



Quality Community Schools Action Plan: Cohort 1 Proposals



Norms

- ▶ Honor Time - No Sidebars, Technology Aligned to Meeting Purpose, Start and End on Time
- ▶ Act as a Collective Body - Honor Confidentiality
- ▶ Check for Understanding, Surface Assumptions
- ▶ Share Divergent Views - Value as a Learning Opportunity
- ▶ Celebrate Successes and Each Other's Contributions
- ▶ Presume positive intent
- ▶ No personal attacks

Board Questions on 6/2

Today's Outcomes

What is the plan for the planning year and implementation year (what engagement will occur)?

- ❖ Share timelines for a Three-Phased Approach to the Quality Community Schools Action Plan (1st Read)

The final version of the Quality Community Schools Action Plan will be presented to the board on June 27 per Board approved [Blueprint Work Plan Resolution](#).

What is the selection criteria for school changes in the blueprint for 18-19 and going forward?

- ❖ Share draft *considerations* for selecting school sites as the Quality Community Schools Action Plan for board approval

How will the proposed changes lead to better quality (esp. for most needy students- SPED, newcomer, etc.)?

- ❖ Share opportunities for increased quality for each Cohort 1 proposal

What is the financial and enrollment impact analysis of the proposed changes?

- ❖ Share initial enrollment & financial impact analysis of Cohort 1 schools (*final analysis will be presented on June 27*)

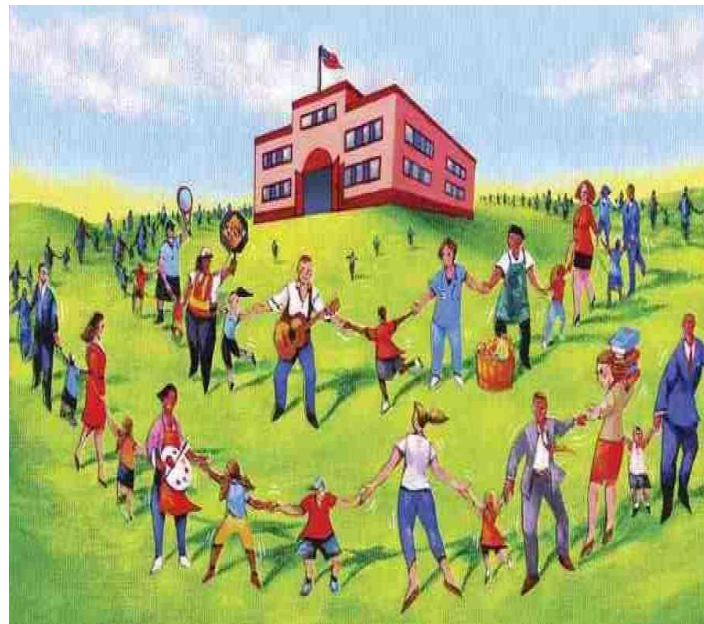
How is the Quality Community School Action Plan different than past processes for school changes (e.g. ISS)

- ❖ Share the how the Quality Community Schools Action Plan is based on a system wide approach to increasing quality and sustainability by discussing

Our Vision And Mission Ground Us

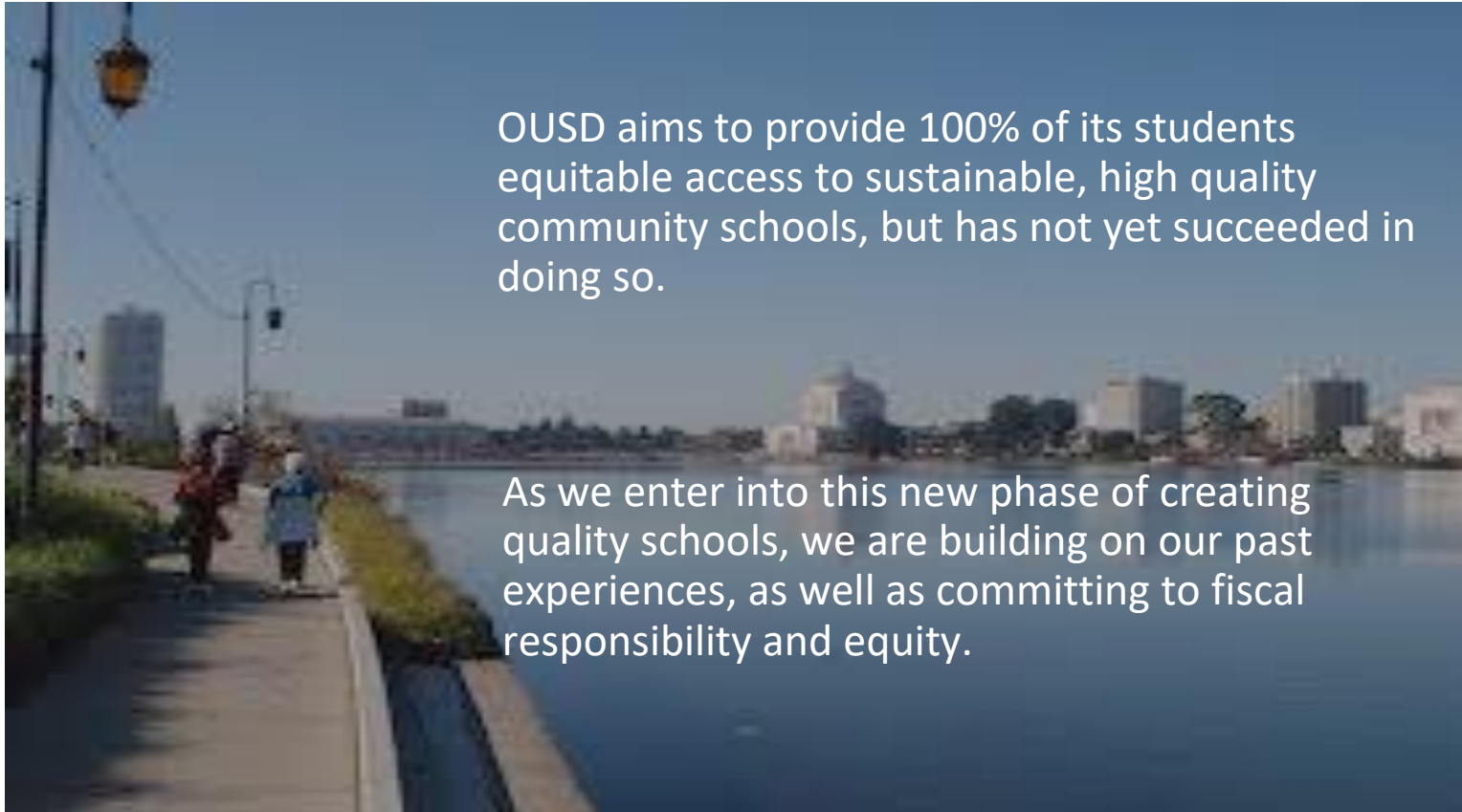
Vision: All OUSD students will find joy in their academic learning experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Mission: To become a **Full Service Community District** focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



**Focused on Quality:
Equity, Access and Sustainability**

Our Journey: Learning From The Past

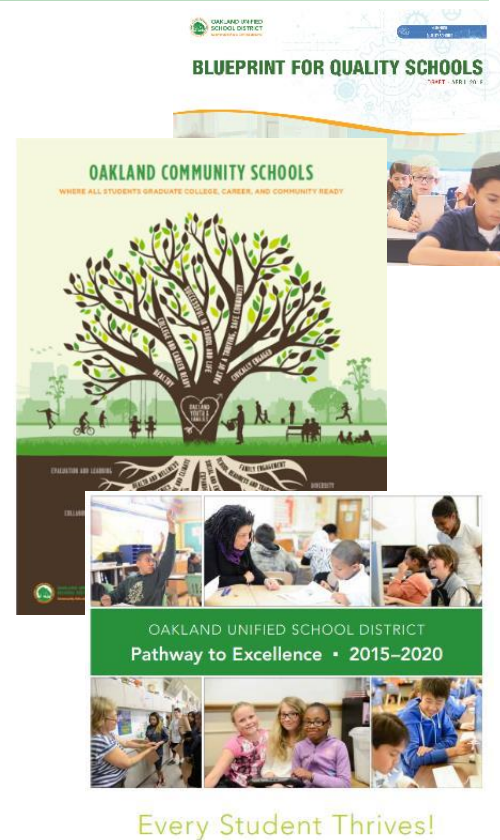


OUSD aims to provide 100% of its students equitable access to sustainable, high quality community schools, but has not yet succeeded in doing so.

As we enter into this new phase of creating quality schools, we are building on our past experiences, as well as committing to fiscal responsibility and equity.

Addressing Our Challenges

- Significant and pervasive structural budget troubles
- Significant achievement challenges with 16 of 87 schools rating successful on state accountability matrices
- Implementation of Board-approved strategies for improving student outcomes is being stymied by budget troubles.
- Recent analysis of assets and capacities demonstrate significant variation across communities that coincide with patterns of racial segregation, and systemic community disinvestment.



Compelling Data Impacting Quality & Sustainability

- OUSD does not have the enrollment for all 87 schools.
- OUSD does not have the dollars to resource 87 Full Service Community Schools
 - District is subsidizing 23 schools that are currently below sustainability for even the basic set of expectations.
 - District employs more central office administrators than like-size districts.
- According to recent reports the district has about 12,414 empty seats.
- City of Oakland produces an additional 11,000 students not captured by either district-run or charter-run public schools.

Definition of Quality Community Schools

Quality Community School Standards

- **Quality Indicator 1:** Quality Learning Experiences for All Students
- **Quality Indicator 2:** Safe, Supportive & Healthy Learning Environments
- **Quality Indicator 3:** Learning Communities Focused on Continuous Improvement
- **Quality Indicator 4:** Meaningful Student, Family & Community Engagement/Partnerships
- **Quality Indicator 5:** Effective School Leadership & Resource Management
- **Quality Indicator 6:** High Quality Central Office That Is in Service of Quality Schools

Building and Realizing a Ten Year Vision

Enrollment

Projections over the next 10-12 years

Fiscal Reality

Financial health of OUSD

+

Facilities

Health and Capacity of our Buildings (schools and offices)

Program

Student outcomes reflect our ability to meet their needs and demands of families

Every Student Thrives!



A System Of Quality Schools



Quality
Community
Schools
Action Plan



Facilities
Master Plan



Facility Asset
Management
Plan



Charter
Management &
Partnership Plan



Enrollment
Stabilization &
Recruitment
Plan

A Comprehensive Strategy



Quality Community Schools Action Plan: A Three Phased Cycle

Quality Community School Action Plan

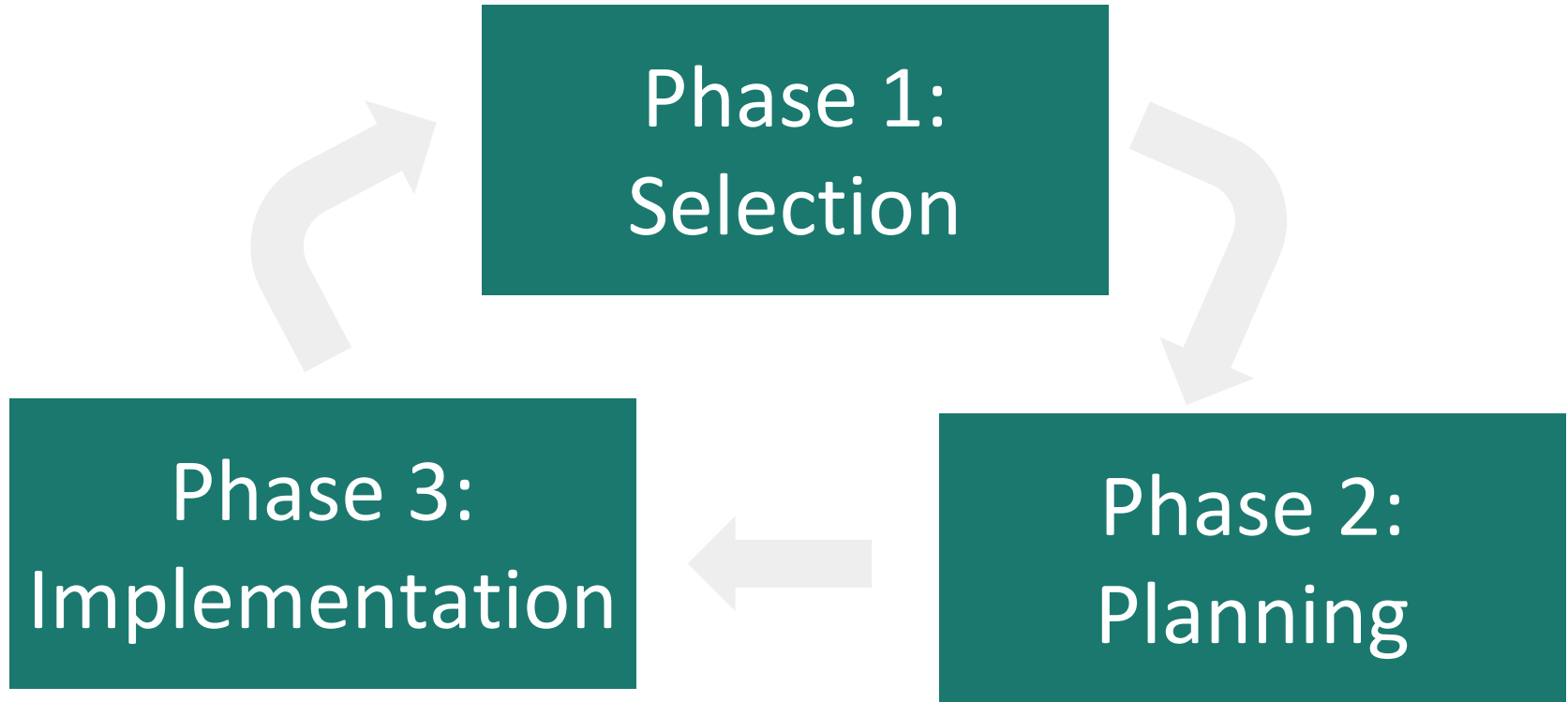


Purpose: Define the process and support structures for making school changes in order to:



- reduce the overall district footprint to better leverage resources to expand access to quality
- increase excellence in achievement & program effectiveness for low income students of color, English language learners, and students with disabilities.

Quality Community School Action Plan: A Three Phased Cycle



Selection Phase Timeline

- *Engage with external stakeholders interested in partnering with the district regarding a change to program, facilities, or school configuration
- *Assess site principal interest in possible changes to program, grade configuration or facilities updates

- *Analyze a school’s candidacy for implementing a change to ensure that all changes are aligned and do not conflict with other priorities and programs
- *Analyze Qualitative Considerations



- *Assess our fiscal needs and capacity in order to set the parameters for the scope of changes we can make.
- *Analyze Quantitative Considerations

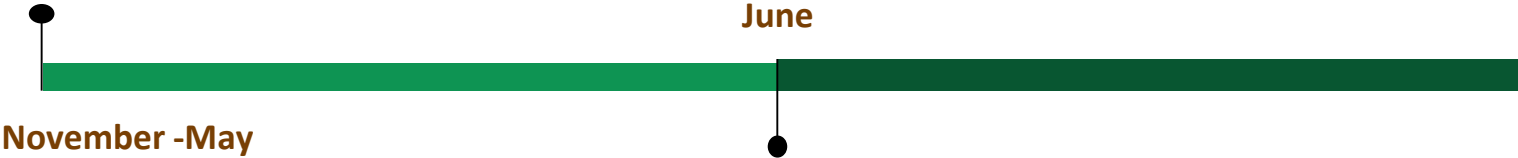
- *Conduct a careful review of the proposed change to become a quality community school with school teams.
- *For schools requesting a change, ensure staff is engaged in creating a recommendation for Board approval.

Selection Phase Timeline Continued

*Series of ongoing engagements with school communities to discuss and further define the proposed changes.

