of children attending those schools.

The Santa Fe neighborhood is a school desert. There is a strong need for a community-based ob a district-hosted platforms, perhaps something like the Melrose Leadership Academy. The Santa Fe, Golden Gate and Longfellow neighborhoods have the numbers and the dedication to support the re-opening of Santa Fe Elementary.

It’s important for neighborhood schools to be within safe walking distance for all students in the catchment area. They should not have to cross more than one major arterial to get there.

The school district support for kids needing special education (e.g. autism) is dismal. I have seen several families sell their homes and move out of the area to find the educational support their children need.

Due to the lack of viable school options, the Western side of "North Oakland" is now largely seen as a school desert. Most families have become resigned to the fact that they have to face an inconvenient route or commute to get their kids to school while some are deciding to move out of the area in pursuit of better options. Those who can are choosing private schools. OUSD enrollment numbers shouldn’t be declining while the city's child population is on the rise. Start to turn the ship with investment in accessible, attractive, high-quality options.
YES! I work at a school in East Oakland (at East Oakland Pride -EOP) and every day am saddened by the disparity between Peralta and EOP. The Parents at Peralta have come together and through fundraising and access to resources have built a beautiful school. Students at Peralta receive a complete, standards-aligned education enriched by art and music. Peralta supports a growth mindset culture and classroom management is under control. At EOP, our principal has turned the culture around and it has become a very positive place to learn. However, there are still daily interruptions by students who are not receiving needed medication to learn because their families lost medi-cal or didn't fill out the paperwork. Students fight on the playground or don't show up to school at all. The teachers at EOP are a dedicated bunch who put 110% in every day. But, many of the teachers don't have the experience that many of the teachers at Peralta have. So, how do these two schools at opposite ends of Oakland become less polar opposites? How can the financial wealth and parent support of Oakland's hill schools help schools like EOP? As much as I want everything for my own children, I know that they are growing up in the same city as the children at EOP and that EOP children are their peers. Perhaps they will join up in high school? How do we lure talented and experienced teachers to schools like EOP? How do we support parents in East Oakland to be able to support their local school? Conversely, how do schools like Peralta get some of the resources available to schools like EOP? I was surprised by the lack of newcomer and ELL services at Peralta. All children of Oakland deserve the amazing education and experience that my children receive at Peralta. Thank you for reading this far!

The quality of the teachers is paramount to my decision to send my child to OUSD schools. This means paying them what they are worth (which is a LOT). I care much less about flashy facilities, programs etc than I do about having a teaching staff that is experienced, motivated and dedicated.

Thank you for taking the time to do this survey. Our hope is that we will have a good public neighborhood option for our children.

I would like to see a bus system offered. Without it is very wasteful of resources, including fossil fuels. Without buses it is very disruptive to the local neighborhoods that house the schools.

I wish I felt more confident in OUSD's ability to deliver my son an excellent K12 education. Can we make this transformation without marginalizing kids from lower income/education families?

A difficult task but steps to end the segregation re: a school like Peralta (primarily white) and Sankofa (95+% black). Maybe Peralta could make room for 20% of kids entering kindergarten who are minority students who qualified for free or reduced lunch. Let's integrate our schools!

I think it would be great to consider how to ensure that aftercare options were strong and could accommodate demand at all elementary and middle schools too, if that's within the purview of this project.

I am not as categorically opposed to charter schools as many of my peers seem to be, I appreciate having many diverse options to suit the needs of many diverse children, though do understand the draw of funds away from other schools and wish there was a way to do it all better for all the kids.

It would be nice if the taxes allocated for the schools actually got to be used by the classroom and not for other "school related" issues like admin and structural issues or pensions. I'm so disappointed in chabot, but I still have concerns about Emerson.

Honestly OUSDs website is a mess and looks horrible on phones which is how I look at it. I'm guessing other people struggle to navigate it as well. I do really love the district newsletters, that is a great service.

No charter schools; arts in every school.

One of the key reasons I purchased a home in Oakland, as distinct from Berkeley, was the ability to select the local school my children would attend. I am vigorously opposed to any attempt to change this and will vigorously oppose any school board member who seeks to change this.

We have to make our neighborhood schools stars. I would kill to go to my neighborhood school-- but the parents I interviewed and the reviews and test scores I read directed me another way.

Pay the teachers more.
I appreciate the opportunity to give feedback. And, I feel strongly that improving choices in our neighborhood should be low on OUSD's priority list. Also, I am anti-privatization and wouldn't want this process to be coopted by charter schools looking to create more "choice" schools in our neighborhood or elsewhere in Oakland.

