



# Quality Community Schools Action Plan



**iam** OUSD

March 14, 2018  
Presentation to the Board of Education

[www.ousd.org](http://www.ousd.org)



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# Outcomes

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- ❖ To share initial development of the Quality Community Schools Action\* Plan and to receive feedback from the board on the following components:
  - Annual process for Phase 1: Selection Phase
  - Consideration Criteria
  
- ❖ To share a timeline of key Blueprint for Quality Schools events and engagements this spring.

*\*Final version of the Quality Community Schools Action Plan will be presented to the board in June per Board approved [Blueprint Work Plan Resolution](#).*

# Our Focus: Quality Community Schools

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We are committed to providing a **quality community school** in every neighborhood. Each of our schools will have the resources they need to teach and nurture the whole child so that students can achieve success in college, career and community.



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

# Our Journey: Learning from the Past

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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 and addressing our current context.

# Theory of Action

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

## Opportunity:



**If OUSD** provides all schools with the resources, supports and defined autonomies needed to provide a quality community school in every neighborhood;



**And** holds schools accountable to meeting high bars for performance, equity and sustainability;



**Then** All OUSD students will find joy in their academic learning experience while graduating prepared for college, career, and community success.

# Potential Strategies to Achieve Quality Community Schools

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Financial	Structural	Programmatic
<ul style="list-style-type: none"><li>● Redesign central office</li><li>● Strategic use of facilities</li></ul>	<ul style="list-style-type: none"><li>● Merge/consolidate/close programs</li><li>● Expand or decrease grade levels</li><li>● Facilities improvements</li><li>● Charter co-location</li></ul>	<ul style="list-style-type: none"><li>● Replicate successful models</li><li>● Establish magnet programs</li><li>● Establish new early childhood programs</li></ul>

# Key Policies Inform Blueprint Action Plans

- Quality School Development
- School Site Governance & Administrative Regulations
- Equity Policy & Administrative Regulations
- Enrollment Impact Analysis Policy & Administrative Regulations
- Blueprint Work Plan Resolution



**Facilities  
Master Plan**



**Quality  
Community  
Schools  
Action Plan**



# What we've done so far



## Key:

- Community
- Blueprint Advisory Group
- Blueprint Leadership Team
- Board



# What we are going to do



Quality  
Community  
Schools  
Action Plan



Facilities  
Master Plan

## Near Term:

- Launch annual systems & structures for a 3 phased cycle (selection, planning & implementation) for creating sustainability & quality community schools
- Consider special program placements (Newcomer, Special Ed, Adult Ed & Early Childhood)

## Long Term:

- **Develop Charter Management & Partnership Plan**

## Near Term:

- Facility condition (prioritize safety), facility utilization, educational adequacy

