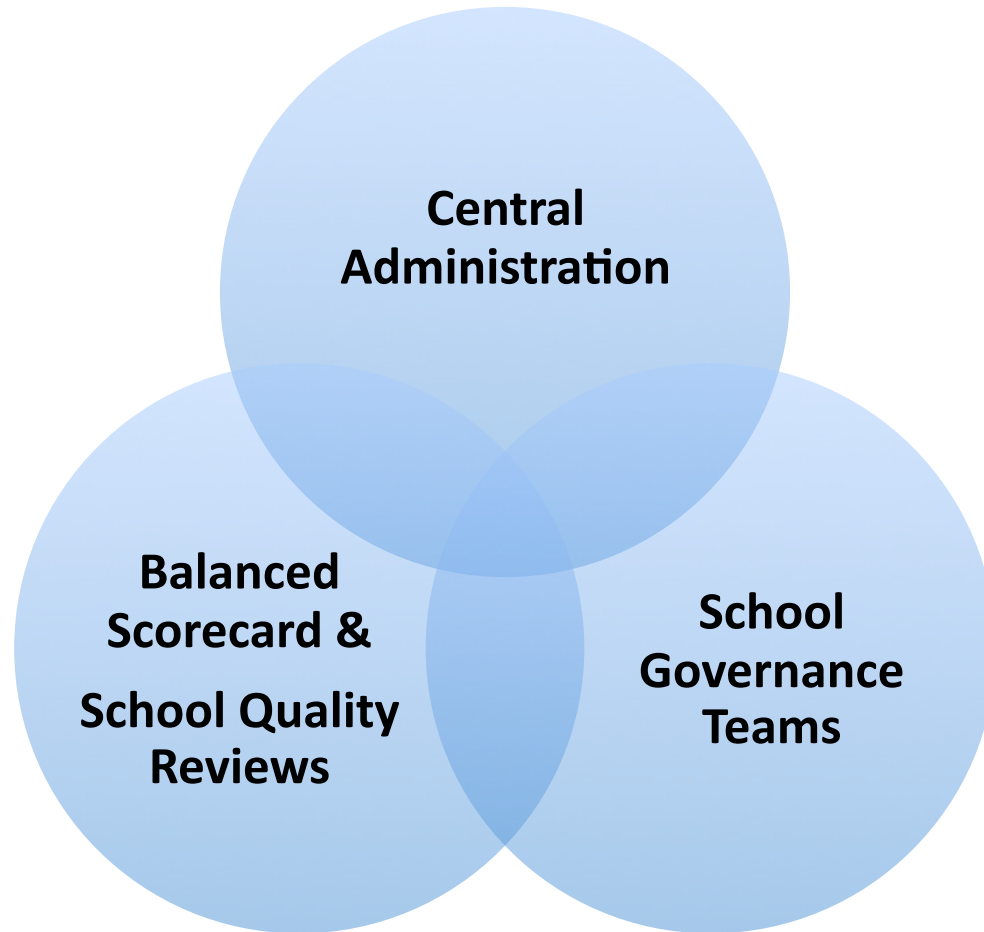


Policy Statement on Local School Governance

1st Draft – February 13, 2012

Special Committee on School-Based Management & Budgeting

Capacity – Autonomy – Accountability



I. Intent

The Board of Education has a governing responsibility for fostering conditions that enable every school in the Oakland Unified School District to create learning environments that make more effective teaching and learning possible.

The Board of Education believes that those closest to students at a school – principals, teachers, classified employees, parents, and students – are generally in the best position to know and to effectively address the specific academic, social, and emotional needs of their students.

The Board of Education hereby establishes its intent to provide School Governance Teams:

1. Increased decision-making authority and responsibility to align resources – people, programs, money, and time – to address their students' needs and to realize continuous improvement in student learning and achievement.
2. Increased ability to determine the composition of their employee teams to best meet the needs of their students, in accordance with established collective bargaining protocols and agreements.
3. Annual funding allocations that systematically accounts for differing student and programmatic needs.

Role & Responsibilities of Central Administration

1. Implementing and sustaining an high-quality system for certificated and classified employee recruitment, preparation, training, evaluation, and career growth.
2. Providing School Governance Teams growth targets for student attendance, academic achievement, and wellness; and quality standards for school governance, instruction, and operations.
3. Providing consistent guidance and high-quality support to School Governance Teams in strategic operational areas, including:
 - a. Organizing, developing, and facilitating School Governance Teams;
 - b. Developing and managing school budgets;
 - c. Understanding internal and external evidence-based best practices in curriculum, instruction, student & family support, school climate, and professional training & collaboration;
 - d. Serving and supporting students with special needs;
 - e. Using formative and summative assessments to improve school quality.
4. Engaging and supporting School Governance Teams in designing and implementing the Balanced Scorecard and School Quality Review processes.
5. Identifying, communicating, and implementing improvements in Central Administration policies and practices based on the outcomes of the Balanced Scorecard, School Quality Review, and other customer service evaluation processes.

Role & Responsibilities of School Governance Teams

1. Engaging their school community – students, parents, and employees – in a continuous process of school quality improvement.
2. Establishing a coherent Theory-Of-Action to improve student achievement based on a specific understanding of student needs and evidence-based best practices.
3. Aligning resources – people, programs, money, and time – to the school’s Theory-Of-Action, and managing these resources consistent with Central Administration’s School Quality Standards.
4. Engaging and supporting Central Administration in designing and implementing the Balanced Scorecard and School Quality Review processes.
5. Identifying, communicating, and implementing improvements in school policies and practices based on the outcomes of the Balanced Scorecard, School Quality Review, and other program evaluation processes.

Composition of School Governance Teams