Before and after school programs for all families who need them and services in those programs for children with IEPs

Emerson is unacceptable

In order to meet the educational / cultural goals of the schools, have you considered openly asking families for $xx amount of money per child & then report out on how that $$ is specifically spent & how you are meeting those goals? If you fear you are losing children from OUSD to the private system, perhaps this is a way to help? It may also get the families more engaged in determining what the goals are and how to shape the programs for the future. It also shows accountability at the school level. Just a thought, I'm sure it isn't new. I would prefer this method than the really upsetting emails asking for us to buy pencils & paper & pens, etc in order to help the teachers continue to have the basic supplies they need to run a class.

No charter schools...no vouchers...

I will not send my youngest to a language immersion program (he'll be eligible for TK in 2 years). You cannot see the benefits of language immersion until the 3rd grade and I cannot commit to living in this area that long. Plus Peralta, our neighborhood school, is not a language school and if it was or became one, I'd pull my kids out.

We need to make sure OUSD pays their teachers more, so they can stay in their positions and have economic sustainability.

My child attended OUSD public school for elementary and middle school, and attended public, charter, and private high school (in Oakland and two other cities). I respect the need for choices, but I feel that the proliferation of charter schools in Oakland has undermined and diluted the focus on improving public schools to meet all of our children's needs.

Teachers, quality of teachers, teacher retention - if a new school concept could attract teachers - that might make a difference

We need to destigmatize Claremont middle school.

Teacher training, hiring and retention is a big issue for us at our school. While the lower grades are in fairly good shape, the upper grades continue to struggle. I would like to know what the district has in place to support the teachers now and how they plan to improve their support of the teachers in the future. We are seeing too many families leave before the upper grades in our school due to inconsistency and too many unknowns in the teacher pool.

Would love to see more options in math and science offerings

Before and aftercare is very important to my family and I've found many schools don't offer options for parents with typical work schedules. I've been particularly irritated by remarks from school administrators that TK or K kids are too young to be away from mom or dad for so long (that's a value judgment --and it's not held up by any research) and assumptions that "aunties or grandmas" can provide coverage.

While "good general public schools" are wonderful (my wife and I are products of them) we find that many parents choose schools with academically "distinct" programs. OUSD must compete with independent and charter schools by offering some schools with specific and distinct curricula. OUSD has already had tremendous success with OSA (a specialized school) and IB (a specialized curriculum in several schools). We are the rare family that has done a genuine "A-B" test - sending one of our children to an elite private school and the other to a public school. We found OUSD curriculum to be MORE rigorous and teaching quality nearly as good as the private school. Hence our shift back to OUSD for high school.

We are leaving the school district next year because the middle and high schools are rated so poorly.
Pay your teachers more. Lean on the city council and the mayor to expand first time buyer provisions for Oakland teachers. Build complexes that are affordable for teachers. Cut administration downtown and spend more on school sites.

OUSD schools need to invest in improving facilities.

I'd rather focus on having quality teachers and teacher stability than alternative models. It's at the point where I discuss with fellow parents, "Be careful about complaining about your child's do-nothing math teacher, because if that teacher is removed, there will likely be NO teacher." This has happened at Hillcrest, and regularly at Tech (not just math teachers -- that's just an example). Before we engage in dual language programs (as another example), let's make sure we don't have kids sitting in a regular Spanish III class for 7 months of the year with NO teacher, because there isn't one! If you don't want parents to take their kids out of the district, you need to make sure we have stable qualified teachers in all of our schools.

Alternative models are not the answer if we don't have the teachers to teach, and to teach well.

No more charter schools. Keep the money and the innovation in the public schools. Emphasize hiring better teachers with more support, more money, smaller classes. No more big picture improvements sponsored by rich philanthropists and academic studies sponsored by these same philanthropists. Spending yet more money in educational management will not help our children - improvement is in the classroom with a teacher. Do not spend another dime on administration.

Elementary schools should all have a central area surrounding it which will insure attendance for all children in that area. Children closest to each school but not in this central area should have second registration priority. Finally no Elementary school should have a Middle School at that location because doing that shrinks the central area and reduces the number of local children given that school as a primary choice.

Class size reduction would help a lot.

I would like to see more STEM education.