## Long Term:

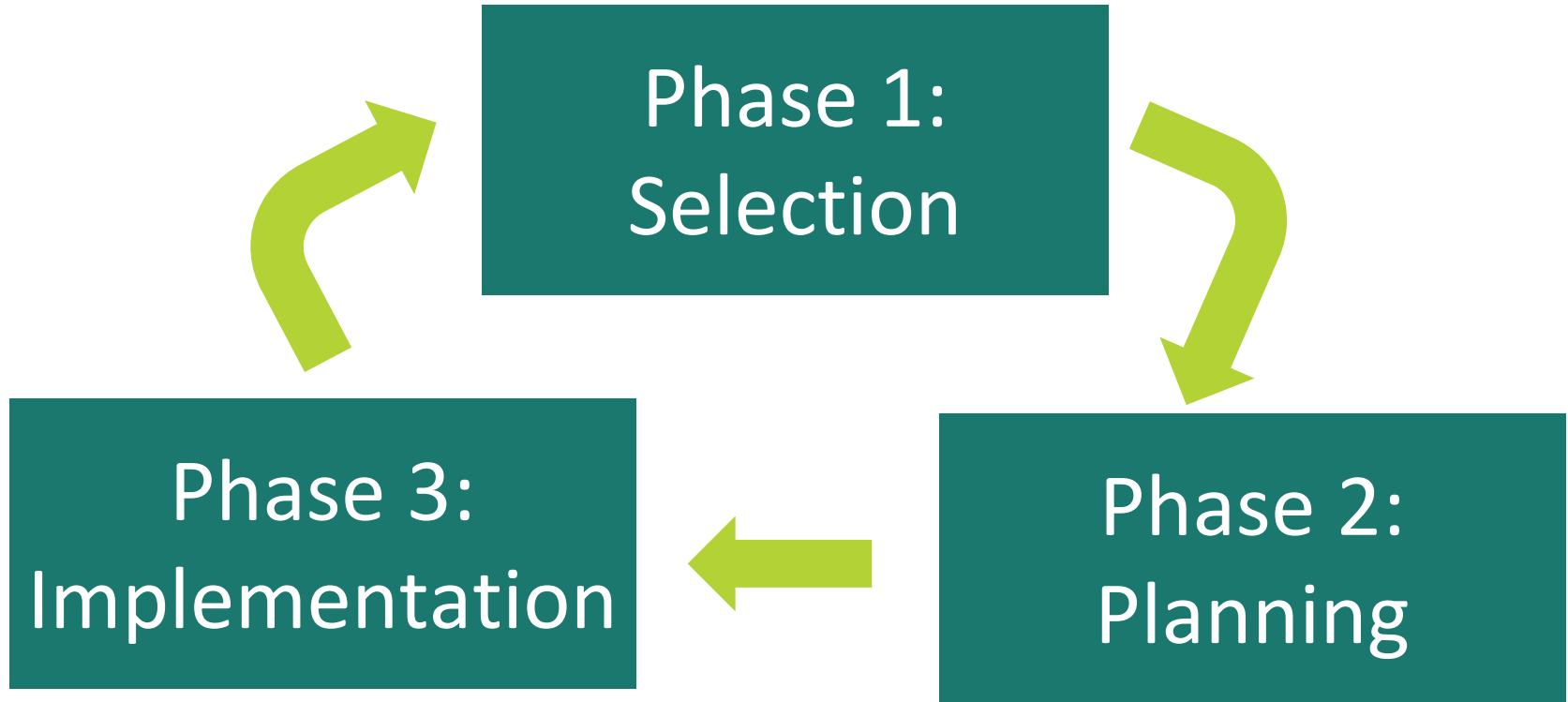
- Attendance boundaries, feeder patterns & enrollment
- **Facility Asset Management Plan:** Revenue generation-leasing, selling property



# Quality Community Schools Action