*These engagements include:

- Regional meetings
- Site-based meetings
- Possible school tours
- Professional development on the change process
- Development of a proposal to bring to the Board

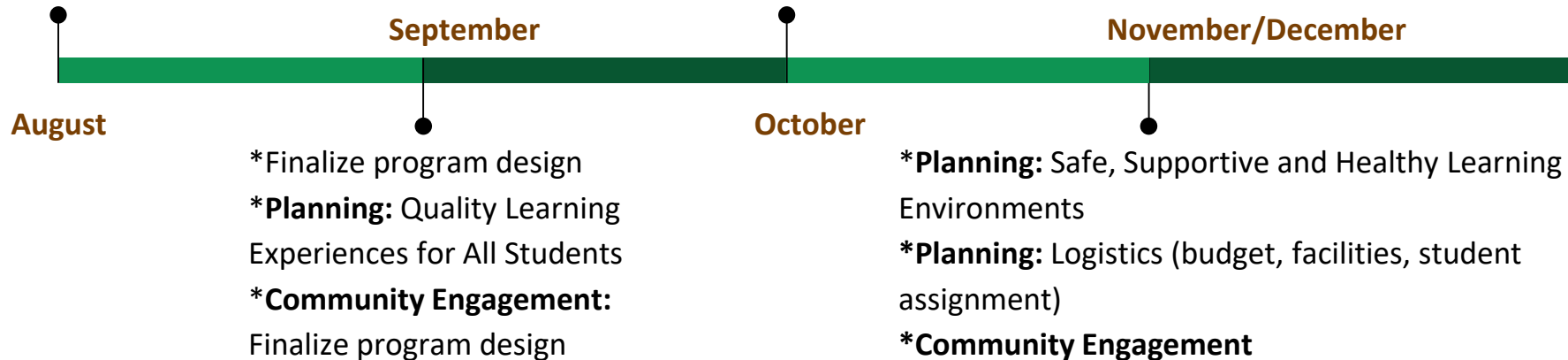


*Submit a package of proposed changes to the Board of Education that includes analysis of:
Impact on enrollment, Budget, Facilities modification costs (if appropriate), School and community feedback

Planning Phase Timeline

- *Form design team
- *Identify and review possible program designs
- ***Community Engagement:** Needs, assets, priorities, special considerations

- ***Planning Finalized:** Quality Learning Experiences for All Students
- ***Planning:** Logistics (staffing and program needs)
- ***Community Engagement:** Context-specific needs and considerations



Planning Phase Timeline Continued

***Planning:** Learning Communities Focused on Continuous Improvement

***Planning:** Logistics (Budget & School Plan)

***Community Engagement:** Program priorities and goals

***Planning:** Effective School Leadership and Resource Management

***Planning:** Logistics (Staff hiring)

***Community Engagement:** Honoring and recognizing the past, hiring committee

***Planning:** Implementation Plan for 2019-20

***Planning:** Logistics (supports moving forward)

•Community Engagement: Celebrations

February

March

April

May/June

***Planning:** Meaningful Student, Family and Community Engagement

***Planning:** Logistics (Facilities and Central Supports)

***Community Engagement:** Finalize Plans

***Planning:** High Quality Central Office in Support of Schools

***Planning:** Logistics (details--textbooks, furniture, moving)

***Community Engagement:** Preparing for the new design, establish ongoing structures

Implementation Phase

On-going Support

- Community Engagement
- Communication
- Curriculum & Program Supplies
- Coaching & Professional Development



Considerations & Opportunities for Increased Quality

The Board approved [Blueprint Work Plan Resolution](#) calls for staff to present criteria for school selection for board approval. Staff is recommending that the board use data considerations and guiding equity principles rather than criteria to inform school selection.

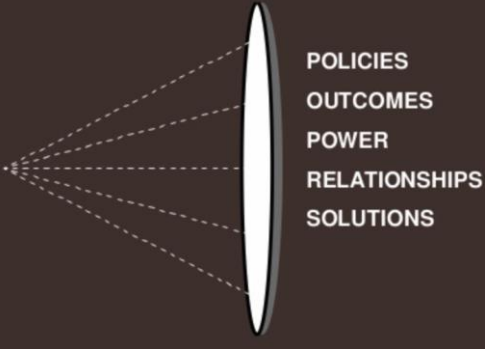
DRAFT Guiding Equity Principles for School Changes

These are proposed lenses through which conflicts will be managed in the planning for changes including consolidations, expansions, replications and closures.

- **Principle #1:** Reduce the overall district footprint to cut costs and better leverage resources to expand access to quality.
- **Principle #2:** Increase excellence in achievement & program effectiveness for low income students of color, English language learners, and students with disabilities.
- **Principle #3:** Don't take without giving something in return.
- **Principle #4:** Build upon parent and community program interests.
- **Principle #5:** Prioritize neighborhood schools as a means of nurturing community and decreasing transportation time for Special Education students.
- **Principle #6:** Expand access to high demand school programs and specialty schools for communities without them.

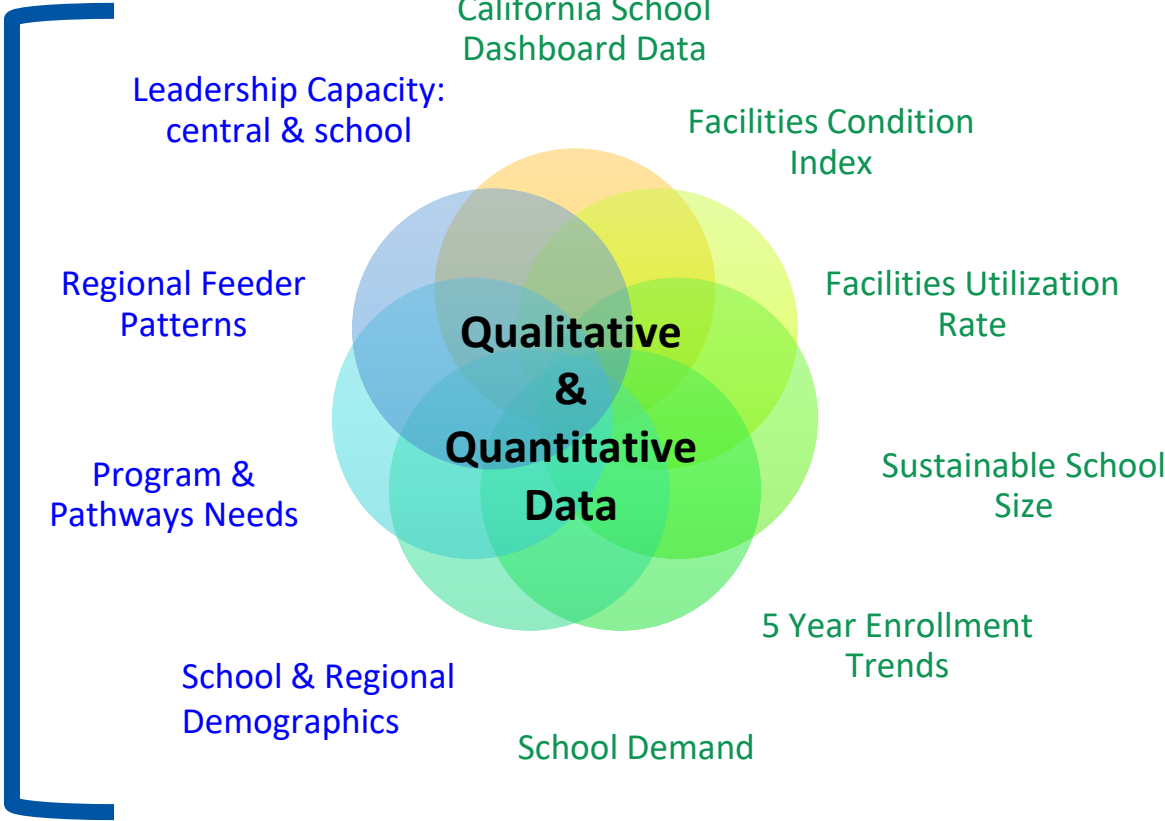
School Selection Approach Considerations

Using an Equity Lens



POLICIES
OUTCOMES
POWER
RELATIONSHIPS
SOLUTIONS

Key:
GREEN = Initial Considerations
BLUE = Secondary Considerations



Quantitative Data

Consideration	Key Question
California School Dashboard data	<p>What is the SBAC performance & change over time in Math and English Language Arts?</p> <p>What percentage of English language learners are making annual progress toward English proficiency?</p> <p>What is the suspension rate?</p> <p>What is the graduation rate for high schools?</p>
Facilities Condition Index	<p>What is the condition of the school buildings?</p>
Facilities Utilization Rate	<p>What is the utilization rate for each school? Is the school under-enrolled or overenrolled? What percentage of enrollment capacity is in portables?</p>
Enrollment Trends/Demand	<p>Is the school in demand (greater than 70% first-choice applicants for available seats)?</p>

*GREEN = Initial Considerations for School Selection

Qualitative Data

Consideration	Key Question
Leadership Capacity	<p>Has the principal been in place for greater than 2 years?</p> <p>Does the leader have prior experience that would enable him/her to lead major change?</p> <p>Has the principal demonstrated capacity to take on additional responsibilities for leading change (e.g., building teams, engaging with parents and community, etc.)?</p>
School & Regional Demographics	<p>Does the school draw a large % of students living in the attendance area?</p> <p>Is there a nearby charter school or district school that is drawing students?</p> <p>If so, does it have a specialized program that is attractive to families, or does it have higher academic performance?</p> <p>What are the demographics in the community?</p> <p>What is the recent history of movement of families into and out of this neighborhood?</p>

Qualitative Data

Consideration	Key Question
Program & Pathway Needs	Does the school have special programs and pathways that draw students? Is there a need or community demand for a specialized program or pathway in school(s) serving this part of the city?
Regional Feeder Patterns	What schools feed the most students into this school? What would be the impact on those feeder schools if a change is made to the receiving school? Do greater than 80% of the students at the school live in the school's attendance area and immediately adjacent attendance areas?

BLUE = Secondary Considerations for School Selection

Applying the Considerations to Cohort 1



- First Cohort was **limited to a smaller collection of schools** as we refined the overall process and increase our central capacity to support the work
- First Cohort **prioritizes schools that have already been engaged about a potential change**
- Engagements with school communities have **provided specific, site based information** to help inform Cohort recommendations to the Board

Cohort 1 Proposals Impact 5 Schools

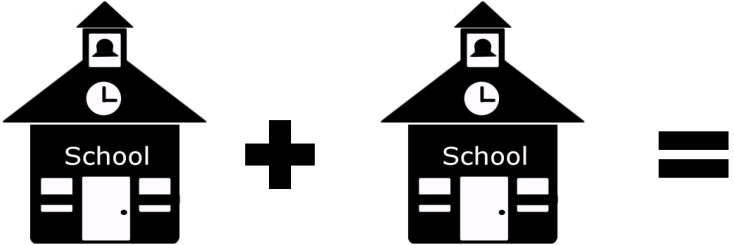
We are recommending:

- 2 consolidations of schools on shared campuses under one leadership structure per campus

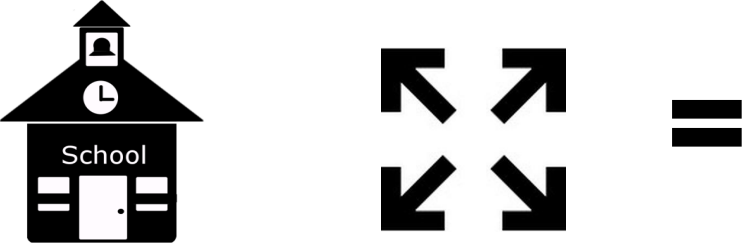
and

- 1 expansion of quality program in high demand

for our first Blueprint Cohort

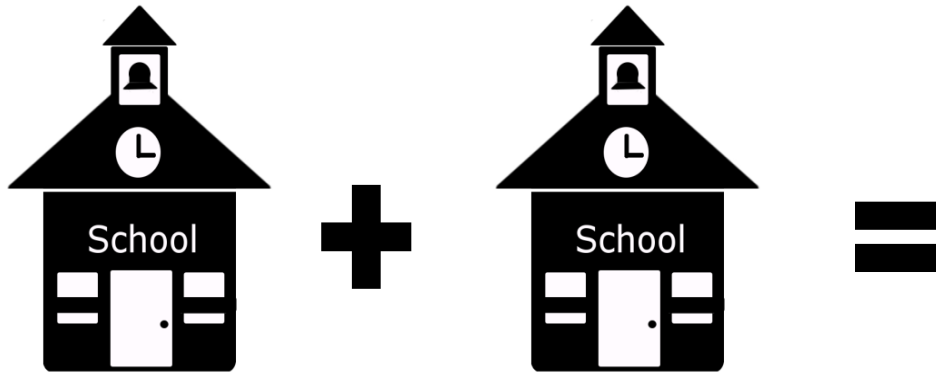


**1 Principal
and 1
School
Program**



**Expansion
of program
to serve
more
students**

Proposal 1: Futures & CUES Merge



**1 Principal, 2
Schools, and
Aligned School
Improvement
Grant plans, with
a plan to become
1 unified school
over time**

Futures Quantitative Data

Consideration	Key Question
California School Dashboard Data	<p>What is the SBAC performance & change in Math and ELA data? Red (Very Low/Significantly Declined) in ELA , Red (Very Low/Maintained) in Math</p> <p>What % of English Learners are making progress? Red (37.4%, Very Low/Significantly Declined)</p> <p>What is the suspension rate? Orange (4.2%, High/ Maintained)</p>
Facilities Condition Index	<p>What is the condition of the <u>campus</u> buildings? 56%. Cost of all repairs is about 56% of cost of building new.</p>
Facilities Utilization Rate	<p>What is the <u>campus</u> facility utilization rate? 66%</p>
Enrollment Trends/Demand	<p>Is the school in demand (greater than 70% first choice demand for available seats)? 18.2% first choice for 42 seats in TK or K grades</p>

Futures Qualitative Data

Consideration	Key Question
Leadership Capacity	<p>Has the principal been in place for greater than 2 years? The principal has been in place 2 years. In addition to this year, she was an AP at another campus and demonstrated the ability to make significant changes by working with staff and community. In her last 3 years of leadership, she has made a significant and positive impact on the campuses she has served.</p> <p>Does the leader have prior experience that would enable him/her to lead changes now? Selected to come to Futures based on the quality work she did as an AP on another campus. Highly sought after new leader with turn around training.</p> <p>Has the principal demonstrated capacity to take on additional responsibilities for leading change (i.e. building teams, engaging with parents and community, etc.)? The former Principal at CUES has been gone over 4 months and Principal McCray has stepped up to support with professional development, complete teacher evaluations, meet with and coach staff, and observe classroom instruction with current Assistant Principal.</p>

Futures Qualitative Data

Consideration	Key Question
School & Regional Demographics	<p>Is there a large % of students living in the attendance area? Yes, 51.4%</p> <p>Is there a local charter school or district school that is drawing students? 62% of students who live in the Futures/CUES shared attendance area go to other schools, including EnCompass (5%), Greenleaf (4.8%), Lighthouse (2.6%), ACORN Woodland (2.5%), and others.</p> <p>What are the demographics in the community? What is the recent history of movement of families into and out of this neighborhood?</p> <p>Home languages: 51.7% English, 37.2% Spanish, 7.1% Arabic, 0.7% Khmer, 0.7% Vietnamese, 0.3% Tongan.</p>

Futures Qualitative Data

Consideration	Key Question
Program & Pathway Needs	<p>Are there programs and pathways that draw students? The recently implemented improvement practices that are being implemented at Futures within the School Improvement Grant (SIG) are drawing family interest in the improvements taking place, such as, Eureka Math, Teaching Well, Tool Box, Academic Parent Teacher Teams (held 3x per year), and Saturday School using Standards Plus.</p> <p>Is there a need or community demand for a specialized program or pathway in school(s) serving this part of the city? There is a high concentration of language learners and the connection with CUES makes it possible to offer an option for a language program. There is a growing interest for a STEM School through engagements with the SIG committee with a focus on engineering.</p>

Futures Qualitative Data

Consideration	Key Question
Regional Feeder Patterns	<p>If we closed or intervened at this school, are we interrupting with regional feeder patterns that we want to support? No. Proposed changes would strengthen the existing feeder pattern to the neighboring secondary school campus.</p> <p>Do more than 66% of the students at the school live in the neighborhood? 51.4% live in the attendance area, and an additional 27.4% live in adjacent attendance areas for Greenleaf K-8, Markham, and East Oakland PRIDE elementary schools.</p>

