



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

# Quality School Development Policy Administrative Regulations



February 11, 2015

v6



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# Purpose

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Provide an overview of the Quality School Development Policy 6005 Administrative Regulations

- **Section 1:** Standards and Goals
  - **Section 2:** Assessing Schools, Strategically Planning, Developing a School Improvement Plan
  - **Section 3:** Collaborative Process for Intensive Support of High Needs Schools
  - **Section 4:** Establishment of an Oakland Innovation Fund for Intensive Supports of High Needs Schools
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# Part I: Identifying Intensive Support Schools

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**April 2014, Board of Education identified the first 5 Intensive Support Schools.**

**Going forward:**

- Annual identification based on tiering through a ***School Performance Framework*** (Due: June 2015)

**Notification to Community & Stakeholders**

**School Quality Review**

- School undergoes School Quality Review (SQR) unless occurred within prior 12 months
  - 50% SQR ratings at a level 1 or 2 (“underdeveloped” or “beginning”) Superintendent will include school in Call for Quality Schools process, unless the Superintendent determines there is evidence that dramatic improvement will nonetheless occur.
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# Part II: Identifying Intensive Support Schools

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**SCHOOLS INCLUDED** in Call for Quality Schools process:

- Investment in Initial **Proposal Writing Support**
- Investment in minimum 12-18 month intensive, **community-based Program Development**
- **Multi-year investment** in key components of new program plan

**SCHOOLS NOT INCLUDED** in Call for Quality Schools process:

- **Targeted investments** aligned to existing school priorities
  - **Annual Review** to determine if adequate progress being made
  - **School Quality Improvement Plan addendum** to School Site Plan
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# QUALITY SCHOOL DEVELOPMENT PILLARS



- **Educator Effectiveness Pipelines**



- **Strong School Culture**



- **Increased Time on Task**



- **Rigorous Academics**



- **Linked Learning / Personalized Learning**



# Phases of Intensive Support

5 months



1 month



14 months



3-5 years



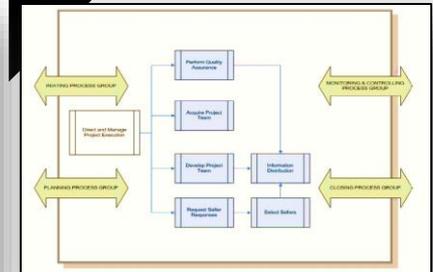
Engagement & School Design Proposals

Evaluation & Decision-making

Program Development Planning

Phased Plan Implementation

	COMPETENCY LEVEL				
	Basic	Competent	Expert		
<b>I. Communication and Relationship Management</b>					
<b>A. Relationship Management</b>					
Organizational structure and relationships	1	2	3	4	5
Public collaboration relationships	1	2	3	4	5
Democratic election/representational relations	1	2	3	4	5
Develop and maintain method of relationships	1	2	3	4	5
Develop and maintain regular relationships	1	2	3	4	5
Identify stakeholder relationships	1	2	3	4	5
Communicate effectively/representational relations	1	2	3	4	5
Practice and value shared decision making	1	2	3	4	5
<b>Standards: A, B, H, K, L, 28, 47, 54, 51, 71, 76, 81, 81, 102</b>					
<b>Prerequisite: A, B, C, D, E, 46, 48</b>					
<b>Enduring Understanding: C, E, F</b>					
<b>Skill Study: Common 1, 5, 6, 7, 21, 31, 41, 41, 48</b>					
<b>B. Communication Skills</b>					
Public relations	1	2	3	4	5
Principles of communication and their specific applications	1	2	3	4	5
Identify or relate current behaviors when communicating with diverse cultures, national and regional	1	2	3	4	5
Communication organizational systems, values, objectives and processes	1	2	3	4	5
Identify and use key and technical resources to develop and deliver communication	1	2	3	4	5
Prepare and deliver business communications, including meeting agendas, presentations, business reports and project communication plans	1	2	3	4	5
Present results of data results to business relations	1	2	3	4	5
Present and make connections to feedback	1	2	3	4	5
Use factual data to produce and deliver credible and understandable reports	1	2	3	4	5
<b>Standards: A, C2, 104</b>					
<b>Prerequisite: C, D, 121</b>					
<b>Enduring Understanding: 7</b>					
<b>Skill Study: Common 19</b>					