Plan

# How We're Going to Do It: A Multi-Year Cycle

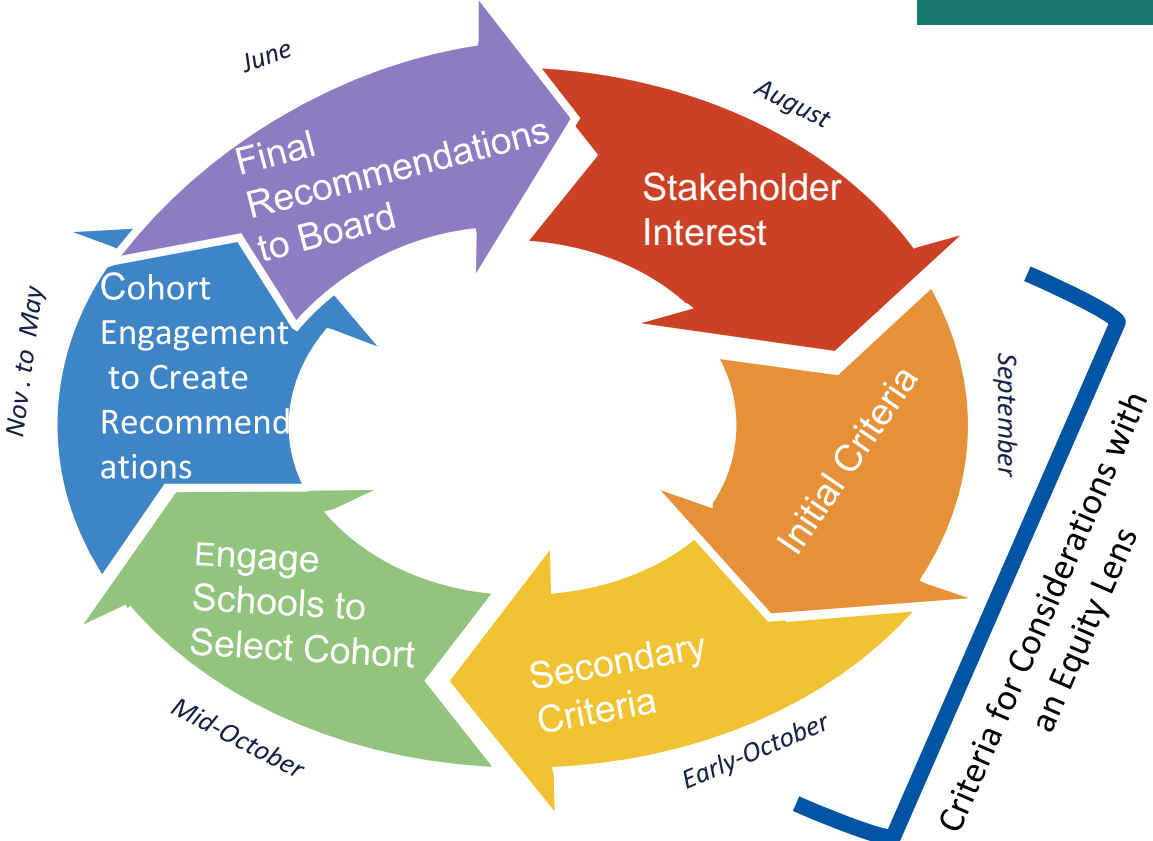
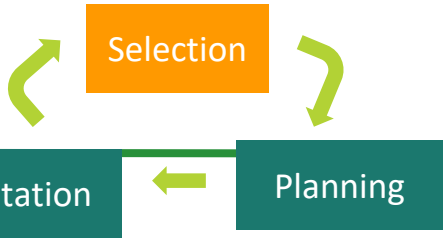
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# Implementation Timeline: 5 Year Snapshot