Community United (CUES) Quantitative Data

Consideration	Key Question
California School Dashboard data	<p>What is the SBAC performance & growth in math and ELA data? Red (Very Low/Maintained) in ELA, Red (Very Low/Declined) in Math</p> <p>What % of English Learners? Yellow (60.9%, Low/Significantly Increased)</p> <p>What is the suspension rate? Orange (5.1% - High/Increased)</p>
Facilities Condition Index/ Campus	<p>What is the condition of the <u>campus</u> buildings? 56%. Cost of all repairs is about 56% of cost of building new.</p>
Facilities Utilization Rate / Campus	<p>What is the <u>campus</u> facility utilization rate? 66%</p>
Enrollment Trends/Demand	<p>Is the school in demand (greater than 70% first choice demand for available seats)? 44.1% first choice for 68 seats in TK or K grades</p>

CUES Qualitative Data

Consideration	Key Question
Leadership Capacity	<p>Has the principal been in place for greater than 2 years? On the campus for 2 years</p> <p>Does the leader have prior experience that would enable him/her to lead changes now? Principal information is the same as Futures. Maintaining Assistant Principal to guide the Dual Language Programs.</p> <p>Has the principal demonstrated capacity to take on additional responsibilities for leading change (i.e. building teams, engaging with parents and community, etc.)?</p>
School & Regional Demographics	<p>Is there a large % of students living in the attendance area? Yes, 54%</p> <p>Is there a local charter school or district school that is drawing students? 62% of students who live in the Futures/CUES shared attendance area go to other schools, including EnCompass (5%), Greenleaf (4.8%), Lighthouse (2.6%), ACORN Woodland (2.5%), and others.</p> <p>What are the demographics in the community? What is the recent history of movement of families into and out of this neighborhood?</p> <p>Home languages: 62% Spanish, 28.3% English, 3.6% Mam, 4.2% Arabic, 0.6% Pashto, 0.3% Farsi, 0.3% Hindi, 0.3% Uzbek.</p>

CUES Qualitative Data

Consideration	Key Question
Program & Pathway Needs	<p>Are there programs and pathways that draw students? Dual Language program is supported by many Latino families in the neighborhood.</p> <p>Is there a need or community demand for a specialized program or pathway in school(s) serving this part of the city? Parents have voiced a desire to sustain the dual language program in plans for the future of this campus.</p>
Regional Feeder Patterns	<p>Do more than 66% of the students at the school live in the neighborhood? 54% live in the attendance area, and an additional 29.8% live in adjacent attendance areas for Markham, Greenleaf K-8, and East Oakland PRIDE elementary schools.</p> <p>If we closed or intervened at this school, are we interrupting with regional feeder patterns that we want to support? No. Proposed changes would strengthen the existing feeder pattern to the neighboring secondary school campus.</p>

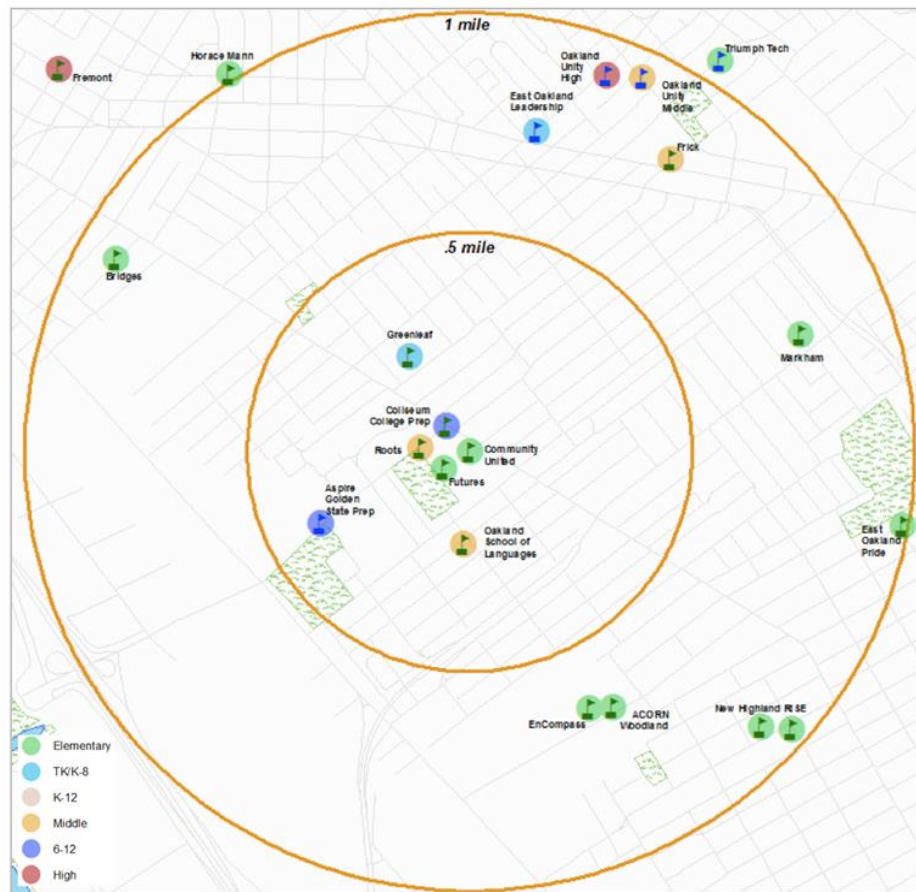
Opportunity for Increased Quality

- Opportunity to create a neighborhood elementary school program in the Lockwood/Havenscourt communities that prepares diverse students for secondary school.
- With so many CUES and Futures students transitioning to neighboring, high performing Coliseum College Prep Academy (CCPA), this is also an opportunity to increase the academic level of CCPA's entering sixth grade class, including English Language Learners/Academic Language Learners and students with disabilities.
- Opportunity to leverage two large, multi-year School Improvement Grants towards an aligned vision, strong leadership and collaboration with teacher, community and families.
- Opportunity to build on what's working and to sustain an inclusive dual language strand within a larger school with students from around the world.

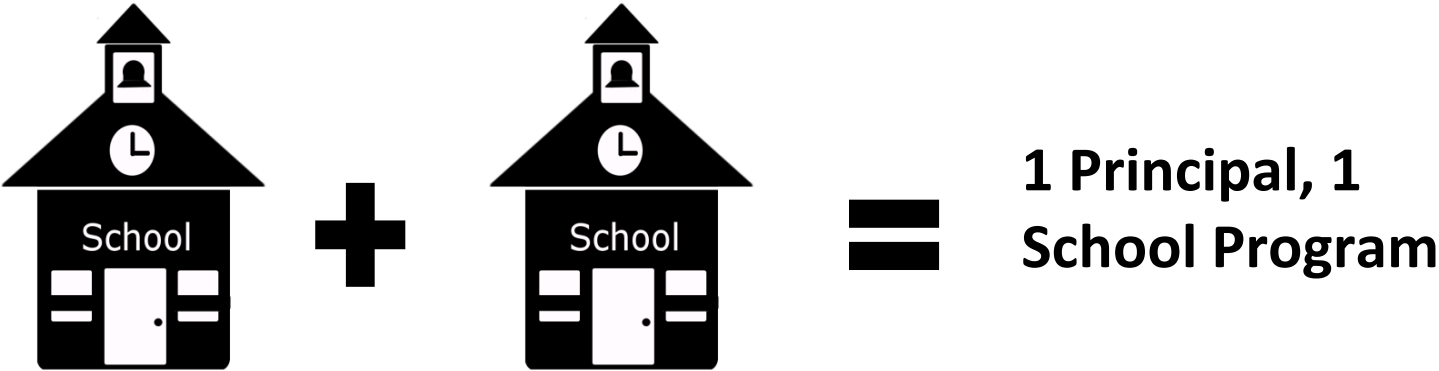
School distances from CUES/Futures

School	Type	Admin	CMO	SRA	BOE	Campus	Grades	Distance (miles)
Roots	DR	OUSD		East	6	Havenscourt	6-8	0.00
Coliseum College Prep	DR	OUSD		East	6	Havenscourt	6-12	0.00
Community United	DR	OUSD		East	6	Lockwood	PK/TK-5	0.00
Futures	DR	OUSD		East	6	Lockwood	TK-5	0.00
Oakland School of Languages	DR	OUSD		East	7		6-8	0.21
Greenleaf	DR	OUSD		East	6	Whittier	TK-8	0.25
Aspire Golden State Prep	CH	OUSD	Aspire	East	6		6-12	0.37
1 ACORN Woodland	DR	OUSD		East	7	Highland	K-5	0.64
2 EnCompass	DR	OUSD		East	7	Highland	TK-5	0.64
3 East Oakland Leadership	CH	OUSD		East	6		K-8	0.74
4 Markham	DR	OUSD		East	6	Markham	TK-5	0.79
Frick	DR	OUSD		East	6	Frick	6-8	0.80
5 Bridges	DR	OUSD		East	5	Melrose	PK/TK-5	0.91
6 New Highland	DR	OUSD		East	7	Highland	TK-5	0.91
Oakland Unity Middle	CH	ACOE		East	6		6-8	0.94
Oakland Unity High	CH	OUSD		East	6		9-12	0.94
7 RISE	DR	OUSD		East	7	Highland	TK-5	0.96
8 East Oakland Pride	DR	OUSD		East	6	Webster	TK-5	0.99
9 Horace Mann	DR	OUSD		East	4	Horace Mann	TK-5	1.01
10 Triumph Tech	CH	OUSD	Aspire	East	6		TK/K-5	1.05
11 Aspire College	CH	OUSD	Aspire	East	6		TK/K-5	1.17

- There are **11** schools serving grades elementary grades within approximately 1 mile of CUES/Futures (**8** district-run/**3** charter)
- **4,008** elementary students live within 1 mile of CUES/Futures
 - **540** attend CUES & Futures (**14%**)
 - **311** attend CUES (**86% of total CUES enrollment**)
 - **229** attend Futures (**77% of total Futures enrollment**)
 - **1,492** (**37%**) attend other elementary schools within approximately 1 mile of CUES/Futures; **2,516** attend other elementary schools **beyond 1 mile of CUES/Futures**
 - **3,138** (**78%**) attend district-run schools; **870** (**22%**) attend charter schools
- **26** (**42%**) of CUES 2016-17 5th graders went on to CCPA for 6th grade in 2017-18; **16** (**26%**) to Roots
- **13** (**28%**) of Futures 2016-17 5th graders went on to Roots for 6th grade in 2017-18; **12** (**26%**) to CCPA



Proposal 2: Alliance & Elmhurst Merge



Alliance Quantitative Data

Consideration	Key Question
California School Dashboard Data	<p>What is the SBAC performance & growth in math and ELA data? Red (Very Low/Maintained) in ELA , Red (Very Low/Declined)</p> <p>What % of English Learners are making progress? Blue (87.3% - Very High/Increased)</p> <p>What is the suspension rate? Yellow (12.1% - Very High, Significantly Declined)</p>
Facilities Condition Index / Campus	<p>What is the condition of the <u>campus</u> buildings? FCI=50%. Cost of all repairs is about 50% of cost of building new.</p>
Facilities Utilization Rate/ Campus	<p>What is the <u>campus</u> facility utilization rate? 75%</p>
Enrollment Trends/Demand	<p>Is the school in demand (greater than 70% first choice demand for available seats)? No, 63.4% first choice demand for 112 seats in grade 6.</p>

Alliance Qualitative Data

Consideration	Key Question
Leadership Capacity	<p>Has the principal been in place for greater than 2 years? Yes</p> <p>Does the leader have prior experience that would enable him/her to lead changes now?</p> <p>Has the principal demonstrated capacity to take on additional responsibilities for leading change (e.g., building teams, engaging with parents and community, etc.)?</p>
School & Regional Demographics	<p>Is there a large % of students living in the attendance area? 68.6%</p> <p>Is there a local charter school or district school that is drawing students? No. No nearby schools serve grades 6-8.</p> <p>What are the demographics in the community? What is the recent history of movement of families into and out of this neighborhood? Latino families are the majority in this part of East Oakland, with African American families as the second largest group, with other families coming from around the world. Home languages are: Spanish (68.6%), English (22.7%), Arabic (3.8%), Tongan (1.5%), Mam (1.2%), and 0.6% each for Tagalog, Vietnamese, and Cantonese.</p>

Alliance Qualitative Data

Consideration	Key Question
Program & Pathway Needs	<p>Are there programs and pathways that draw students? Alliance is working with the Alameda County of Education to implement an arts integrated academic program.</p> <p>Is there a need or community demand for a specialized program or pathway in school(s) serving this part of the city? Newly implemented Newcomer Program.</p>
Regional Feeder Patterns	<p>What schools feed into this school? 83 of 122 (68%) Grade 6 students came from: Reach (n=27), EFC Cox (n=19), RISE (n=14), East Oakland PRIDE (n=13), Korematsu (n=10).</p> <p>What would be the impact on those schools if a change is made to the receiving school? Feeder schools are similar for both Alliance and ECP.</p> <p>Does greater than 66% of the students at the school live in the neighborhood? Yes. 68.6% live in the attendance area and most others live in adjacent attendance areas.</p>

Elmhurst Community Prep Quantitative Data

Consideration	Key Question
California School Dashboard data	<p>What is the SBAC performance & growth in math and ELA data? Red (Very Low/Declined) in ELA ; Red (Very Low/ Maintained) in Math</p> <p>What % of English Learners are making progress? Blue (100% - Very High/Significantly Increased)</p> <p>What is the suspension rate? Red (14% - Very High/Significantly Increased)</p>
Facilities Condition Index for Elmhurst/Alliance campus	What is the condition of the school building? FCI=50%. Cost of all repairs is about 50% of cost of building new.
Facilities Utilization Rate/Campus	What is the <u>campus</u> facility utilization rate? 75%
Enrollment Trends/Demand	Is the school in demand (greater than 70% first choice demand for available seats)? No, 60.3% first choice demand for 116 Grade 6 seats

Elmhurst Qualitative Data

Consideration	Key Question
Leadership Capacity	<p>Has the principal been in place for greater than 2 years? Yes</p> <p>Does the leader have prior experience that would enable him/her to lead changes now? Yes,</p> <p>Has the principal demonstrated capacity to take on additional responsibilities for leading change (i.e. building teams, engaging with parents and community, etc.)?</p>
School & Regional Demographics	<p>Is there a large % of students living in the attendance area? 70.3%</p> <p>Is there a local charter school or district school that is drawing students? No. No other schools in the area serve grades 6-8.</p> <p>What are the demographics in the community? What is the recent history of movement of families into and out of this neighborhood? Latino families are the majority in this part of East Oakland, with African American families as the second largest group, with other families coming from around the world. Home languages are: Spanish (61%), English (36%), Mam (1%), Tongan (1%), Arabic (0.6%), and Gujarati (0.3%).</p>

Elmhurst Qualitative Data

Consideration	Key Question
Program & Pathway Needs	<p>Are there programs and pathways that draw students? Is there a need or community demand for a specialized program or pathway in school(s) serving this part of the city? This area of East Oakland needs a quality comprehensive middle school program. No other nearby schools serve grades 6-8.</p>
Regional Feeder Patterns	<p>What schools feed into this school? 71 (60%) of 118 Grade 6 students came from: EFC Cox (n=18), Korematsu (n=15), New Highland (n=15), RISE (n=12), and Reach (n=11). What would be the impact on those schools if a change is made to the receiving school? Feeder schools are similar for both Alliance and ECP. Does greater than 66% of the students at the school live in the neighborhood? Yes. 70.3% live in the attendance area and most others live in adjacent attendance areas.</p>

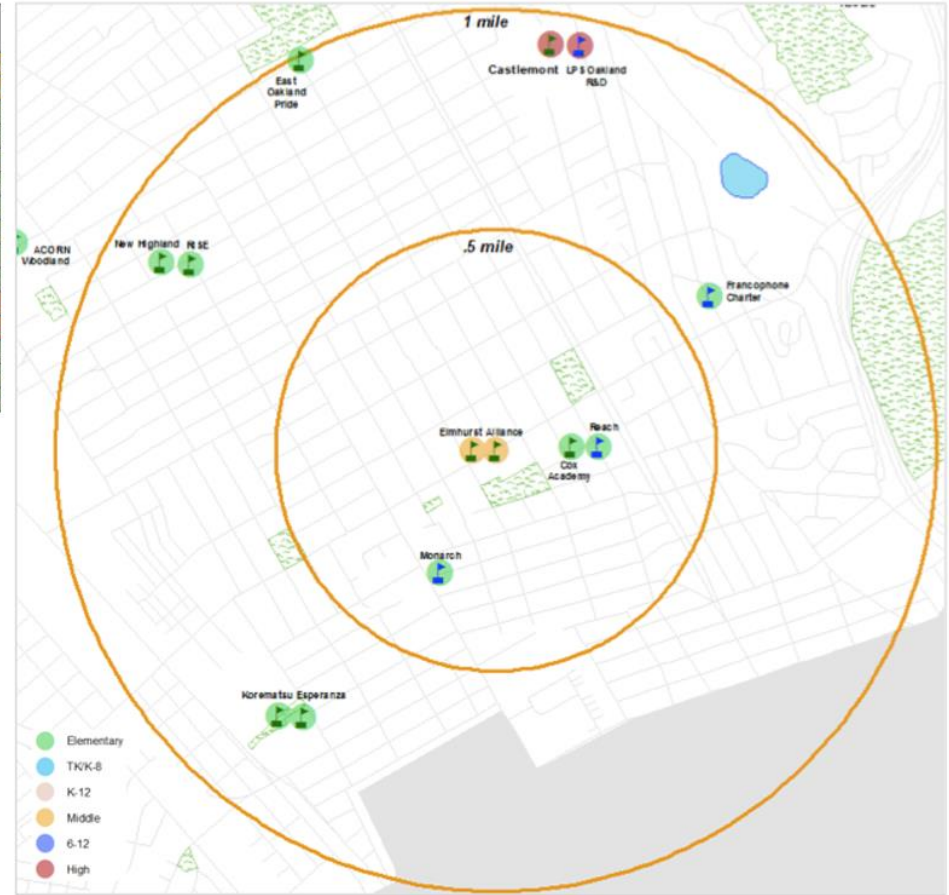
Opportunity for Increased Quality

- Opportunity to create an enriched, comprehensive middle school program -- the only one in this part of East Oakland -- that has a broad course of study and prepares diverse students including students with disabilities for high school, college and career.
- Opportunity to build on what's working at Alliance and Elmhurst Community Prep, such as the progress that English language learners are making toward English fluency and proficiency.

