



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students



School Portfolio Management

Restructuring OUSD to Expand

Quality and Release Resources v12.0

OUR VISION:

- To **maximize the quality use of our assets** in service of creating equitable opportunities for learning, and to support the health and well-being of all children, families and communities.

Foundation: District Strategic Plan

Vision

All students will graduate. As a result, they will be caring, competent, and critical thinkers, fully informed, engaged, and contributing citizens, and prepared to succeed in college and career.



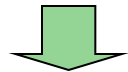
Goal

To create a full service community district that serves the whole child, eliminates inequity, and provides each child with an excellent teacher for every day.



Priorities

- 1. Safe, Healthy and Supportive Schools**
- 2. High Quality Effective Instruction**
- 3. College and Career Readiness Literacy**



Framework

Three (3) Regions of needs-based networks that host safe and high quality full service community schools.



Foundation: School Portfolio Management

Goals

Maximize the quality use of our assets in service of creating equitable opportunities for learning and to support the health and well-being of all children, families and their communities

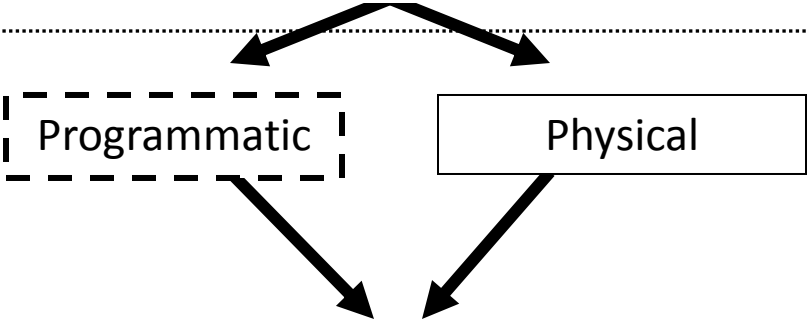
Strategies

- Think critically about how we:
- Increase / Decrease # of sites / schools
 - Purpose/repurpose space we have
 - Increase / Decrease amount of usable space per site
 - Change the quality of the space we ultimately operate

Factors

Filter

Approach



Strategic Plan

Establish policies to support the implementation of the Strategic Plan

GOALS:

- Provide more children with quality school options
- Encourage more families to choose Oakland Public Schools
- Create a sustainable school district that provides better oversight and support to fewer schools that produce results for all children
- Deploy staff and money more efficiently and use the savings to invest more resources in Oakland schools

PROBLEM STATEMENT:

- The district operates too many schools for too few students.
- The district operates too many under-enrolled schools and very small schools not otherwise designed to be small.
- The district does not provide a quality program with adequate services to meet student and family needs in every neighborhood.

Academic and Fiscal Challenges



- **CAHSEE 10th Grd NO-PASS Rate** (10-11)

ELA	17%	Math	17%
● State	17%	● OUSD	36%
● OUSD	36%	● OUSD African-American	41%
● OUSD African-American	41%		51%

● School Enrollment 2011-12

- 19 schools with **under 200** students
- 24 schools with **btwn 200-299** students
- 33 schools with **btwn 300-399** students
- 9 schools with **btwn 400-499** students
- 16 school with over 500 students

** Some schools may be small by design.*

- Currently (2010-11) **35** schools received additional **\$\$\$** fiscal assistance totaling **\$3,100,000**. **10** schools required additional assistance of over **\$100,000** each.