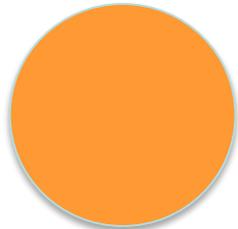
# Roles for Stakeholders

**Engagement &  
School Design  
Proposals**

**Evaluation &  
Decision-  
making**

**Program  
Development  
Planning**

**Phased Plan  
Implementation**



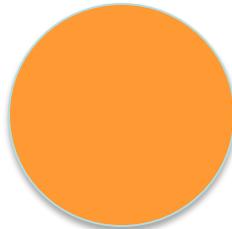
**Site-based Committee**

Raises up needs of students  
and the community



**Proposal Writing Team**

Generates school design proposal aligned to  
Student and community need

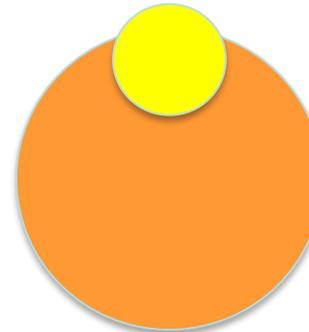


**Site-based Committee**

Review proposals and  
provide feedback and  
analysis of alignment to  
priorities  
Submit to **Academic Review  
Board**

**Development Plan  
Implementation Team**

Generates detailed  
implementation plan

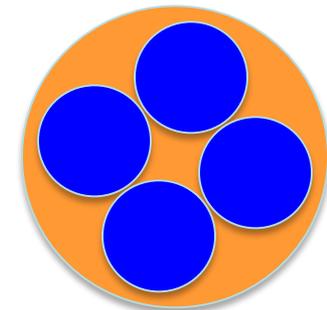


**Design Community**

Provides regular input and feedback  
on plan development

**Site Governance Body**

Monitors plan implementation  
and adjust plans accordingly

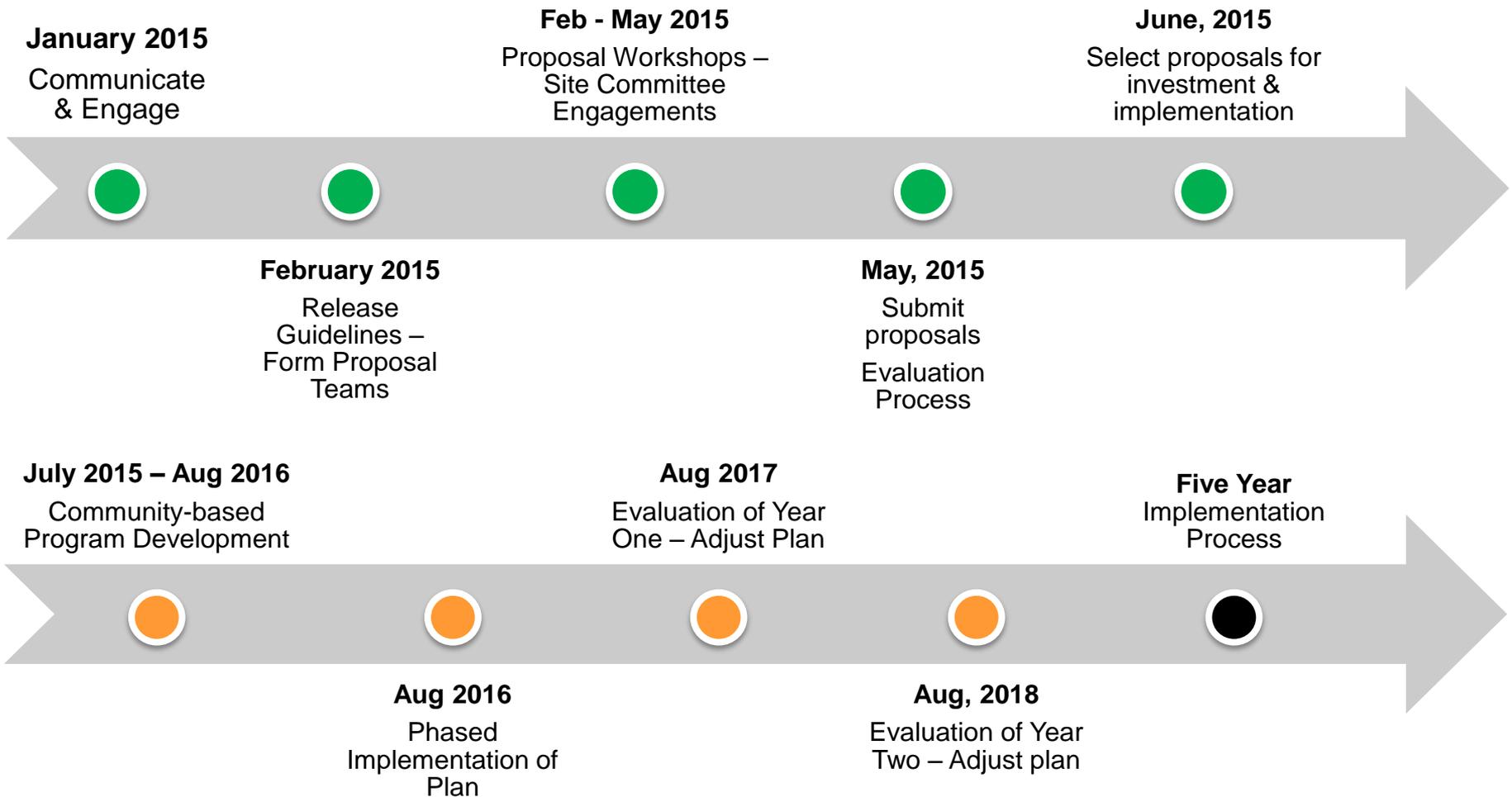


**Committees**

Coordinate and organize key  
components of the plan



# Timeline Round 1



# Universal Proposal Guidelines

Released February 9, 2015 \*



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## PROPOSAL SECTIONS:



### Culture:

- Mission/ Vision
- Community Support for Proposal
- Student discipline / Student engagement
- Family/guardian involvement ongoing



### Leadership:

- Leadership structure & Qualifications
- Distributive leadership and pipeline



### Education Plan:

- Major instructional methods
- Key Program Components
- Assessment Program
- Target Populations Supports



### Teaching:

- Teacher Coaching
- Professional Development



### Facility:

- Improvements relevant to program

## Site-Specific Context

**Unique to EACH school – Release pending schools undergoing Timeline 1**

- Overview of community input and expectations
- Grade Level priorities
- Target Populations priorities

**Schools with low & declining enrollment must focus on proven models that have shown to attract students in Oakland.**

**All Proposals MUST demonstrate substantial community support including high interest from current or prospective parents.**

## Charters Only:

### Additional Required Sections

- Governance
- Budget
- Management Structure
- Expanded proposal section criteria

\* Guidelines undergoing translation. Sample School Proposals forthcoming.



# Proposal Writing Support

## Upon Request for District-run Proposals

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**Approx. \$22,000 in support and resources available per site**



### **Translation / Child Care**

Upon Request



### **Proposal Writers / Facilitators**

Proposal Teams select & manage from District list



### **School Visits *Local and Outside City***

Proposal Teams select sites to visit



### **Teacher Extended Contracts**

Proposal Teams determine time commitments



### **Refreshments / Materials / Security**

Upon Request

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# Empowering Intensive Support Schools



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To achieve lasting, dramatic school improvement, Intensive Support Schools will require certain flexibilities. The District is committed to working internally, and with union partners and key stakeholders to provide the necessary flexibilities to these schools to support their growth and long-term success.

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# Intensive Supports Update: 2.11.15



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## Communication & Engagement phase has begun

1. Site-based staff and parent/community meetings conducted at all sites
2. Engagement Leads have been assigned to each school support outreach, communication & engagement
3. Budget to support proposal writing teams approved with process for accessing funds began **February 2**
4. Youth Leadership engagement pilot at Fremont initiated – modeled in Fremont Parent Engagement
5. Frick and Castlemont Proposal Writing Teams have begun to schedule meetings and seek team members
6. Website with growing information set-up, including calendar & resources
7. Proposal guidelines released **February 9** – Sites evaluating timeline options thru February, leading to release of site-specific criteria for Timeline 1 schools

# Quality School Development

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## Questions & Discussion



# Guidelines: Call for Quality Schools

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## Guidelines that facilitate implementation of the Call for Quality Schools Process:

- ① **Identify** Intensive Support Schools to undergo Call for Quality Schools process
  - ② 2 month process to **inform and engage** stakeholders on rationale and process
  - ③ Proposals guidelines with site specific **criteria disseminated**
  - ④ **Site-based Committees** in each of the selected schools review and provide critical feedback on the proposal alignment to their priorities and support for the proposal(s) submitted
  - ⑤ Academic Review Board submits **evaluation**, including analysis of Site-based Committee review and any recommendations
  - ⑥ **Decision-making:** Superintendent makes the final decision if the Proposal is a District-run school proposal. If the Superintendent's recommendation is a non-District proposal (charter), the Superintendent's recommendation must be approved by the Board of Education.
- ✧ **Phase One** is the Proposal Submission and Approval process
  - ✧ **Phase Two** is the extended period of Program Development Planning
  - ✧ **Phase Three** is the multi-year Implementation of the Program Plan
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# Call for Quality Schools: Additional Guidelines



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- ① Proposal-writing teams must fulfill **minimum engagement requirements** prior to submission. Failure to do so may significantly reduce the ratings of the quality of the proposal. Engagement must include District sponsored engagements, as well as engagements convened by Proposal Writing Teams.
- ② **Minimum engagement requirements** will include meaningful stakeholder engagement for students (current or prospective), staff and parents (current or prospective).
- ③ Site Specific Criteria will outline if there are **specific populations** that need to be considered, or if **specific grade configurations** are being prioritized.
- ④ Proposals may be submitted by **proposal teams** (only those with demonstrated community support have a chance to be approved)
  - comprised mainly of staff, parents, students at the Intensive Support School site
  - interested educators, parents and leaders outside proposing district run school
  - charter school operators
- ⑤ Proposal-writing Teams shall be encouraged to **strive for innovation**, while at the same time grounding programs in practices that have been proven to get results.