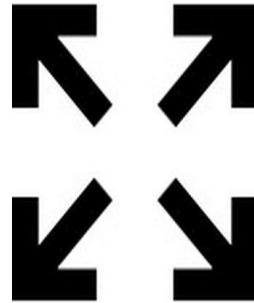
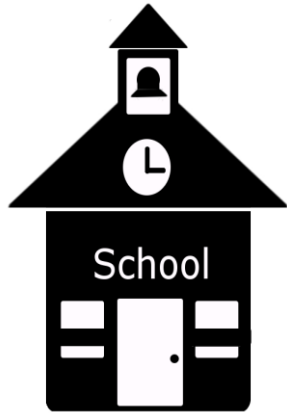
School distances from Elmhurst/Alliance

School	Type	Admin	CMO	SRA	BOE	Campus	Grades	Distance (miles)
Alliance	DR	OUSD		East	7	Alliance/ECP	6-8	0.00
Elmhurst (ECP)	DR	OUSD		East	7	Alliance/ECP	6-8	0.00
Reach	DR	OUSD		East	7	Cox Elementary	PK/TK-5	0.17
Cox Academy	CH	ACOE	EFC	East	7	Cox Elementary	TK/K-5	0.23
Monarch	CH	OUSD	Aspire	East	7		TK/K-5	0.31
Francophone Charter	CH	OUSD		Northeast	7	Toler Heights	TK/K-5	0.60
Esperanza	DR	OUSD		East	7	Stonehurst	TK-5	0.75
Korematsu	DR	OUSD		East	7	Stonehurst	TK-5	0.78
RISE	DR	OUSD		East	7	Highland	TK-5	0.81
New Highland	DR	OUSD		East	7	Highland	TK-5	0.87
Castlemont	DR	OUSD		East	7	Castlemont	9-12	0.93
LPS Oakland R&D	CH	OUSD	LPS	East	7	Castlemont	9-12	0.94
East Oakland Pride	DR	OUSD		East	6	Webster	TK-5	0.99
Aspire College	CH	OUSD	Aspire	East	6		TK/K-5	1.07
EnCompass	DR	OUSD		East	7	Highland	TK-5	1.19

- There are no other schools serving grades 6-8 within 1 mile of Alliance/Elmhurst
- **1,743** grade 6-8 students live within 1 mile of Alliance/Elmhurst
 - **543** attend Alliance/Elmhurst (31%)
 - **266** attend Alliance (77% of total Alliance enrollment)
 - **277** attend Elmhurst (75% of total Elmhurst enrollment)
 - **1,200** attend other middle schools **beyond 1 mile of Alliance/Elmhurst** (69%)
 - **140** attend Lionel Wilson Charter (12%)
 - **138** attend Madison Park Upper (11%)
 - **101** attend Aspire Golden State Charter (8%)
 - **1,070** attend district-run schools (62%); **669** attend charter schools (38%)
- **39** (33%) of Elmhurst 2016-17 8th graders went on to LPS Oakland Charter for high school in 2017-18; **21** (18%) to Castlemont; **20** (17%) to Skyline
- **38** (32%) of Alliance 2016-17 8th graders went on to LPS Oakland Charter for high school in 2017-18; **28** (24%) to Castlemont; **25** to unknown schools



Project 3 Proposal: MetWest Expansion



Explore
expansion of
MetWest

MetWest Quantitative Data

Consideration	Key Question
California School Dashboard: High School Indicators	<p>What is the graduation rate? Green (High and Increased) 92.9% cohort graduation rate in 2016 (most recent available); 100% for English Learners and Students with Disabilities.</p> <p>What % of English learners making progress? 82.8%</p> <p>What is the suspension rate? Orange (Medium and Increased from 1.8% to 2.3%)</p>
Facilities Condition Index	<p>What is the condition of the school building? 0% FCI. Repairs would total 0% of the cost of building new.</p>
Facilities Utilization Rate	<p>What is the utilization rate? 100%+ utilization, no portables</p>
Enrollment Trends/Demand	<p>Is the school in demand (greater than 70% first choice demand for available seats)?</p> <p>Yes, 374% first choice demand rate for 39 seats.</p>

MetWest Qualitative Data

Consideration	Key Question
Leadership Capacity	<p>Has the principal been in place for greater than 2 years? No.</p> <p>Does the leader have prior experience that would enable him/her to lead changes now? Yes, as an experienced Advisor/Teacher at MetWest.</p> <p>Has the principal demonstrated capacity to take on additional responsibilities for leading change (e.g., building teams, engaging with parents and community, etc.)? Yes.</p>
School & Regional Demographics	<p>MetWest is a citywide magnet high school following the Big Picture Schools model, with internships and exhibitions starting in 9th grade. It has no attendance area. The student demographics reflect Oakland - 61% Latino, 19% African American, 6% Asian, 7% white, and 77% eligible for free or reduced-price lunch.</p>

MetWest Qualitative Data

Consideration	Key Question
Program & Pathway Needs	<p>Are there programs and pathways that draw students? Yes, Big Picture Learning school that highlights personalization through an advisory structure that uses internships to allow students to pursue their interests. This school has been in high demand since it opened in 2002 and has been a great source of innovation in the district.</p>

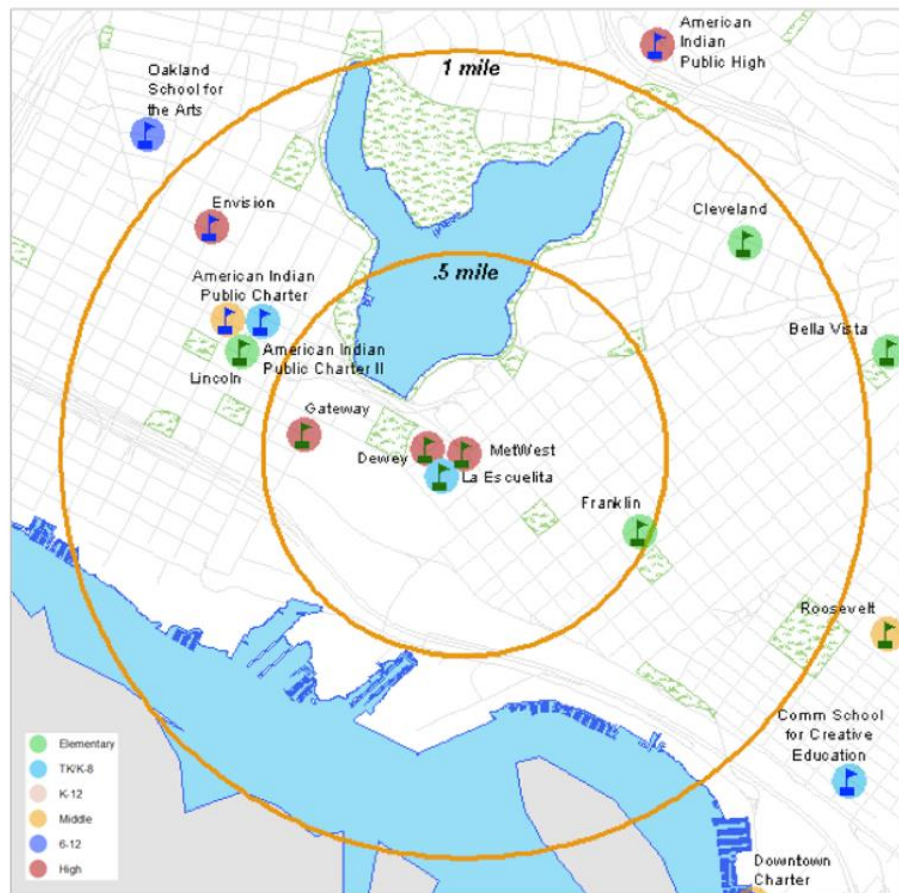
Opportunity for Increased Quality

- Opportunity to increase or even double the size of MetWest, increasing access to a high school model in high demand and with high student outcomes and college-going rates.
- Increasing enrollment also contributes to making the school more fiscally self-sustaining.
- Students have access to classes at Laney College.
- Students have access to four years of high quality internships in areas of individual interest that contribute to the community.
- Opportunity to build on high graduation rates for English language learners and students with disabilities.

School distances from MetWest

School	Type	Admin	CMO	SRA	BOE	Campus	Grades	Distance (miles)
MetWestA	DR	OUSD		Central	2	Downtown Ed Complex	9-12	0.0
La Escuelita	DR	OUSD		Central	2	Downtown Ed Complex	TK-8	0.1
Dewey	DR	OUSD		Central	2	Downtown Ed Complex	9-12	0.1
Gateway	DR	OUSD		Central	2		9-12	0.4
Franklin	DR	OUSD		Central	2	Franklin	TK-5	0.5
American Indian Public Charter II	CH	OUSD	American Indian	Central	2		K-8	0.6
Lincoln	DR	OUSD		Central	2	Lincoln	TK-5	0.6
American Indian Public Charter	CH	OUSD	American Indian	Central	2		6-8	0.7
Envision	CH	ACOE		Central	3		9-12	0.8
Cleveland	DR	OUSD		Central	2	Cleveland	K-5	0.9
Bella Vista	DR	OUSD		Central	2	Bella Vista	TK-5	1.1
Oakland School for the Arts	CH	OUSD		West	3	OSA	6-12	1.1
American Indian Public High	CH	OUSD	American Indian	Northeast	2	Lakeview	9-12	1.1
Roosevelt	DR	OUSD		Central	2	Roosevelt	6-8	1.1
Westlake	DR	OUSD		West	3	Westlake	6-8	1.2
Oakland High	DR	OUSD		Central	2	Oakland High	9-12	1.3

- There are 3 other non-alternative schools serving grades 9-12 within approximately 1 mile of MetWest; they are all charter schools (Envision, American Indian Public High, Oakland School for the Arts)
- **921** grade 9-12 students live within 1 mile of MetWest
 - **21** attend MetWest (12% of MetWest total enrollment)
 - **106** attend other non-alternative high schools within approximately 1 mile of MetWest (12%)
 - **18** attend Oakland School for the Arts Charter (17%)
 - **17** attend Envision Charter (16%)
 - **71** attend American Indian Public High Charter (67%)
 - **679** attend district-run schools (74%); **242** attend charter schools (26%)
- **64** (38%) of MetWest students live in the Fremont attendance area; **38** (22%) live in the Oakland High attendance area; **31** (18%) live in the Castlemont attendance area
- **14** (34%) of MetWest 2017-18 9th graders came from Urban Promise Academy s in 2016-17; **5** (12%) came from Westlake.





Proposed Cohort 1 Schools: Financial and Enrollment Impact Analysis (Initial Draft)

Summary

- Predictive models were used to determine the impact of Blueprint changes built on a series of core assumptions; all models have inherent limitations but this represents our best thinking based on known information
- Preliminary data suggests that merging CUES/Futures and Alliance/Elmhurst will yield annual savings over the long term
- Preliminary data suggests that expanding Metwest will result in a more fiscally sustainable program; however, full impact analysis is dependent on location for expansion

What are Model Assumptions and Limitations?

Assumptions are expectations based on **known data**. For the financial models built for the presentation, the assumptions are expectations about the organization's cost drivers and revenue drivers. These assumptions allow us to determine how an action or decision can potentially impact our enrollment numbers and fiscal health.

Limitations are influences that are **outside of the researcher's control that can influence the outcomes of the financial model**. Often times these relate to factors that cannot be calculated in a reliable manner. All predictive models have limitations. Given the limitations, a range should be put on the placed on cost implications of the model.

*A **predictive model** is a tool used to help us understand the impact of our decision making. For the Blueprint changes, we needed to build multiple predictive models in order to assess the impact. Every model begins with establishing a methodology and a core set of assumptions.*

All assumptions and limitations are detailed in the appendix of this deck.