Yes! I would like to see the focus on teacher quality and support. One of Tech's principals, Ms. Morrison, told me that she spends less than 20% of her time in classrooms. I don't see how a principal can run a school if she is not in the classrooms. At Tech, there are some great teachers and there are some teachers who should get a lot more support and guidance and be held to a professional standard. One math class (algebra 2- Mr. Smith) has been without a teacher since February. The subs don't teach math. The kids learn on their own from the textbook and from Khan Academy. There is no one to turn to for help. Parents with a math background can help their kids. Parents with money can hire a tutor. Kids without these options will fall behind and suffer next year as well. When I went to the equity meeting on the upper campus in March, the main concern expressed by the majority of the 12 or so groups (which included students as well as parent) was on teacher quality. This has to be more of a focus for the district-recruiting (actively)!! We have so many teacher training programs in the immediate area- we should have close ties with all of them and host events for their students to visit great classrooms/teachers in our schools, etc.), retaining, supporting, and if need me, firing teachers. Teachers are the backbone of any school- not programs, but teachers. Research shows that kids will learn- any subject- pathway or not- from a competent, caring teacher- and will suffer with an incompetent, not caring teacher. Please allow the principals to focus more on the teachers and less on all the other things they are asked to do for the district! Thanks, Jody, for serving as our Board Director. I know you work hard!

Don't close the reading clinic.

All rubberized turf is toxic and should be replaced. The disproportionate health risk placed on athletes and in particular athletes of color (football and soccer have very high proportions of students of color and are most field intensive) is wrong. The school district is also exposing itself to liability since more data is coming about re the hazards of these fields and lawsuits over these fields have been filed in other settings.

Not sure what the schools can do, but it would have to start in elementary school and would take a generation or more to see significant results.

Thank you for putting this out and listening to feedback.
Focus Group Data
Two focus groups were held in July of 2017. Xx people attended the first and xx attended the second. The conversations focused in three areas.

1. What is Quality?
OUSD is working hard to provide quality programs, equitably, across Oakland. Quality programs can draw families to District schools, but quality means different things to different families. For you and your family:
   1. What are indicators of a quality school or educational program to you?
   2. When you think about quality education, what are some good educational programs you know about?
   3. What are some things you think every school should have in order to be the best school possible?

What are indicators of a quality school or educational program to you?

July 8, 2017 responses:
• Engaged students
• Teacher retention
• Safety – engaged adults
• Effective, functional, responsive administration
• Good communications
• Maintenance – paper towels/soap
• Art and children’s work
• Engaged teaching
• Kids are known – visibly good relationships between adults and students
• Accommodate kids with diverse experiences
• Excellence beyond kindergarten
• Security – playground and site safety
• SEL curriculum/whole child/people skills: soft skills that let the hard skills set
• Academic data
• Kids interacting at recess – spaces for everyone
• Diversity
• Not necessarily about academics (especially in middle school)
• Variety of experiences (often PTA funded) to plug into – opportunities for different kids to do well
What are indicators of a quality school or educational program to you?

July 25, 2017 responses:

- Enrichment – music, language, art
- Test scores – students, especially disadvantaged ones, moving up
- Word of mouth
- Fun/engaged kids
- Student-driven learning – hearing more student voices
- Social emotional work like conflict resolution -> safety, trust
- Safety and organization of pick up and drop off
- Physical structure, grounds, classroom: Clean? Bright? Fresh?
- Strong and savvy school leaders with strong priorities
- Continuity of staff and administration affects/indicates quality
- Community involvement – parents and surrounding community
- Diverse student body that represents neighborhood
- Flexibility in supporting a variety of needs for all kids
- Evidence of creativity and critical thinking in student work
- Leadership priority is teacher support

When you think about quality education, what are some good educational programs you know about?

July 8, 2017

- Sports at Claremont
- Claremont Music Program
- Math Club
- Gardening
- Animation from Claremont to Oakland Tech
- Art/Music/Drama enrichment
- Mental health support on staff
- Technology for special programs, like Intel interns who interact with experts
- Need money to pay for these programs
2. What does the survey data tell us?

185 families, most from North Oakland, responded to the survey. They represented a mix of families with kids of all ages (from preschool to high school).

One question we asked was (share and read from hand out: breakdown of responses to question re: new or innovative programs). Many respondents shared ideas about new, innovative, or specialized programs that they would like to see for their students. Let’s discuss these a little more in depth.

141 people responded to the question, of those:

- 44 mentioned dual language programs, in particular Spanish (17)
- 30 mentioned early childhood programs including preschool, transitional kindergarten, and early childhood centers
- 25 mentioned magnet programs
- 19 mention arts and/or music
- 11 mention science and/or STEM
- 4 mention GATE or gifted programs

Of those you see here, which do you think OUSD should offer? Which would you like to see in North Oakland?

- Why or why not?
- What does Magnet mean to you?
- Do you see drawbacks to offering specialized programs such as these?

2. While families were excited by these programs and ideas, many of them also shared concern about the District’s ability to implement them. This is best exemplified by this quote:
It would depend on how good those schools were, and whether they kept the kids curious and loving learning. I’m more concerned about the basics of supporting teachers and having good facilities than I am about additional programs.