● DISTRICT	# SCHOOLS	ENROLLMENT**	Compared to OUSD	
			# Schools/# Students	API***
<i>Long Beach Unified:</i>	<i>89 schools serving 86,000 students</i>		<i>-12/+48K</i>	<i>759</i>
<i>Sacramento Unified:</i>	<i>85 schools serving 48,000 students</i>		<i>-16 /+10K</i>	<i>753</i>
<i>San Bernardino Unified:</i>	<i>74 schools serving 53,000 students</i>		<i>-27/+15K</i>	<i>699</i>
<i>Garden Grove Unified:</i>	<i>67 schools serving 47,000 students</i>		<i>-34/+9K</i>	<i>802</i>
<i>Santa Ana Unified:</i>	<i>60 schools serving 57,000 students</i>		<i>-41/+17K</i>	<i>724</i>
<i>Stockton Unified:</i>	<i>59 schools serving 38,000 students</i>		<i>-42/+0K</i>	<i>671</i>
<i>Mount Diablo Unified:</i>	<i>55 schools serving 34,000 students</i>		<i>-46/-4K</i>	<i>784</i>
<i>San Jose Unified:</i>	<i>52 schools serving 32,000 students</i>		<i>-49/-6K</i>	<i>792</i>
<i>Riverside Unified:</i>	<i>49 schools serving 42,000 students</i>		<i>-52/+4K</i>	<i>781</i>
<i>Fontana Unified:</i>	<i>45 schools serving 41,000 students</i>		<i>-56/+3K</i>	<i>731</i>
<i>Moreno Valley Unified:</i>	<i>38 schools serving 36,000 students</i>		<i>-63/-2K</i>	<i>716</i>
<i>Clovis Unified:</i>	<i>36 schools serving 38,000 students</i>		<i>-65/+0K</i>	<i>866</i>
OUSD in 2011-12	101 schools serving 38,440 students			719

** SOURCE: 2009-10 Ed-Data, OUSD 2011-12 Projections

SCHOOL PORTFOLIO MANAGEMENT **RESTRUCTURING CRITERIA**

GUIDING PRINCIPLES:

- **Reinforce neighborhood schools** by focusing decision-making on where children live, attend school, and where facilities are designed to sustain quality programs long-term.
- **Increase access to quality alternatives** by prioritizing placement of displaced students, expanding capacity in existing quality schools, and further investing in existing quality school programs.
- **Reduce displacement of students and families** by considering innovative program designs, the possible relocation of some school programs in tact, and the unique needs of the special education program continuum of service.
- **Consider a variety of factors in decision-making** by taking into account multiple district priorities.
- **Integrate school closure among multiple strategies to achieve goals** by also expanding school grade configurations, transforming low performing schools in high density areas, increasing quality options, and consolidating multiple schools into high quality single-school options in some cases.

SCHOOL PORTFOLIO MANAGEMENT RESTRUCTURING CRITERIA

The focus in selecting schools for closure was:
Equity and a Thoughtful, Multi-Step Process

We begin by asking: WHERE DO WE NEED TO OPERATE SCHOOLS?

WE ANALYZED:

- 1. POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY**
- 2. OTHER RESTRUCTURING STRATEGY**
- 3. LOWEST RANKING : GREATEST DISTANCE FROM OTHERS**
- 4. ADDITIONAL FACTORS IF SCHOOLS SHARE BOUNDARIES
*FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE***
- 5. RECEIVING SCHOOL CONSIDERATION**
- 6. FINAL RECOMMENDATIONS**

SCHOOL PORTFOLIO MANAGEMENT RESTRUCTURING FACTORS

STEP 1

Where do we need to operate school programs?

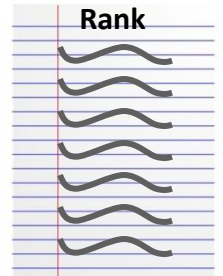
- Number of students within .25 miles of the school
- Number of students within .5 miles of the school
- Number of students within one mile of the school
- Number of students who live in the school's attendance area
- Percent of students who live in the attendance area and go to the school
- Percent of students who live in the attendance area and **do not** go to the school
- Percent of students who do not live in attendance area and attend the school
- Total prior year enrollment
- Comparison of three-year enrollment change
- Number of students projected for coming year
- Number of class-sized rooms (site total)
- Percent of the facility's capacity that is utilized

1. POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY
2. OTHER RESTRUCTURING STRATEGY
3. LOWEST RANKING : GREATEST DISTANCE
4. ADDITIONAL FACTORS IF SCHOOLS SHARE BOUNDARIES
FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE
5. RECEIVING SCHOOL CONSIDERATION
6. FINAL RECOMMENDATIONS

← Population

← Enrollment

← Facility



METHODOLOGY:

1. Rank order all schools for each individual criteria by grade level, ascending or descending, depending on the desired state (i.e. Prefer **higher** number of students within 0.25 miles, prefer **lower** enrollment decline over past three years)
2. Establish an equally weighted composite of the individual ranks for all factors in this category = Composite Rank
3. Rank order all schools by grade based on Composite Rank.