How Merged Schools will be Different Financially

Savings

Expenses

- School administration (fewer Principals, APs)
- School Clerical
- Teaching/Substitute Staff

Revenue

- Concentration funds can be repurposed and reinvested into program enhancements



Costs

Expenses

- Additional operational costs to implement merger

Revenue

- Less revenue from state due to possible enrollment loss



Note: The district's financial status determines the level of investment that the district can make into new programs and program implementation; If the costs are higher than savings, that means less \$\$ for the district to redistribute to create more quality programs

Projected Enrollment Impact: Futures/CUES

FY 2018-19 (planning year)	2019-20	2020-21	2021-22	2022-23	2023-24
647	635	623	611	599	587

Caveat: The most reliable method to make future enrollment projections is based on known historical data; Futures/CUES show a decline in enrollment because both schools have shown a statistically significant historical decline over the last 4 years. The enrollment for the merged scenario is the sum of the enrollment of the individual schools. Should the merge yield successful outcomes, it is possible for enrollment to grow and we will update our projections accordingly after we see evidence of sustained growth. Our 5 year enrollment forecast is still in development and changes in housing and charter activity will impact long term projections

Financial Impact Analysis: Futures/CUES

	Current Year (‘17-18)	Planning YR (‘18-’19)	YR 1 (‘19-’20)	YR 2 (‘20-’21)	YR 3 (‘21-’22)	YR 4 (‘22-’23)	YR 5 (‘23-’24)
Additional funds available from reduced FTE	\$0	\$0	\$275,254	\$284,837	\$196,649	\$269,821	\$377,369
Repurposed Concentration funds to be reinvested in program	\$0	\$0	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Net savings from merger	\$0	\$0	\$375,254	\$384,837	\$296,649	\$369,821	\$477,369

Note: Full assumptions and limitations in appendix

Projected Enrollment Impact: Alliance/Elmhurst

FY 2018-19 (planning year)	2019-20	2020-21	2021-22	2022-23	2023-24
635	635	635	635	635	635

Caveat: The most reliable method to make future enrollment projections is based on known historical data. For our current methodology, if a site showed statistically significant increase or decline in enrollment in the last 4 years, that trend is applied for the following 5 years. If the increase or decline was not statistically significant, then the enrollment is kept the same. Alliance and Elmhurst have experienced fluctuations in enrollment patterns, but because 5 year trends have not shown reliably predictive movement, the enrollment is kept the same. The enrollment for the merged scenario is the sum of the enrollment of the individual schools. Our 5 year enrollment forecast is still in development and changes in housing and charter activity will impact long term projections

Financial Impact Analysis: Alliance/Elmhurst

	Current Year (‘17-18)	Planning YR (‘18-‘19)	YR 1 (‘19-‘20)	YR 2 (‘20-‘21)	YR 3 (‘21-‘22)	YR 4 (‘22-‘23)	YR 5 (‘23-‘24)
Additional funds available from reduced FTE	\$0	\$0	\$116,739	\$120,825	\$125,054	\$129,430	\$133,960
Repurposed Concentration funds to be reinvested in program	\$0	\$0	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Site operational costs	\$5,000	\$50,000	\$5,000	\$5,000	\$0	\$0	\$0
Net savings from merger	(5,000)	(50,000)	\$211,739	\$215,825	\$225,054	\$229,430	\$233,960

Note: Full assumptions and limitations in appendix

Savings Expected for School Mergers Over Long Term; Anticipate Investment in 2018-19

DRAFT

		Current Year	Planning YR ('18-'19)	YR 1 ('19-'20)	YR 2 ('20-'21)	YR 3 ('21-'22)	YR 4 ('22-'23)	YR 5 ('23-'24)
Cohort 1 operational costs	Central admin	\$0 Using repurposed funds	\$0 Using repurposed funds	\$0 Using repurposed funds	\$0 Using repurposed funds	\$0 Using repurposed funds	\$0 Using repurposed funds	\$0 Using repurposed funds
	Site costs	\$5,000	\$50,000	\$5,000	\$5,000	\$0	\$0	\$0
Cohort 1 savings		\$0	\$0	\$591,993	\$605,661	\$521,703	\$599,251	\$711,330
Cohort 1 net savings		(\$5,000)	(\$50,000)	\$586,993	\$600,661	\$521,703	\$599,251	\$711,330

Source: Implementation funds based on staff recommendations from June 13, 2018; Central staff dedicated to Blueprint have been repurposed with existing funds so will not represent an additional expense
 Full assumptions and limitations in appendix

Note: Please use caution in interpreting data due to small sample size

DRAFT

MetWest 3 Year Enrollment Waitlist

School where students landed from MetWest's waitlist

	15-16	16-17	17-18	3 year average
1 Other (charter, other school district, private, home school, etc.)	41	40	31	37
2 Oakland High	8	15	7	10
3 Fremont	11	5	2	6
4 MetWest	4	7	6	6
5 Skyline	4	5	5	5
Other OUSD schools (aggregated)	4	19	16	13
Total	72	91	67	77

Over the last 3 years, 49% of the students on MetWest's waitlist ended up going outside the district; however, expansion would also likely impact other OUSD high schools

Expansion can Make MetWest's Program More Sustainable; Full Analysis Dependent on Location

	Current: MetWest at enrollment of 164	Moderate growth: MetWest at enrollment of 239	Significant growth: MetWest at enrollment 328
Total unrestricted cost	\$1,760,137	\$2,197,191	\$2,631,155
Total unrestricted revenue	\$1,186,521	\$1,729,137	\$2,373,042
Gap to sustainability	\$573,616	\$468,054	\$258,113

Note: Excludes appeals and excludes facilities analysis; full enrollment and fiscal impact of expansion is dependent on choice of location as well as potential facilities costs associated with reconfiguring facilities to be suitable for MetWest's program; costs refer to those incurred by the site; the model assumes revenue from LCFF base, LCFF supplemental, LCFF concentration, Measure G, Lottery. Per student revenue total for high schools is \$10,839; when we take into account fixed district costs, the amount going for schools per student is \$7,234.88.



A City Wide Approach: Building Background Knowledge for a Quality System of Schools

Building and Realizing a Ten Year Vision

Enrollment

Projections over the next 10-12 years

Fiscal Reality

Financial health of OUSD

+

Facilities

Health and Capacity of our Buildings (schools and offices)

Program

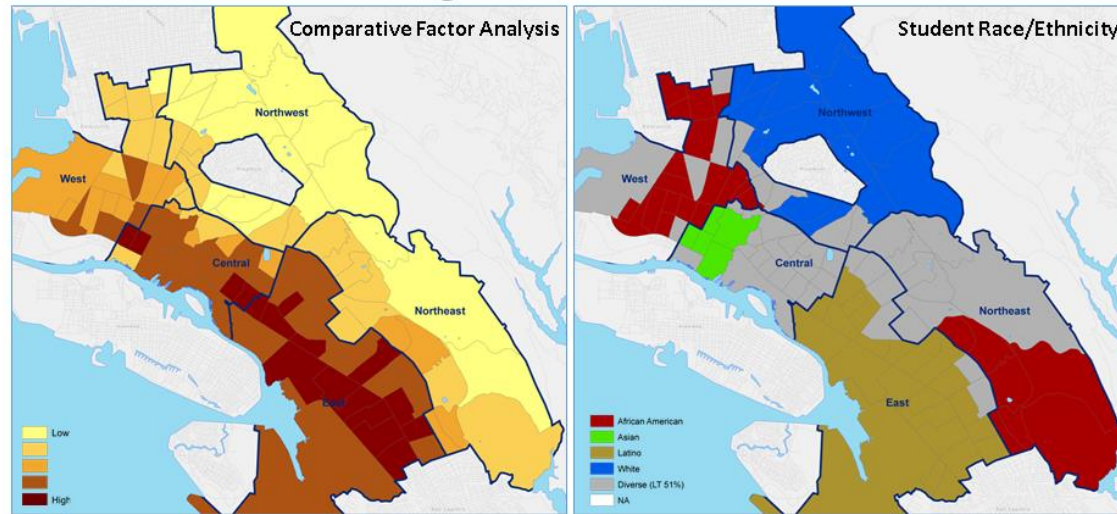
Student outcomes reflect our ability to meet their needs and demands of families

Every Student Thrives!



A Regional and Citywide Approach

5 Regions defined



- SRA divides Oakland into 5 regions – Central, East, Northeast, Northwest, & West
 - Comparative factor analysis for each census tract is based on an **index of four factors**:
 - % of students eligible for free or reduced price lunch
 - % of population on Medicaid
 - % of students who are English Language Learners
 - % of students for whom English is not their home language

The darker the color of the census tract, the higher the needs of the students with respect to poverty and English fluency.
 - Student Race/Ethnicity: Majority student race/ethnicity for census tracts with greater than 51% concentration of any one race/ethnicity.

OUSD SRA 2017-18 (04.13.2018)

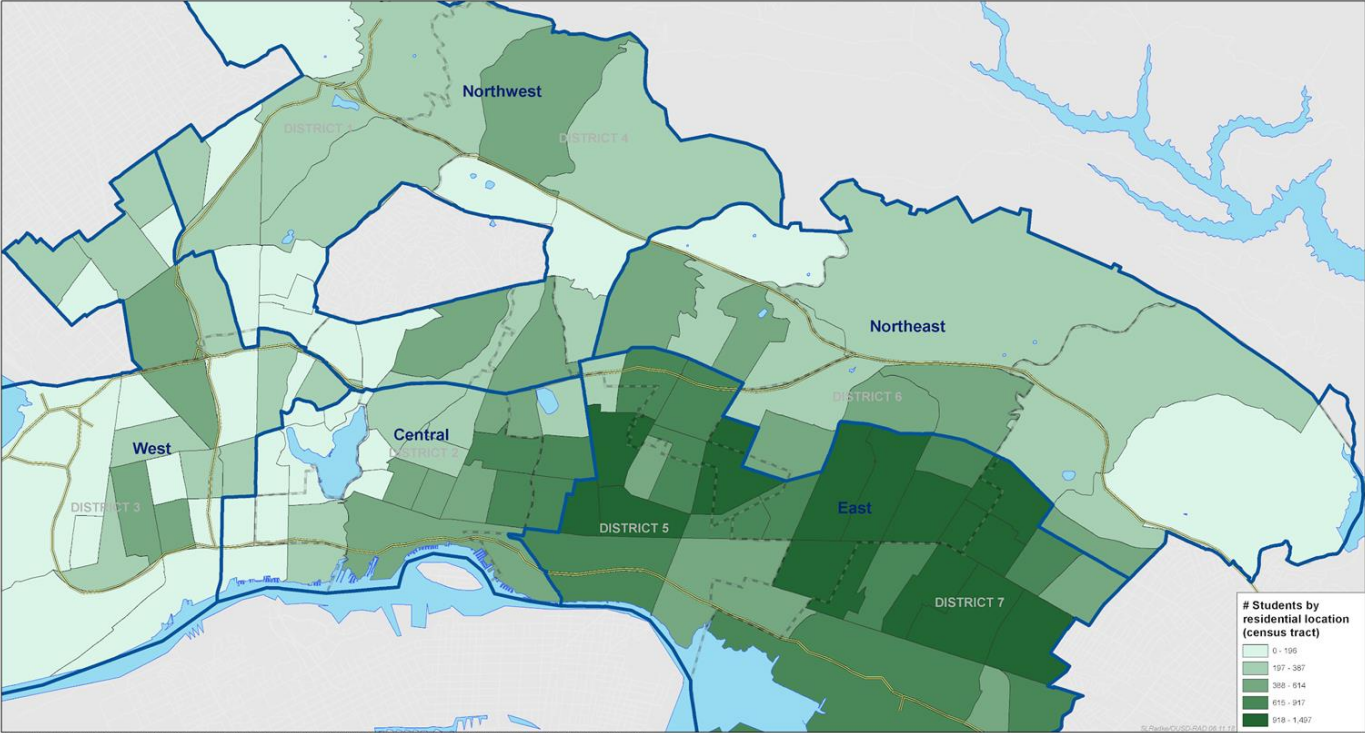
1

Student Population Density by Region



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OUSD 2017-18 Student Residential Location*



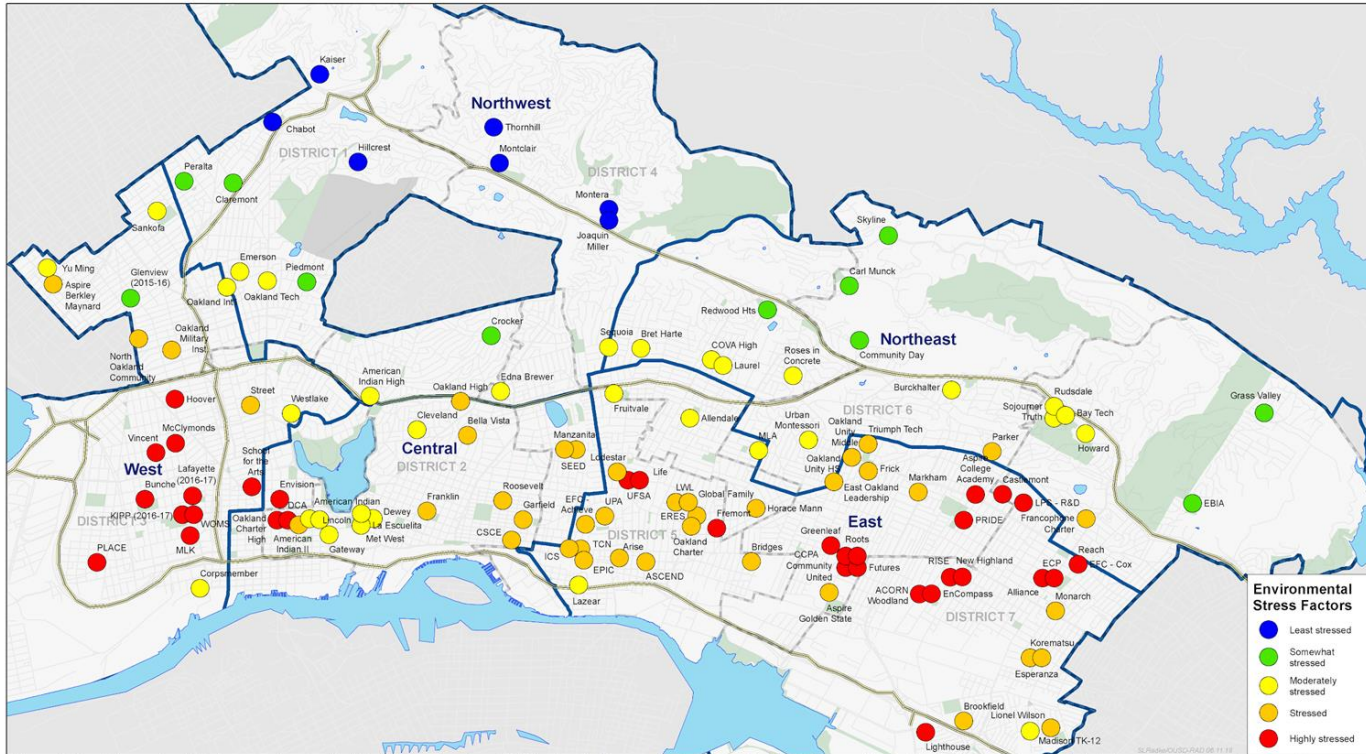
*Includes 49,679 district-run (35,713) and charter students (13,966) living in Oakland who attend non-special education schools.

School Location and Environmental Stress



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OUSD 2016 Environmental Stress Factors



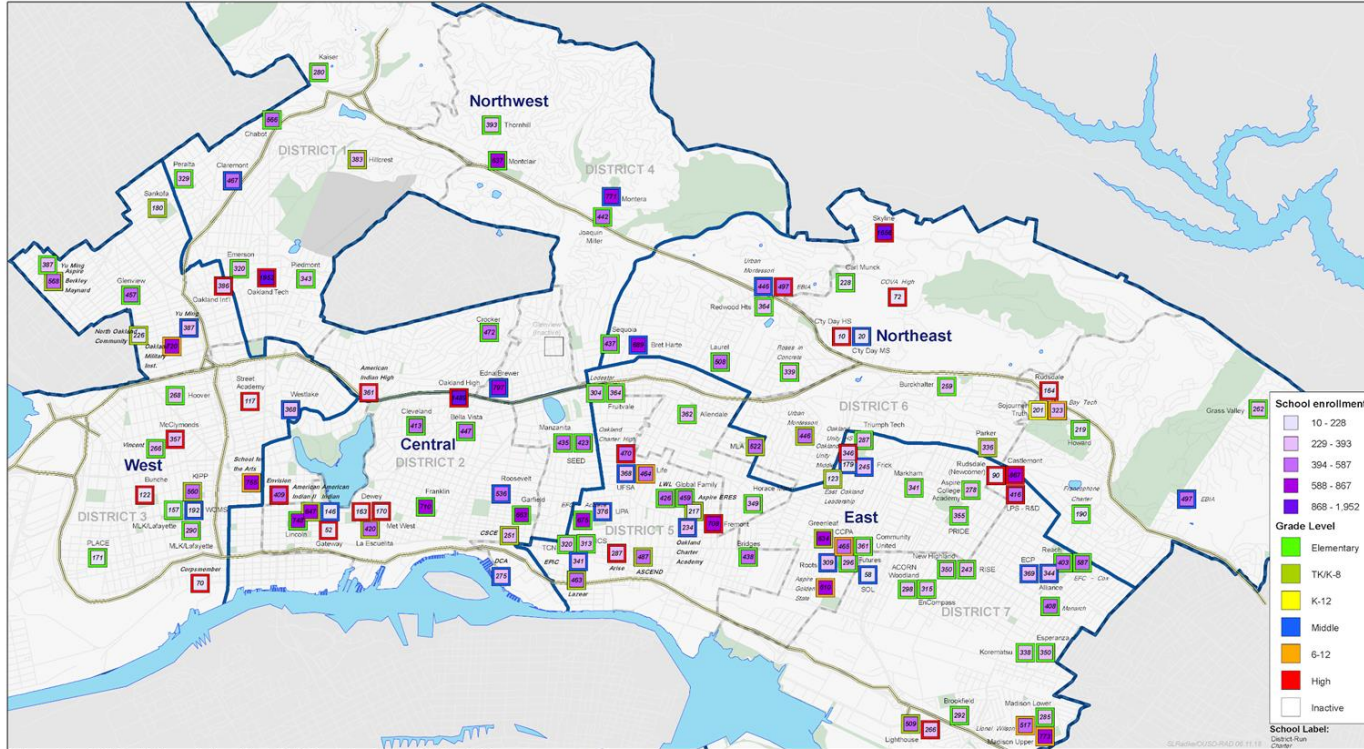
Environmental stress factors, such as violent crime, unemployment, residential vacancy, poor air quality, and limited food security, have a compounding effect on schools located in the most disinvested parts of the city, largely serving students who come from the surrounding communities.