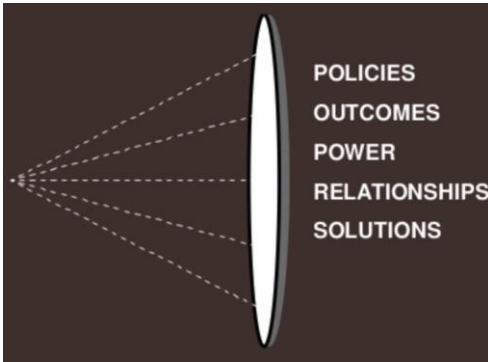
2017-18	2018-19	2019-20	2020-21	2021-22 →
ENGAGEMENT	<b>Cohort 1</b> School Selection	Planning	Implementation	ONGOING SUPPORTS
	<b>Cohort 2</b> School Selection	Planning	Implementation	
			<b>Cohort 3</b> School Selection	Planning

# Phase I: Annual Selection Process

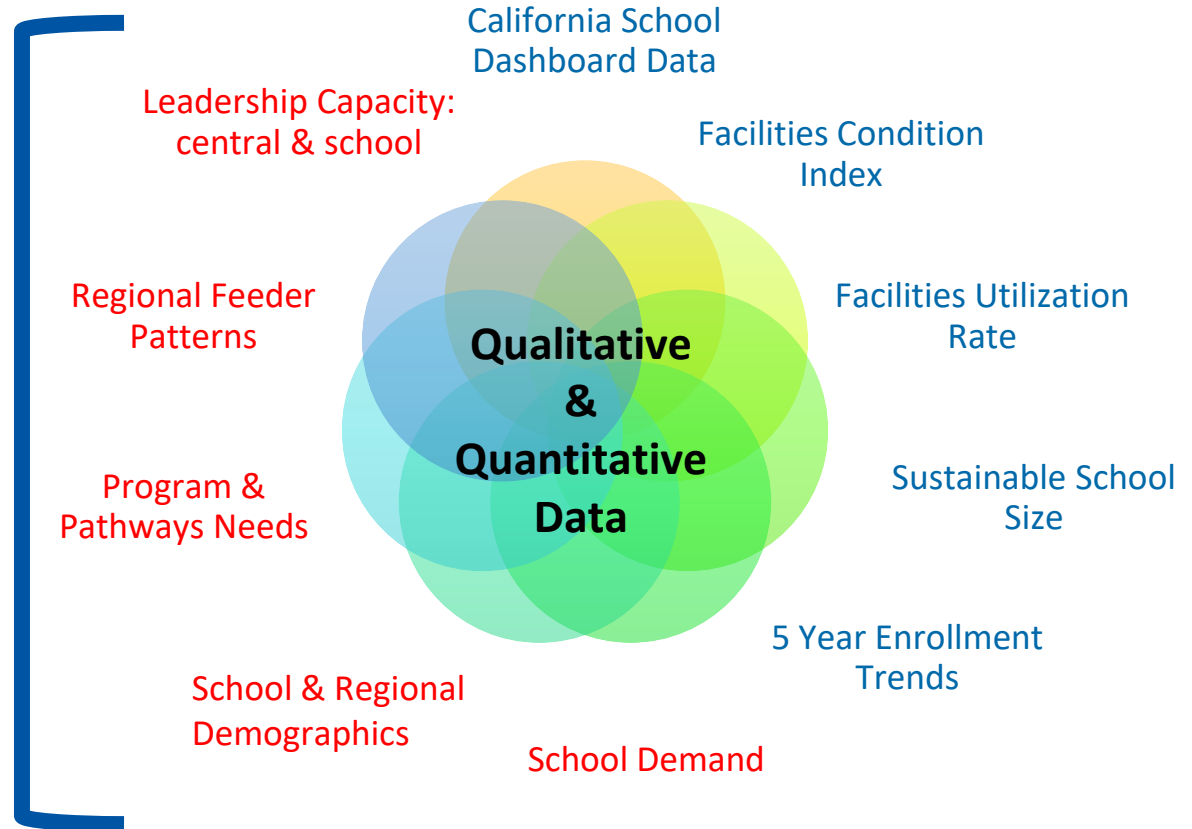


# School Selection Criteria Considerations

## Using an Equity Lens



Key:  
Blue: Initial Criteria  
Red: Secondary Criteria



# Annual Blueprint for Quality Schools Budget

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Annual Blueprint for Quality Schools budget to be presented to the Board in May, 2018

**Staffing:  
Blueprint Team**



**Community  
Engagement &  
Communication**



**School Site  
Resources for  
Planning &  
Implementation**

# Next Steps for Quality Community Schools Action Plan

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By May 2018:

- Present Blueprint for Quality Schools budget to Board

By June, 2018:

- Review and refine Initial and Secondary Selection Criteria through internal, site-based, and regional engagements
- Develop the annual process for Phase 2 & 3 of the multi-year cycle to be included in the Quality Community Schools Action Plan presented to the Board in June
- Gather feedback on the proposed Action Plan from key stakeholders







# Spring School Selection & Engagement Process

# Identify Cohort 1 Schools

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- First Cohort may be **limited to a smaller collection of schools** as we refine the overall process
- First Cohort will **prioritize schools that have already been engaged about a potential change**
- Engagements with school communities will help to **provide specific, site based information** to help inform Cohort recommendations to the Board

# School Level Engagement

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March through June, we will engage 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

# Regional Community Engagement

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March through May, we will hold regional engagements on Quality Community Schools Action Plan in order to:

- Gather community feedback on the Quality Community Schools Action Plan
- Engage in discussions on sustainable school size

Additional Community Engagements will be offered at school SSCs, SELs, PTAs, faculty meetings, and District Advisory Committees: PSAC, DELL, CAC, DBAC by request

# Meaningful Community Engagement

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Those who are directly impacted will be engaged in a deep and authentic way, following OUSD's **Meaningful Student and Family Engagement Standard 5 on Shared Power and Decision Making**, before any proposed changes to schools are brought to the Board for public discussion.

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OUSD



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

1000 Broadway, Suite 680, Oakland, CA 94607

[www.ousd.org](http://www.ousd.org)



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# Appendix

# Our Vision and Mission Ground us

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**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.