SCHOOL PORTFOLIO MANAGEMENT RESTRUCTURING FACTORS

STEP 2

Which schools listed have been included in another restructuring strategy?

1.	POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY
2.	OTHER RESTRUCTURING STRATEGY
3.	LOWEST RANKING : GREATEST DISTANCE
4.	ADDITIONAL FACTORS IF SCHOOLS SHARE BOUNDARIES FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE
5.	RECEIVING SCHOOL CONSIDERATION
6.	FINAL RECOMMENDATIONS

METHODOLOGY:

1. Remove schools from the list that will be:

- **expanding** grade configurations,
- undergoing **transformation** or whole school redesign,
- **consolidating** into a single-school option as part of expansion or transformation,
- *participating as a **STEM Corridor school** **

* Identified programmatic priority for 2011-12 SPM cycle



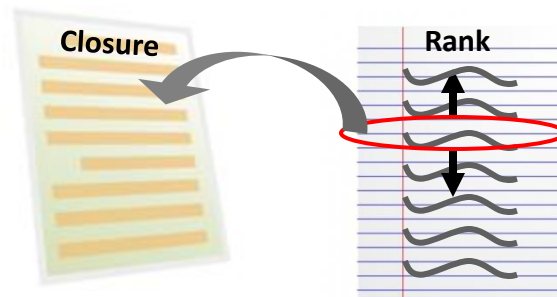
STEP 3

Which schools listed had the lowest ranking with the greatest distance from other low ranking schools on the list?

1. POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY
2. OTHER RESTRUCTURING STRATEGY
3. **LOWEST RANKING : GREATEST DISTANCE**
4. ADDITIONAL FACTORS IF SCHOOLS SHARE BOUNDARIES
FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE
5. RECEIVING SCHOOL CONSIDERATION
6. FINAL RECOMMENDATIONS

METHODOLOGY:

- Identify schools to remain on the Closure List, if they are among the lowest ranking and do not share an attendance boundary with other lowest ranking schools listed.
- Consideration at this time will include the potential impact on the special education program continuum of service.



SCHOOL PORTFOLIO MANAGEMENT RESTRUCTURING FACTORS

STEP 4.1

Which lowest ranking schools sharing an attendance boundary, ranked lowest in one or more additional categories when considering other factors?

1. POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY
2. OTHER RESTRUCTURING STRATEGY
3. LOWEST RANKING : GREATEST DISTANCE
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FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE
5. RECEIVING SCHOOL CONSIDERATION
6. FINAL RECOMMENDATIONS



METHODOLOGY:

- In cases where schools that rank lowest share an attendance boundary, additional factors are also considered when determining whether or not they remain on the Closure List.
- Low ranking schools sharing an attendance boundary that rank lowest in one or more of the additional categories remain on the Closure List.
- Consideration at this time will include the potential impact on the special education program continuum of service.

PERFORMANCE

A priority based on the goal of expanding quality.

SCHOOL CHOICE

A priority based on family's right to choose a school program that meets their preferences.

FISCAL HEALTH

A priority based on the need to release resources and create efficiencies.

SCHOOL PORTFOLIO MANAGEMENT RESTRUCTURING FACTORS

STEP 4.2

1. POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY
2. OTHER RESTRUCTURING STRATEGY
3. LOWEST RANKING : GREATEST DISTANCE
4. ADDITIONAL FACTORS IF SCHOOLS SHARE BOUNDARIES
FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE
5. RECEIVING SCHOOL CONSIDERATION
6. FINAL RECOMMENDATIONS

METHODOLOGY:

1. Rank order all schools for each individual criteria by grade level, ascending or descending, depending on the desired state; (i.e. Prefer higher attendance rate, prefer lower suspension rate.)
2. Establish an equally weighted sum of the individual ranks for all factors within a category = Composite Rank.
3. Rank order all schools by grade based on Composite Rank for EACH category separately.