Current School Enrollment



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OUSD 2017-18 School Grade Level & Enrollment



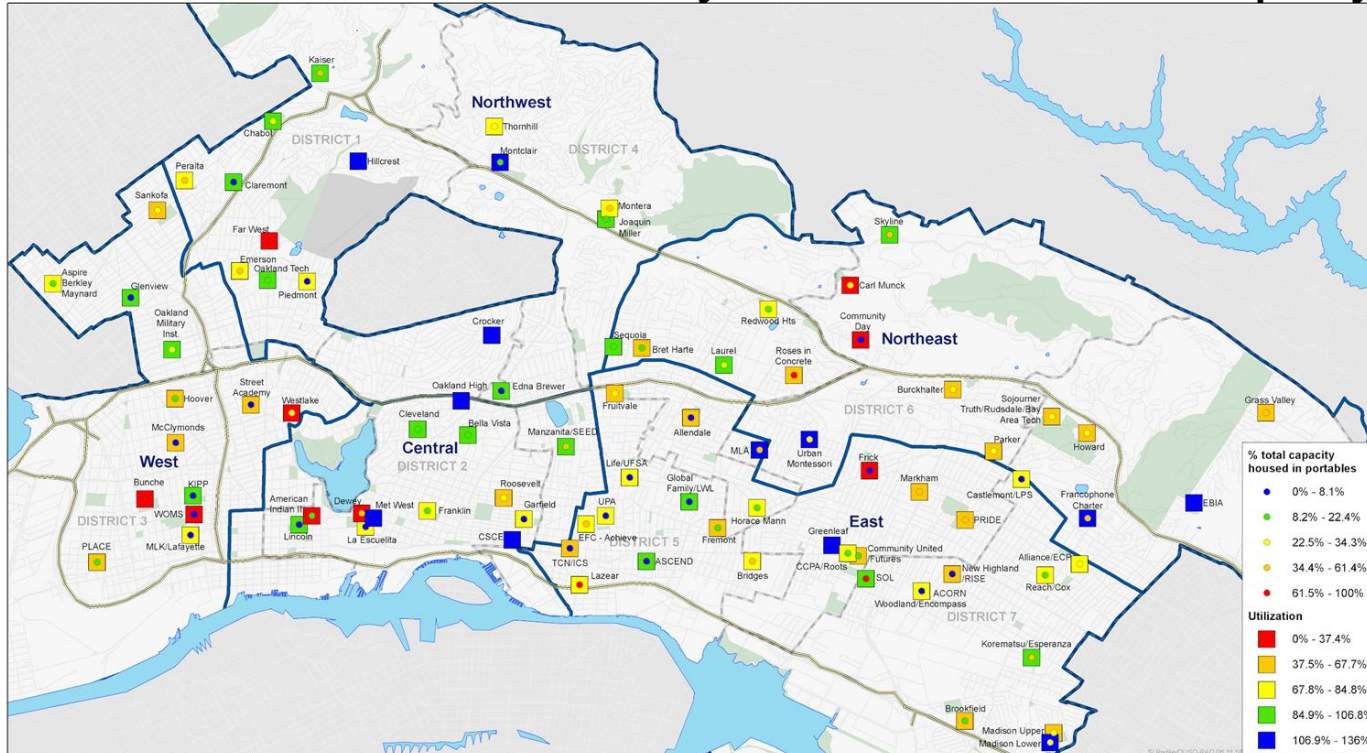
School enrollment totals for district-run schools as of June 7, 2018, for charter schools as of October 2017.

Facility Capacity and % in Portables



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OUSD 2017 Facility Utilization and Portable Capacity



Utilization is determined by projected enrollment divided by permanent and temporary seat capacity, adjusted for newcomer seats.

Capacity in portables shows how much capacity is held in temporary buildings.
Example: red dot on green square shows site with high utilization rate, with much of it held in temporary portables.

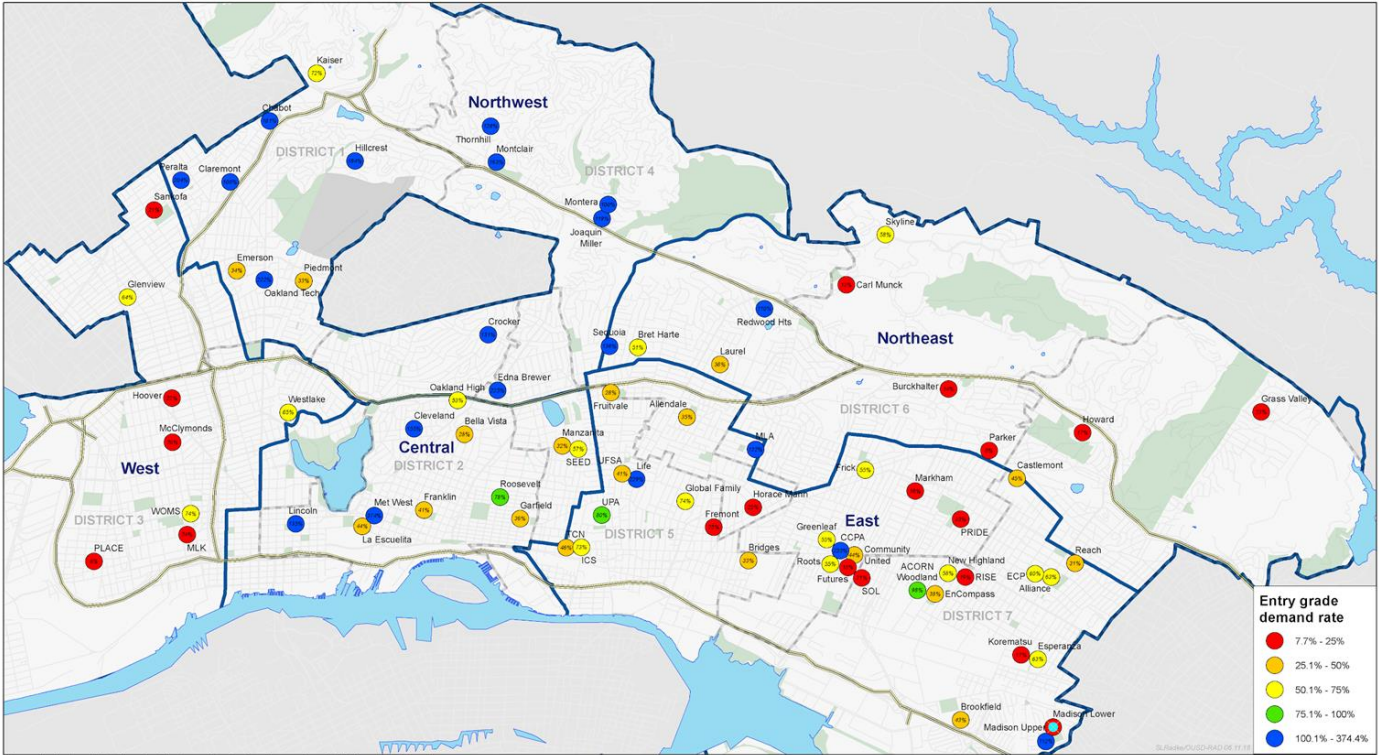
Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group.
NOTE: Schools that share common campuses also share site capacity levels.
Data is shown only for those schools and sites included in the OUSD 2017 Facilities Master Plan.

School Choice Demand Rate



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OUSD 2017-18 School Demand



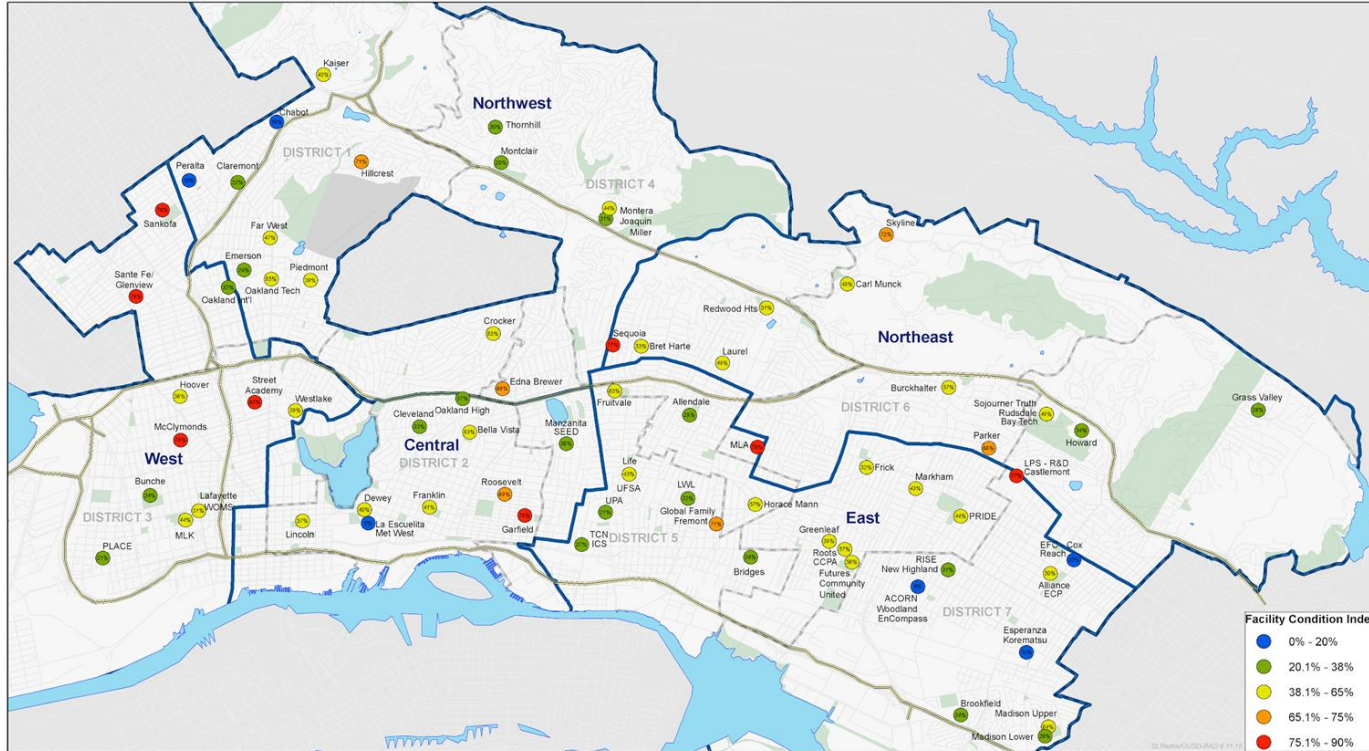
Demand rate is calculated as first choice applicants for entry grades, divided by available seats.

Facilities Condition, % Cost of Building New



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OUSD Facilities Condition 2017



The Facilities Condition Index (FCI) is a measure of campus repair conditions as a function of the percentage of the cost of building. An FCI score of XX% means that to repair this facility would require funds totaling XX% of the cost of building a new facility.

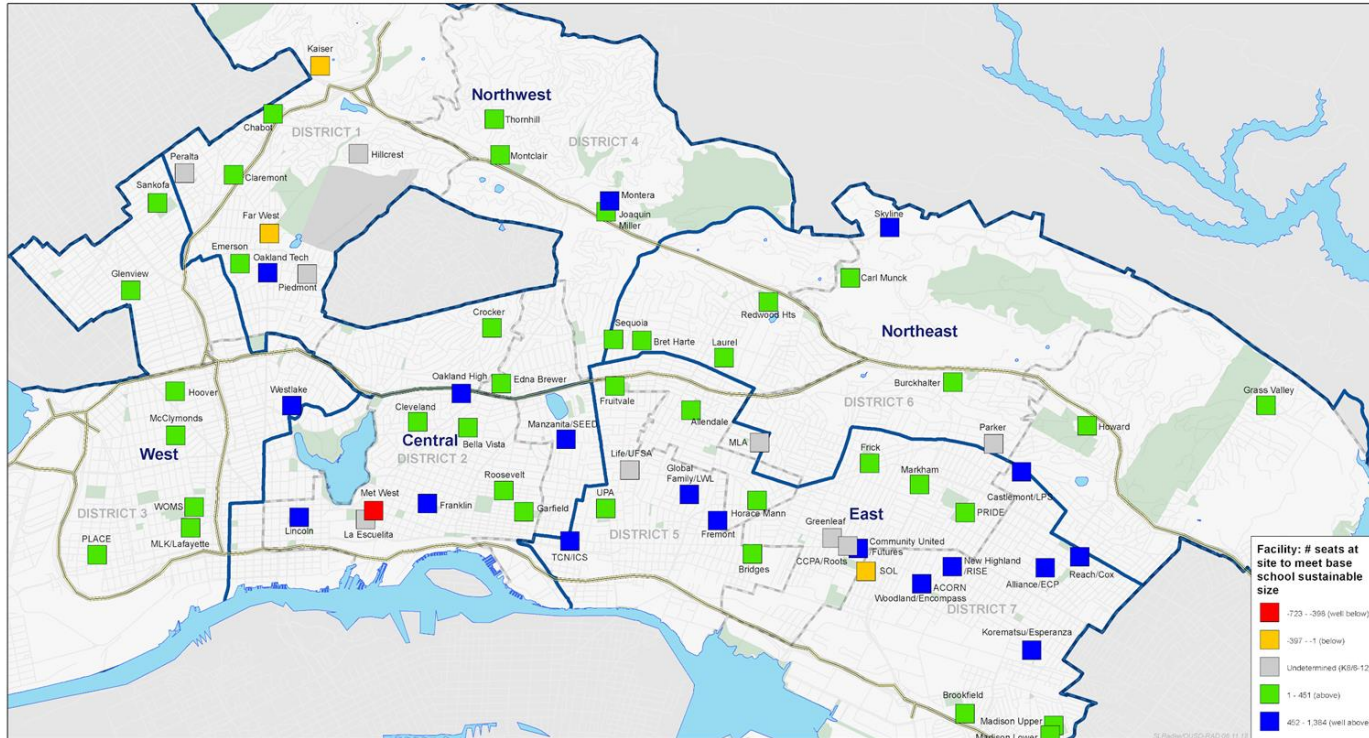
Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group. NOTE: Schools that share common campuses also share site building condition levels. Data is shown only for those sites and schools included in the 2017 OUSD Facilities Master Plan.

Facilities Capacity for Base School Size



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OUSD Sustainable School Size by Facility Capacity Base School Size



Base school sustainable size is 304 or higher for elementary, 381 or higher for middle, and 519 or higher for high.
Sustainable size by facility is calculated by subtracting the seat capacity of each site from the sustainable size to determine the number of seats above or below sustainable size.