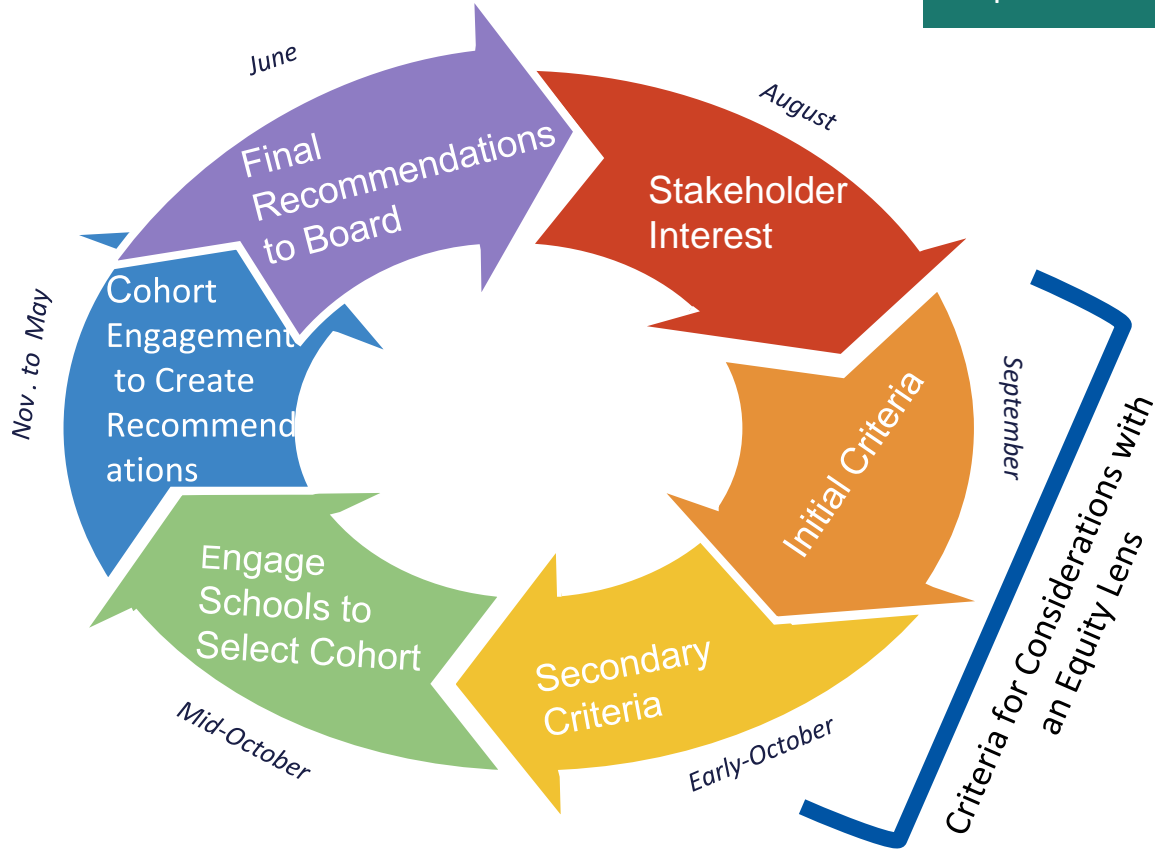
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**Mission:** To become a **Full Service Community District** focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