PERFORMANCE

- Current API
- Three-year API growth
- Prior year to current year GAP API difference
- African American student API three-year growth
- One year change in CST Prof/Adv in ELA
- Two year change in CST Prof/Adv in ELA
- Three year total change in CST Prof/Adv in ELA
- One year change in CST Prof/Adv in Math
- Two year change in CST Prof/Adv in Math
- Three year total change in CST Prof/Adv in Math

API = Academic Performance Index (State ranking system)

GAP API = Difference between lowest performing group of students' API and school-wide API

CST = California Standards Test

SCHOOL CHOICE

- Number of students on the waitlist for coming year
- Number of times selected as a first choice 1 year ago
- Number of times within the top three choices 1 year ago
- Number of times selected at all within the Options process 1 year ago
- Number of times selected as a first choice 2 years ago
- Number of times within the top three choices 2 years ago
- Number of times selected at all within the Options process 2 years ago
- Number of times selected as a first choice 3 years ago
- Number of times within the top three choices 3 years ago
- Number of times selected at all within the Options process 3 years ago

FISCAL HEALTH

- Fiscal solvency based on amount of additional financial support required to maintain general education teaching staff.
- Attendance ADA Rate
- Chronic Absence Rate
- Suspension Rate

(Factors represent and/or influence the financial viability of a school.)

SCHOOL PORTFOLIO MANAGEMENT **RESTRUCTURING FACTORS**

STEP 5.1

Which schools, if closed, will present an unresolved challenge in the ability to provide for the special education program continuum of services to students?

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2. OTHER RESTRUCTURING STRATEGY
3. LOWEST RANKING : GREATEST DISTANCE
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FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE
5. **RECEIVING SCHOOL CONSIDERATION**
6. FINAL RECOMMENDATIONS

METHODOLOGY (IF NECESSARY):

- A final analysis is conducted to determine if any of the lowest ranking schools that remain on the Closure List impact the special education continuum in a manner that the district is unable to resolve.
- Consideration will be given to the availability and viability opportunities for relocation of special education programming, taking into account the specific type of disability, unique facility needs and the specific goals of maintaining a continuum of services for students and families.

SCHOOL PORTFOLIO MANAGEMENT RESTRUCTURING FACTORS

STEP 5.2 *optional*

Which schools, when considering other factors, nonetheless represent viable options as *receiving schools* for students displaced by school closure?

1.	POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY
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METHODOLOGY (IF NECESSARY):

- A final analysis is conducted to determine if any of the lowest ranking schools that remain on the Closure List represent viable options for students displaced by a school closure nearby.
- Schools identified as viable *receiving schools* may be removed from the list.
- This criteria would considers the following specific data when determining a “viable receiving school,” in the following order of priority:
 - Facility capacity
 - Live-go analysis
 - Performance ranking
 - School Choice ranking

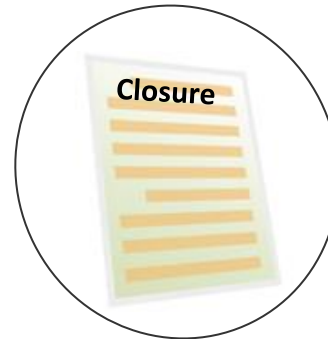
STEP 6

Which schools is the Superintendent and Staff recommending to the Board of Education for Closure beginning Fall 2012?

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COMMUNICATION : ENGAGEMENT:

- Establish Closure List applying Steps 1-5.
- Communicate to BOE.
- Communicate to school principals.
- Communicate to school staff.
- Communicate to school partner organizations.
- Present Restructuring Recommendations to the public and the Board.
- Engage broadly with leadership, school staff, parents, families, students and community using a specific feedback protocol and community partner support.
- Provide emotional and technical support to all stakeholders throughout process.
- Present Final Recommendations to BOE for decision-making. Real work begins...



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