**Discussing alternative programs**

July 8, 2017

- Language immersion – difficult to move into if it’s your neighborhood school
- Could immersion schools also have English programs
- Certificates of biliteracy available
- Doesn’t have to be dual language to serve ESL families
- Success in learning second language much higher if it starts before middle school
- North Oakland families have to travel or pay for language programs
- Cognitive benefits of second language acquisition – enhances ability to learn
- Are language programs at the expense of other things?
- Arts programs to stretch beyond academics
- Arts engage students, build affection for school
- Programs need to be stable
- Do dual language programs exclude (unintentionally) some communities? Would African American families attend?
- What if we offered pull out language programs with consistency as part of the curriculum?
- Arts magnet
  - Skills that enhance learning
  - Appeal across class and race
- Can’t we see enrichment in all schools, independent of magnets or PTAs?
- Magnet schools:
  - Special focus, example: OSA
  - Draws students from a larger area
- Do specialty programs mean students can’t or won’t choose neighborhood schools?
- Early childhood campuses
  - The more younger kids we can get into preschool programs, the better
  - Concentration of early childhood teachers leads to more collaboration
  - Transportation and drop off are challenging
Discussing alternative programs

July 25, 2017

- GATE
  - Limited funding
  - Differentiation possible
  - Raises race and equity issues

- Community hubs
  - Peralta contact starts early with events
  - Small size and neighborhood enrollment makes community knowable

- Dual immersion / language
  - Pros:
    - Cognitive benefits
    - Workforce skill
    - Shifts paradigm for ELL students
    - Identify aptitudes and build on them early
    - Forces exposure to diverse cultures
    - Potential to draw families who might choose EBI
  - Cons:
    - Intimidating for single culture families
    - Draws resources from traditional programs
    - Less ability to support special needs families
    - Difficult to find teachers
    - Which language? Why Spanish? What about Arabic?
    - Does choosing language base restrict ability to be a community hub?

- Transitional kindergarten/Early Childhood education
  - Narrow age window
  - Savvy families don’t necessarily use it as a gateway to a local school
  - Many programs restricted based on income – could there be a sliding fee-based option?
  - Could it be offered on every campus? (Space issues)
  - Could Peralta be a hub for education childhood education?
  - Could be a key part of pipeline
    - Could shortcut kindergarten entry research process
    - Could build trust
  - Would early childhood focus spread District resources too thin?
  - Would require shift in mindset around what District preschools are?
  - Income-based eligibility is a problem
  - Transitional kindergartens may not meet childcare needs
3. How can we apply what we’ve learned and discussed to North Oakland schools?
We’ve learned a lot about what we think quality programs should look like and what new ideas families would be excited to see in place in some of our North Oakland schools. Let’s talk about what that might look like. (Discussed while reviewing a map of District 1.)

1. What are some ideas to get to quality, as we’ve discussed it, in every District school? Looking at the map, let’s get specific about where we might need to support schools. Today we’ve been talking about big ideas for new programs that we might like to see in OUSD and in North Oakland. Let’s take some time – and give ourselves permission – to think creatively about where some of these ideas might take root. Looking at our map of North Oakland schools, where might we find homes for such programs?
Applying ideas to North Oakland schools  
July 8, 2017

Glenview @ Santa Fe  
• Two more years at school site, then what?

Yu Ming  
• Looking for expansion space  
• 50% non Oakland students

Peralta/Sankofa  
• Would they join? Geographically close, but currently no mixing  
• Shared catchment  
• Sankofa is a better facility  
• Wide cultural gap  
• Both looking for new principals  
• Peralta physical plant can’t grow

Sankofa  
• Only D1 school that is under-enrolled  
• Large population of non-neighborhood students

Claremont  
• Physically small, maxes out at 450 students

Piedmont Avenue  
• Dual language program might increase neighborhood participation  
• Not a big Spanish speaking population

Kaiser  
• 10% neighborhood students

District 1  
• Schools above Telegraph are schools of choice  
• Neighborhood students matter less than if they’re at capacity

Enrollment policies  
• Can they encourage ethnic and socioeconomic diversity?
Applying ideas to North Oakland schools
July 25, 2017

Oakland Internationals School
• Lab School function for newcomer students
  o Train new teachers
  o Disseminate best practices

Sankofa
• TK program
  o Preschool for autistic students

Sankofa – majority black students/Peralta – majority white students
• Could they be combined: TK-2 at Peralta; 3-5 at Sankofa
• Both getting new leaders

Make baseline broad and inclusive
• Everyone starts on same point
• Don't know how they'll respond, so variety of opportunity will allow them to find a path