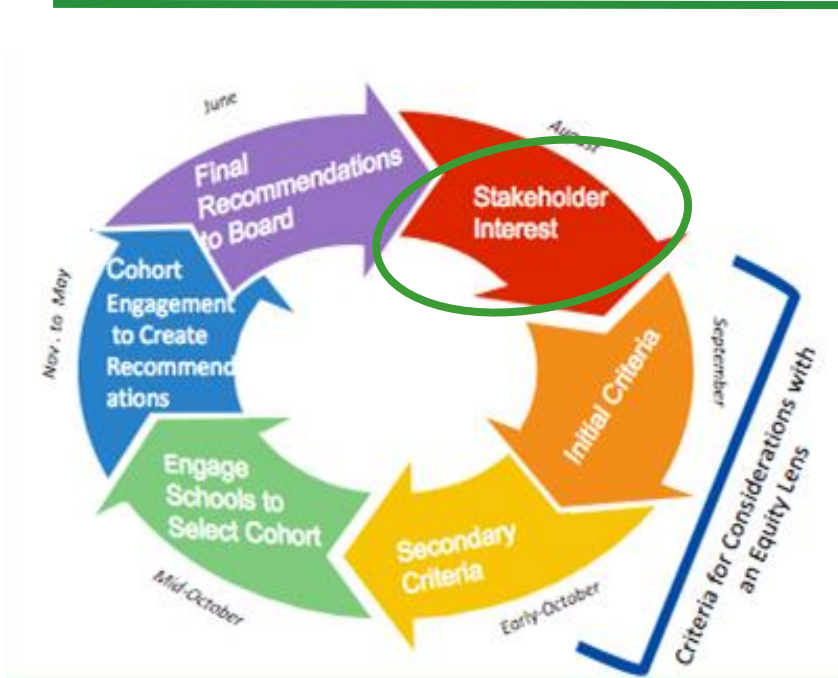




# Phase I: Annual Selection Process



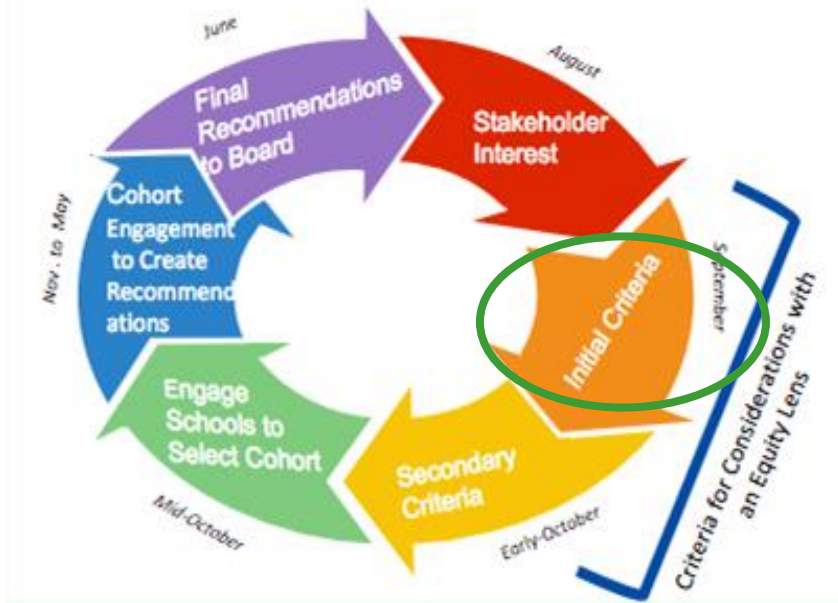
# August: Stakeholder Interest



- 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

**Goal:** Provide a space of external partners and site leaders to propose changes to the district's portfolio.

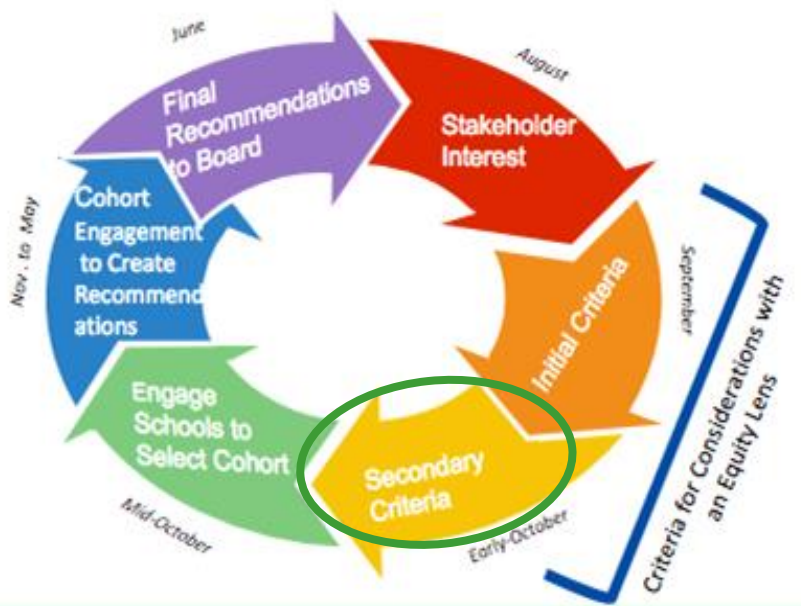
# September: Initial Criteria



- **Initial Criteria**
  - California School Data Dashboard
  - Sustainable size
  - School demand
  - 5 year enrollment trends
  - Facility utilization
  - Facilities condition
- Assess our fiscal needs and capacity in order to set the parameters for the scope of changes we can make.

**Goal:** Support our work towards moving all schools to be of a sustainable school size, while making sound financial decisions.