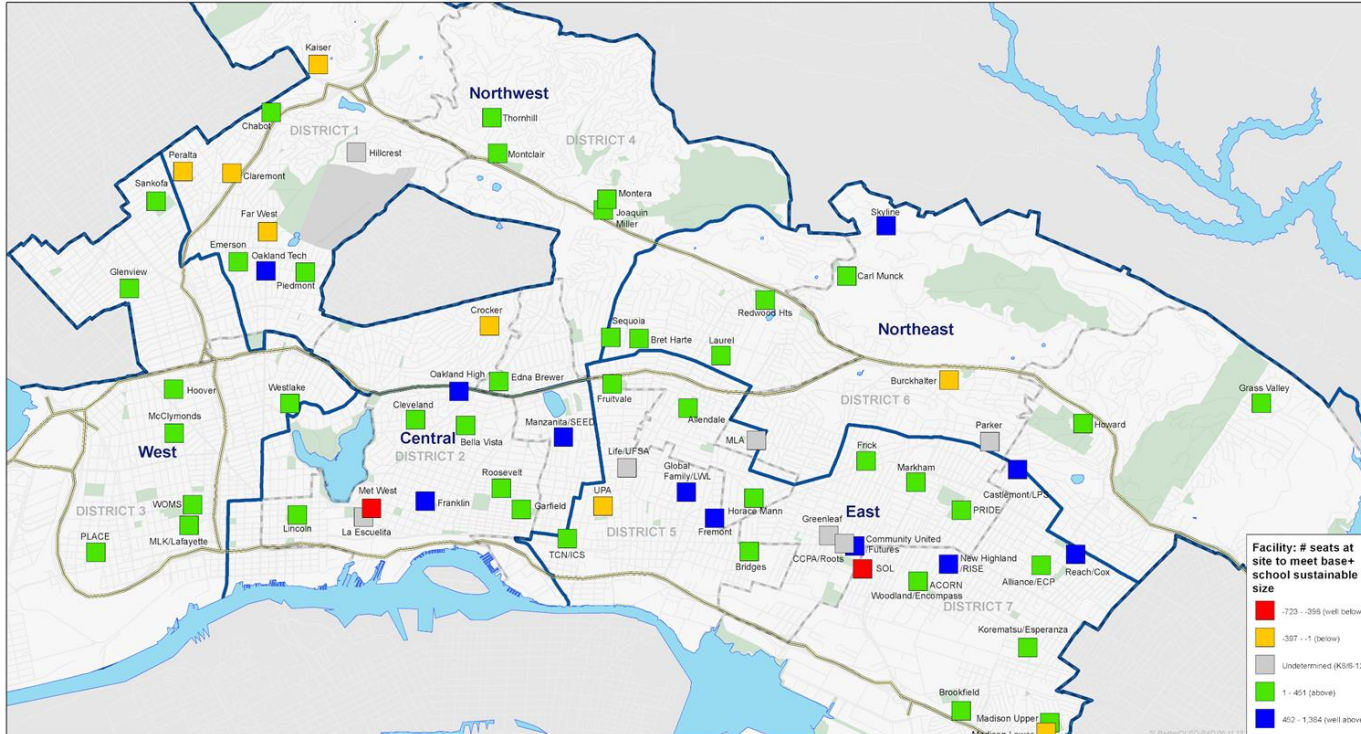
Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group.
NOTE: Schools that share common campuses also share site capacity levels.
Data shown only for non-alternative traditional elementary, middle and high school sites included in the 2017 OUSD Facilities Master Plan.

Facilities Capacity for Base+ School Size



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OUSD Sustainable School Size by Facility Capacity Base+ School Size



*Base+ school sustainable size is 397 or higher for elementary, 645 or higher for middle, and 585 or higher for high.
Sustainable size by facility is calculated by subtracting the seat capacity of each site from the sustainable size to determine the number of seats above or below sustainable size.

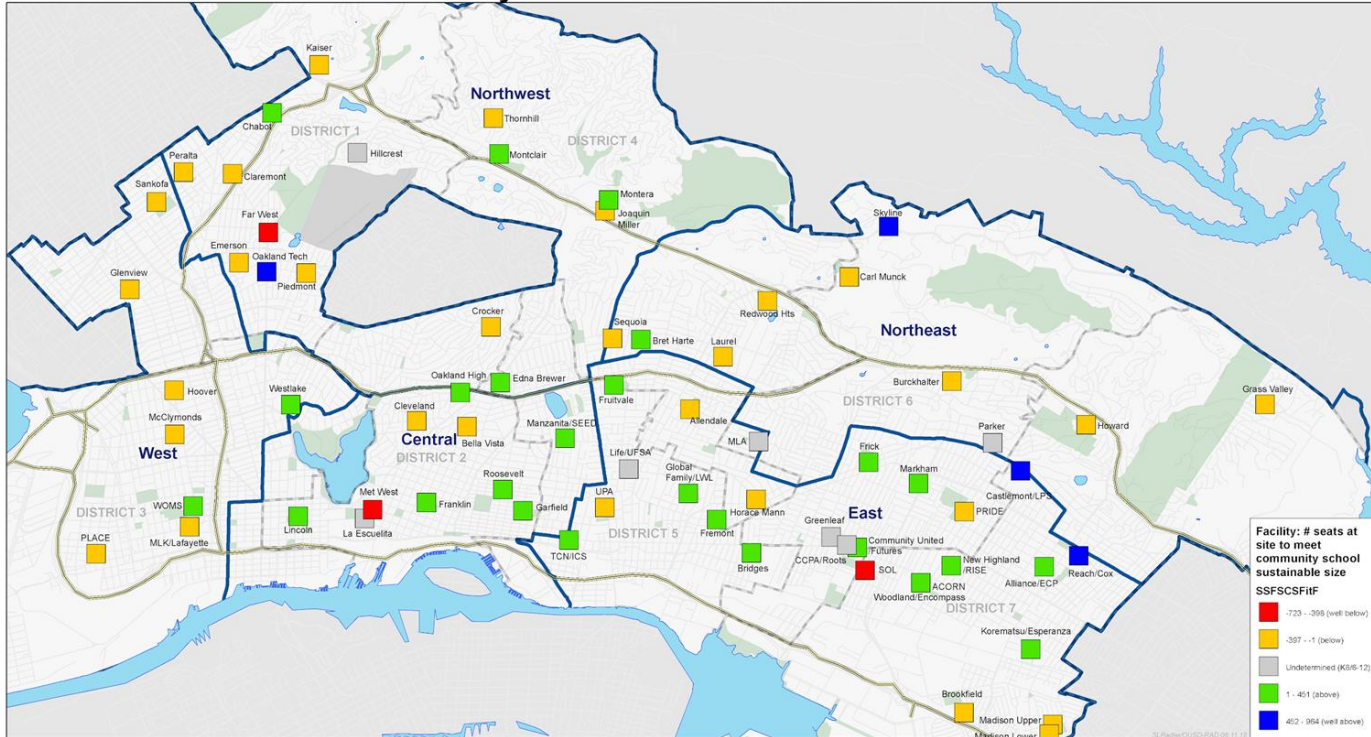
Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group.
NOTE: Schools that share common campuses also share site capacity levels.
Data shown only for non-alternative traditional elementary, middle and high school sites included in the 2017 OUSD Facilities Master Plan.

Facilities Capacity for FSCS* School Size



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OUSD Sustainable School Size by Facility Capacity Community School Size



* **FSCS**: Full Service Community School

Community school sustainable size is 590 or higher for elementary, 639 or higher for middle, and 636 or higher for high. Sustainable size by facility is calculated by subtracting the seat capacity of each site from the sustainable size to determine the number of seats above or below sustainable size.

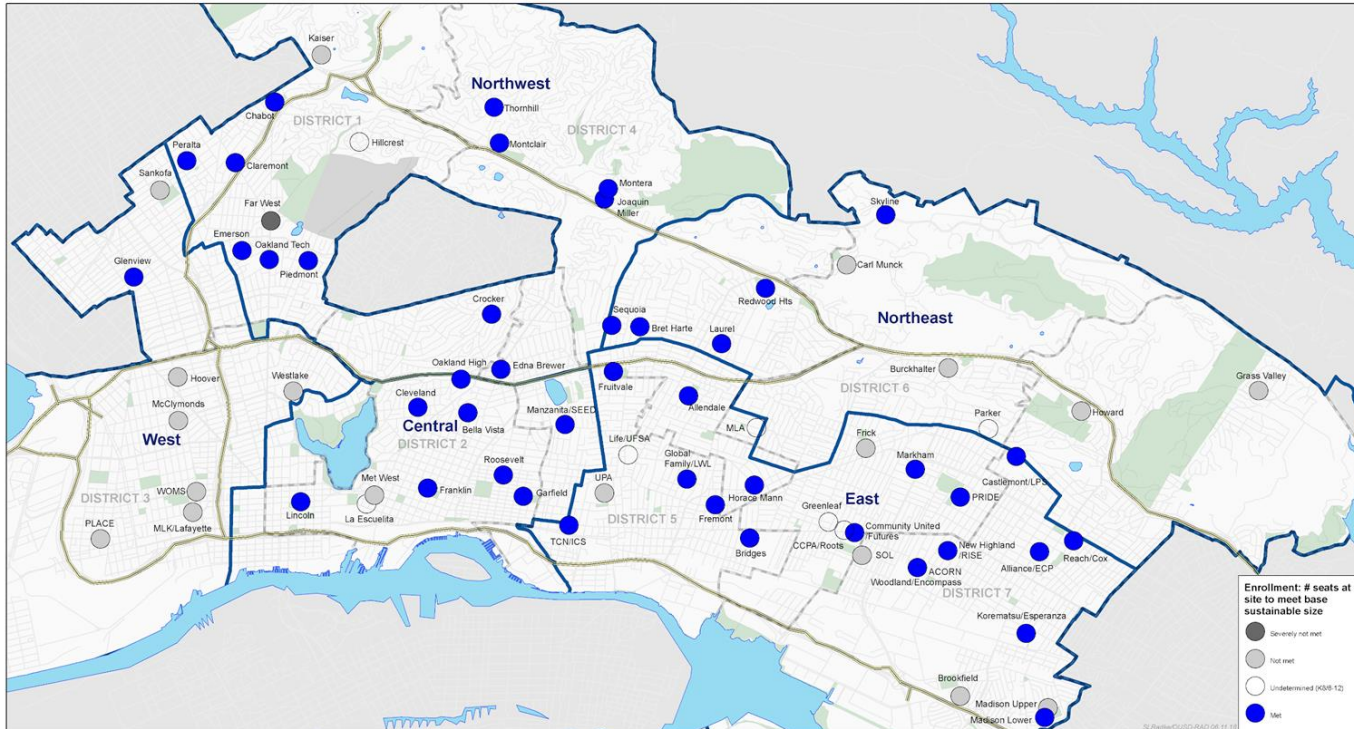
Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group.
 NOTE: Schools that share common campuses also share site capacity levels.
 Data shown only for non-alternative traditional elementary, middle and high school sites included in the 2017 OUSD Facilities Master Plan.

Enrollment for Base School Size



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OUSD Sustainable School Size by Enrollment: Base School Size



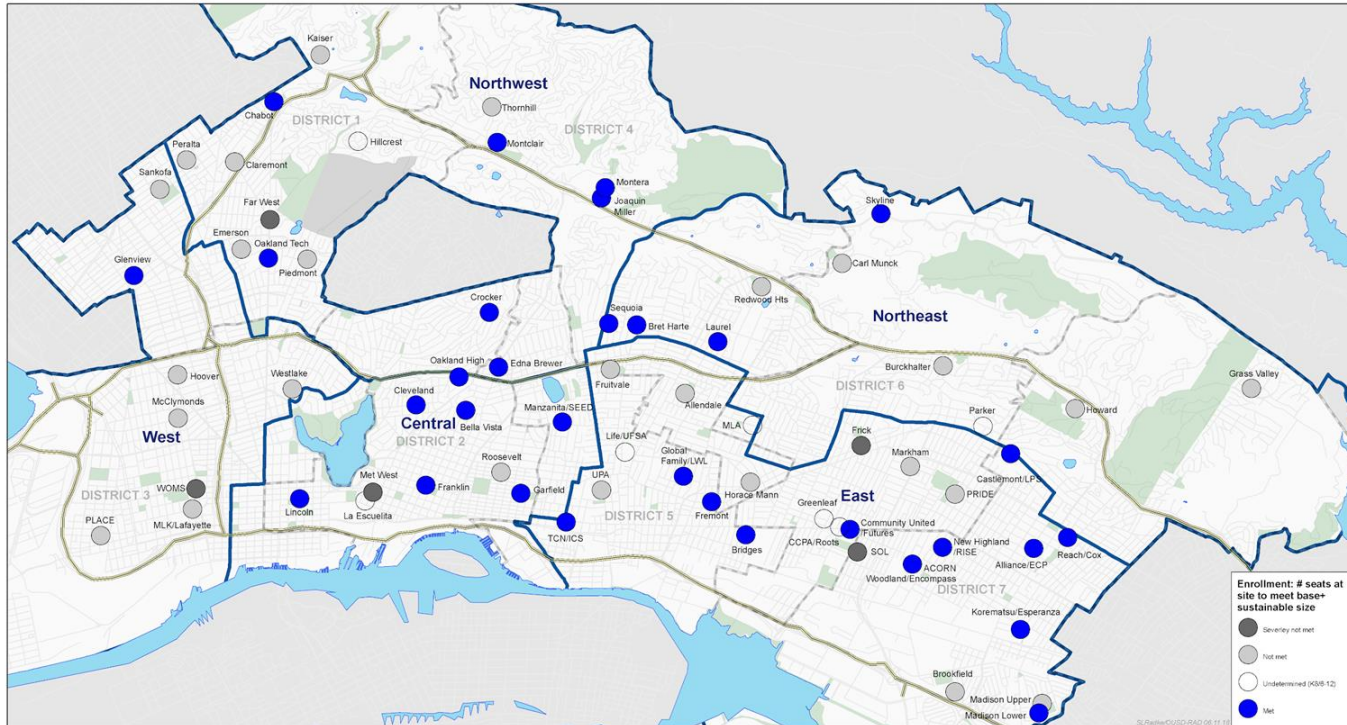
Base school sustainable size is 304 or higher for elementary, 381 or higher for middle, and 519 or higher for high. Sustainable size by facility is calculated by subtracting the seat capacity of each site from the sustainable size to determine the number of seats above or below sustainable size.

Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group. NOTE: Schools that share common campuses also share site capacity levels. Data shown only for non-alternative traditional elementary, middle and high school sites included in the 2017 OUSD Facilities Master Plan.

Enrollment for Base+ School Size



OUSD Sustainable School Size by Enrollment: Base+ School Size



Base+ school* sustainable size is 397 or higher for elementary, 645 or higher for middle, and 585 or higher for high. Sustainable size by facility is calculated by subtracting the seat capacity of each site from the sustainable size to determine the number of seats above or below sustainable size.

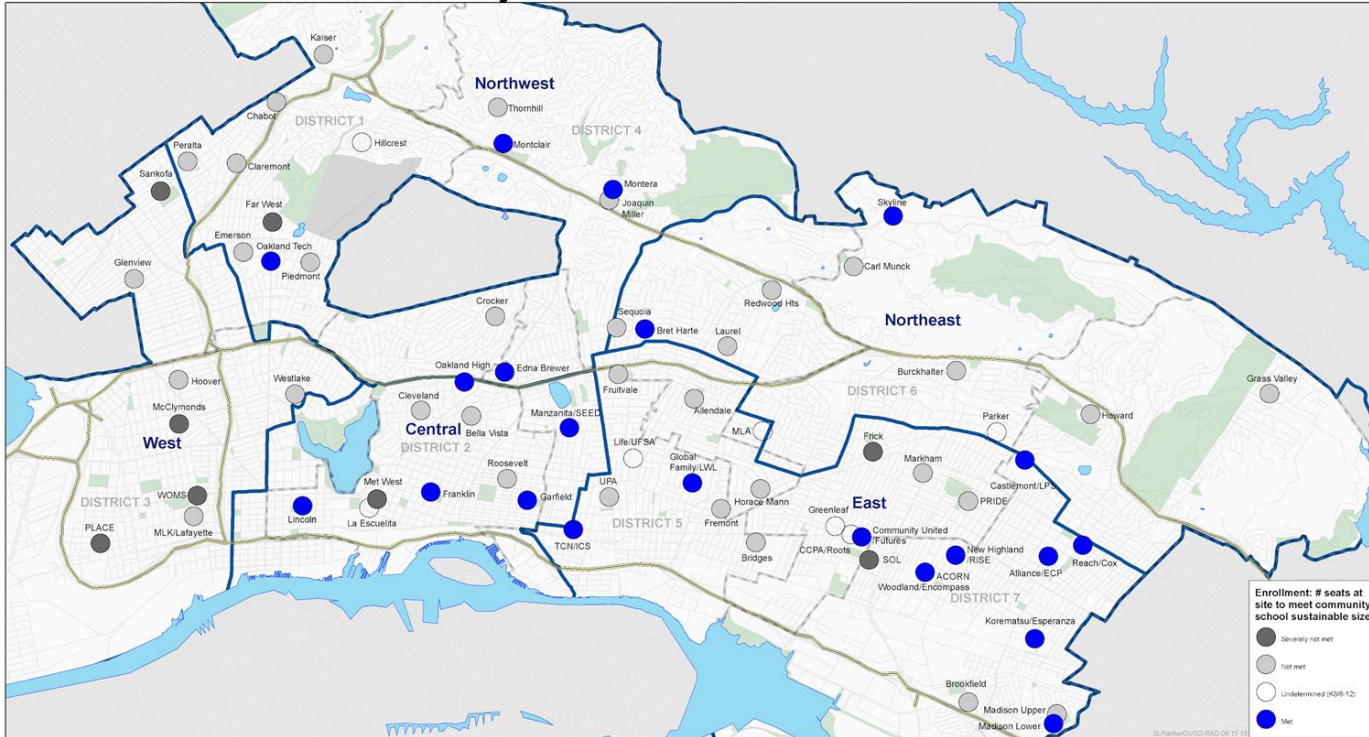
Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group. NOTE: Schools that share common campuses also share site capacity levels. Data shown only for non-alternative traditional elementary, middle and high school sites included in the 2017 OUSD Facilities Master Plan.

Enrollment for FSCS* School Size



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OUSD Sustainable School Size by Enrollment: Community School Size



* **FSCS:** Full Service Community School

"Community school" sustainable size is 590 or higher for elementary, 939 or higher for middle, and 636 or higher for high. Sustainable size by facility is calculated by subtracting the seat capacity of each site from the sustainable size to determine the number of seats above or below sustainable size.

Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group. NOTE: Schools that share common campuses also share site capacity levels. Data shown only for non-alternative traditional elementary, middle and high school sites included in the 2017 OUSD Facilities Master Plan.



Next Steps:

June 27:

- Present Quality Community Action Plan with three cycles: Selection, Planning and Implementation Cycles; including an Enrollment Impact Analysis
- Board votes on Cohort 1 proposals

July - August: Hire Deputy Chief of Innovation; Create Multi-Year Budget for Blueprint for Quality Schools

✦ ● iam  ■ ▲

OUSD

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Appendix



Financial model assumptions & Limitations

Model Assumptions of Mergers (1 of 2)

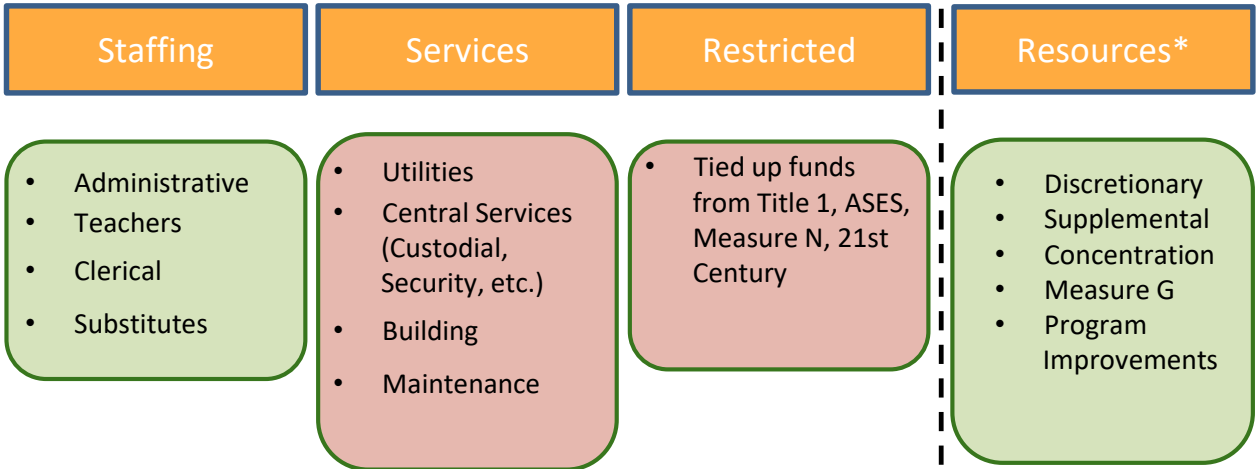
This model should not be used as the only source to make decisions about school portfolio. The model is intended to provide an initial comparison of school-level costs and savings from mergers.

1. This model looks at cost-savings from the district's perspective. Cost savings from mergers occur from reduced FTE at sites due to enrollment efficiencies and/or declines. In addition, concentration funds can be repurposed with fewer sites and reinvested into program enhancements
2. The model accounts for site staff and unrestricted resources only. Other costs (building maintenance, utilities, and restricted funding) are not included as they are either not expected to change through merger or the change cannot be reasonably predicted. This model does not take into account centrally managed services (like nurses, Network Superintendents, etc.) as these positions may not adjust in a predictable manner through merger
3. All staffing FTEs in this model, except for substitutes, are directly related to the number of students at a school. Therefore, FTE estimates for these positions will adjust based on enrollment

Model Assumptions of Mergers (2 of 2)

4. Resources are funding sources that each school receives based on demographics and enrollment. Discretionary funds, Measure G, and Lottery are distributed on a per-pupil basis. Supplemental and Concentration funds are distributed to sites based on their demographics
5. The enrollment projections for years 1-5 are based on a regression analysis of enrollment and year. If a site showed statistically significant increase or decline in enrollment in the last 4 years, that trend is applied for the following 5 years. If the increase or decline was not statistically significant, then the enrollment is kept the same. We are still in the process of refining our long term projections methodology.
6. Operational costs for Cohort 1 changes are \$5,000 for the selection year, \$50,000 for planning year, and \$5,000 for 2 implementation years. CUES/FUTURES will not receive these funds due to existence of SIG grant.
7. A 3.50% cost of living adjustment is applied to all staffing costs

Which sources of costs and revenue are included in the financial model?



These costs are included in the model and expected to differ between separate or merged scenarios.

These costs are not expected to (or cannot be reasonably predicted to) change in merged scenario, and are not included in the model.

*Resources aren't costs, but sources of revenue that may change based on enrollment and school performance.

Model Limitations of Mergers

- 1 . Cost savings are subject to change should any of the assumptions (staffing costs, enrollment, staffing matrix, one-time operational costs, etc.); as a result, a range should be placed on cost implications
2. In order to achieve cost savings, the following must be true:
 - A multi-year process is taken to successfully operationalize merge that takes into consideration community engagement, change management, program design work. and culture-building
 - Sites receive the support they need to undergo merger
 - Cost savings is achieved through lower administrative and clerical costs.
 - Cost savings is achieved through fewer teachers at consolidated site due to loss in enrollment.
 - Loss in revenue from possible enrollment decline will not outweigh these savings.
 - A long term approach is taken into consideration, since short term cost savings may be offset by 1 time operational costs
3. Long term enrollment projections are currently in development and will be improved with more robust charter and housing data.
4. We are limited to state, federal, and contractual business rules that our district currently has in place
5. This model does not account for some longer-term costs of merger (that may have a significant qualitative impact over the years) like culture-building at the schools
6. We are predicting 19-20 impact and beyond based on 18-19 data; should any of the above assumptions change, proposed impact will also change

Current assumptions for Expansion of MetWest

Assumption	Description
1	The model assumes revenue from LCFF base, LCFF supplemental, LCFF concentration, Measure G, Lottery. Per student revenue total for high schools is \$10,839, but when we take into account fixed district costs, the amount going for schools per student is \$7,234.88.
2	Staffing matrix data from 2/26/18 is used for Elementary, Middle, and High; contractual agreements are for teachers, principals, assistant principals, attendance clerks, noon supervisor, general clerk, teachers prep, school nurse, other clerical, and subs (admin).
3	The following assumptions are made about per classroom costs: Classroom Supplies: \$1,600 Subs (teachers): \$1,400 Subs (admin): \$1,400
4	Local overhead costs are the average of high school overhead for SSOs, utilities, and custodial services since we have not yet made a decision about what facility MetWest will expand into

Model limitations for Expansion of MetWest

1. Model currently excludes appeals to include costs that can be reliably counted upon
1. Averages used for overhead costs due to unknown impact of potential new site
1. Full analysis of impact of expansion is dependent on choice of location as well as potential facilities costs associated with reconfiguring facilities to be suitable for MetWest's program
4. We are limited to state, federal, and contractual business rules that our district currently has in place
5. We are predicting 19-20 impact and beyond based on 18-19 data; should any of the above assumptions change, proposed impact will also change

Note: Please use caution in interpreting data due to small sample size

Over the last 3 years, half of the students on MetWest’s waitlist ended up going outside the district; however, expansion would also likely impact district run schools

	School where students landed from MetWest's 15-16 waitlist	School where students landed from MetWest's 16-17 waitlist	School where students landed from MetWest's 17-18 waitlist	3 year average	
NULL (private or charter)	41	40	31	37	Students that could be attracted back to district
Madison Upper	0	1	1	1	
Castlemont	0	2	2	1	
Fremont	11	5	2	6	
McClymonds	1	0	4	2	Students that got into MetWest off the waitlist
Dewey	0	1	1	1	
Life	0	0	2	1	
MetWest	4	7	6	6	
Oakland High	8	15	7	10	
Oakland International	0	2	0	1	
Oakland Tech	1	6	3	3	
Rudsdale	1	0	0	0	
Skyline	4	5	5	5	
Sojourner Truth	1	4	2	2	
Street Academy	0	3	1	1	
Total	72	91	67		



School Site Engagement & Data Snap Shots

School Level Engagement





May through June, we engaged with principals, school teams, and school communities in order to:

- Review district recommendation for changes
- Gather staff and community feedback
- Refine the recommendation for Board approval in June

If approved, in **August** we will:

- Begin the planning phase
- Facilitate engagements within the school community to gather feedback on potential designs
- Complete implementation design planned for 2019-20 school year

Futures & CUES School Engagement

			
Engagements	Opportunities	Challenges	Next Steps
<ul style="list-style-type: none"> ● 5/14 - Staff - Announce merger ● 5/15 - Families - Announce merger ● 5/24- Staff, follow-up ● 5/31 - Families - Ongoing outreach and sharing of FAQ 	<p>Many families are in agreement that having one campus is better than two in terms of the experience for students.</p> <p>Both the goal of the SIG grants and the Blueprint process is increased quality.</p> <p>1 Principal will lead both schools next year due to a leadership change.</p>	<p>Biggest concern for families is around programming, especially dual language.</p> <p>Another concern is mistrust of the District and belief that any change to the campus will not lead to increased quality.</p> <p>Worry was expressed around how this merger would impact SIG funds.</p>	<p>Plan summer meetings.</p>

Alliance & Elmhurst School Engagement



Engagements

Opportunities

Challenges

Next Steps

- 5/21 - Staff
- 5/22 - Families
- 5/31- Principal selection- Students
- 5/31 - Principal Selection - Staff
- 5/31 - Principal Selection - Families

Leaders at the schools sites are ready to engage in this process.

Some families felt that there should not be two different District run schools on the same campus.

One of the site leaders shared their belief that if the schools merged there would be increased investment in programming.

Staff expressed a real need to bridge the divide between the two staff teams.

Staff asked to be informed of who the new school leader would be prior to the start of the planning year.

Parents want more information on how the changes will lead to increased quality.
School safety is a concern since the school will house 700+ students.

Identify the principal for the new configuration and communicate this decision to staff and families.

Begin to design the Planning phase.

MetWest: School Engagement

			
Engagements	Opportunities	Challenges	Next Steps
<ul style="list-style-type: none"> ● 5/15 - School Leaders ● 5/23 - School Staff ● TBD - Families 	<p>Expand opportunities for students where there is clear demand in terms of enrollment and choice data.</p> <p>Staff was mostly supportive of the proposal yet had many questions that will be explored in the next convening.</p>	<p>Need to locate ideal facility, process to replicate the program while keeping the existing program high quality.</p> <p>Need to identify what additional costs will be needed for expansion at another site.</p>	<p>Identify and address questions from staff and central office to see if expanding MetWest will work at this time.</p> <p>Engage with families.</p> <p>Make final determination if MetWest will enter into Cohort (by end of Sept.)</p>

Futures Data

Futures Serves 296 students

(40.5% Latino, 46% African American, 7% Asian)

Home Language:

1.7 % Mam; 7.1% Arabic; 37.2% Spanish

Performance:

“Red” academic performance on state indicator for English Language Arts and Math (average SBAC scores) (-131 points below standard in ELA and declining, -115 pts below standard in Math)

Live/Go:

51% of students live in shared Futures/CUES attendance area. 8 first-choice families for grades TK/K (18.2% demand rate)

Suspensions:

Up from 4.1% in 2016 to 5.1% for current year-to-date. 8.7% for African American students. Rates are high for elementary level

Teacher

Retention: 47% one-year teacher retention; 13% three-year teacher retention (Low)

ELLs Performance:

37% of English Learner students made progress on state indicator (Low and Increased). 10.3% Reclassification Rate

Community United Elementary Data

CUES Serves 369 students

(71% Latino, 19% African American, 4% Asian)

Home Language:
3.6% Mam; 4.2% Arabic;
62% Spanish

Performance: “Red” academic performance on state indicator for English Language Arts and Math (average SBAC scores) (-102 points below standard in ELA and declining, -121 pts below standard in Math).

Live/Go: 54% of students live in shared Futures/CUES attendance area. 30 first-choice families for grades TK/K (44.1% demand rate)

Suspensions: Down from 4.8% in 2016 to 3.4% for current year-to-date. 11.2% for African American students. Rates are high for elementary level

Teacher Retention: 48% one-year teacher retention; 30% three-year teacher retention (Low)

ELLs Performance: 61% of English Learner students made progress on state indicator (Low and Increased). 6.9% Reclassification Rate

Elmhurst Community Prep Data

ECP Serves

371 Students

(66% Latino, 27% African American, 3% Pacific Is.)

High School

Readiness: 42% of 8th grade students meet all four criteria for High School Readiness (96% attendance, no suspensions, 2.5+ GPA, no Ds or Fs in Math or ELA)

Performance: “Red” academic performance on state indicator for English Language Arts and Math (average SBAC scores: -74 points below standard in ELA and declining, -130 pts below standard in Math and maintaining)

Live/Go: 70% of students live in shared ECP/Alliance attendance area. 70 first-choice families for grade 6 (60.3% demand rate)

Suspensions: Suspensions low for past three years, reduced to 3.3% for current year-to-date

Teacher Retention:

75% one-year teacher retention; 38% three-year teacher retention

ELLs Performance:

100% of English Learner students made progress on state indicator (Very High and Significantly Increased)

Alliance Data

Alliance Serves 358 Students

(73% Latino, 17% African American, 3% Pacific Islander)

High School

Readiness: 33% of 8th grade students meet all four criteria for High School Readiness (96% attendance, no suspensions, 2.5+ GPA, no Ds or Fs in Math or ELA)

Performance: “Red” academic performance on state indicator for ELA and Math (average SBAC scores: -99 points below standard in ELA and maintaining, -148 pts below standard in Math and declining)

Live/Go: 69% of students live in shared Alliance/ECP attendance area. 71 first-choice families for grade 6 (63.4% demand rate)

Suspensions: Suspensions way down from 18.2% in 2016 to 5.2% for current year-to-date

Teacher Retention:

52% one-year teacher retention; 30% three-year teacher retention

ELLs Performance:

87% of English Learner students made progress on state indicator (Very High and Increased)

MetWest Data

MetWest Serves 173 Students

(61% Latino, 19% African American, 6% Asian, 7% White)

Graduation

Rate: 92.9% cohort graduation rate in 2016 (100% for Special Ed & English Learners)

A-G Completion:

76.3% A-G completion (district average = 44%)

ELLs Performance:

16.5% Long-term English Learners; 48% Reclassified Fluent English Proficient

Safety: 78% feel safe or very safe at school (54% district average for high schools)

First Choice: 146 first choice school in OUSD lottery (374% demand rate for 39 seats)

Free/Reduced Lunch: 77% Free or reduced-price lunch



Blueprint for a System of Quality Schools Budget

Projected School Site Support: Menu of Options

Selection Year	Planning Year	Implementation Year (s)
Community Engagement Communication	Community Engagement Communication Design Team Meetings Model Site Visits Coaching & Professional Development Custodial/Building & Grounds Costs	Community Engagement Communication Curriculum & Program Supplies Coaching & Professional Development Additional Staffing for school sites

Additional Staffing for 18-19

- Deputy Chief of Innovation
- Director of Continuous Improvement
- Coordinator of Continuous Improvement

Cross-Divisional Work Teams:

- Blueprint Leadership Team
- School Site Decision Team
- Network Lead Team