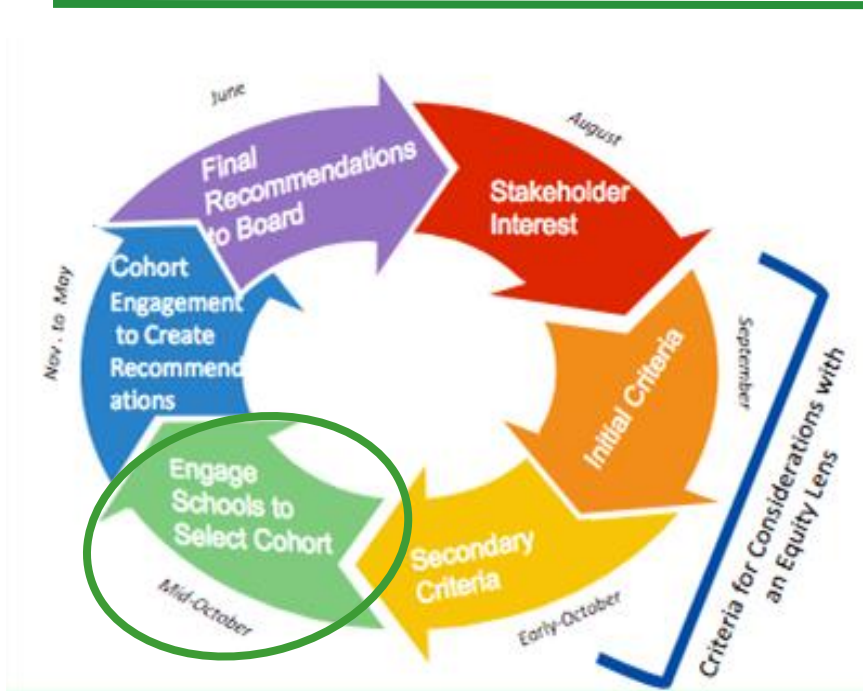
# Early October: Secondary Criteria



- 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
- **Secondary Criteria:**
  - Leadership capacity
  - Existing programs
  - Pathway programs
  - School and Regional demographics
  - Regional feeder patterns
  - Budget projections
  - Central Office capacity

**Goal:** Ensure that all schools that are selected for change are set up for success and do not undermine other school programs across the city.

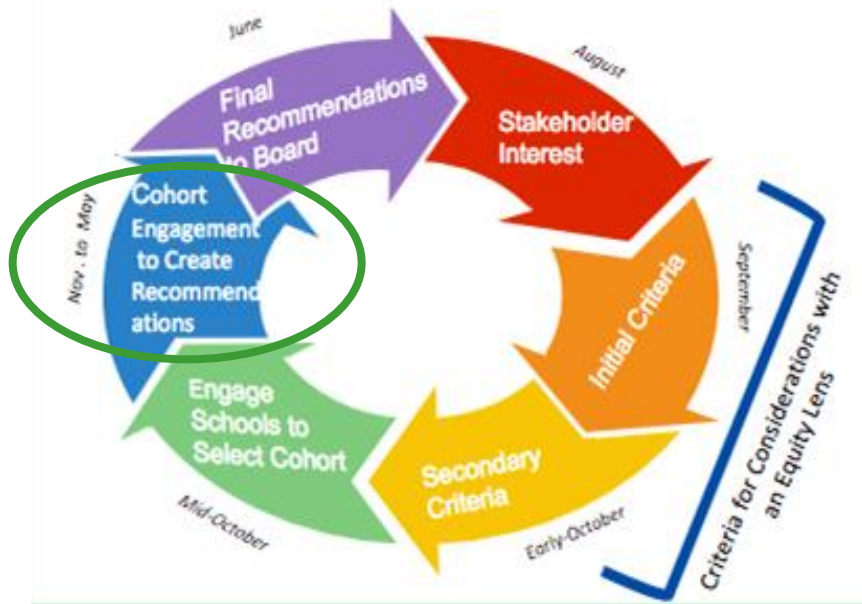
# Mid October: Engage Schools to Select Cohort



- Conduct a careful review with school teams to ensure that they understand the scope of the proposed change to become a quality community school.
- For schools requesting a change, ensure that there is buy-in among staff to participate in further engagements in order to create a recommendation for Board approval.

**Goal:** Ensure that schools understand the scope of the proposed change, the time involved and expectations of them during the process.

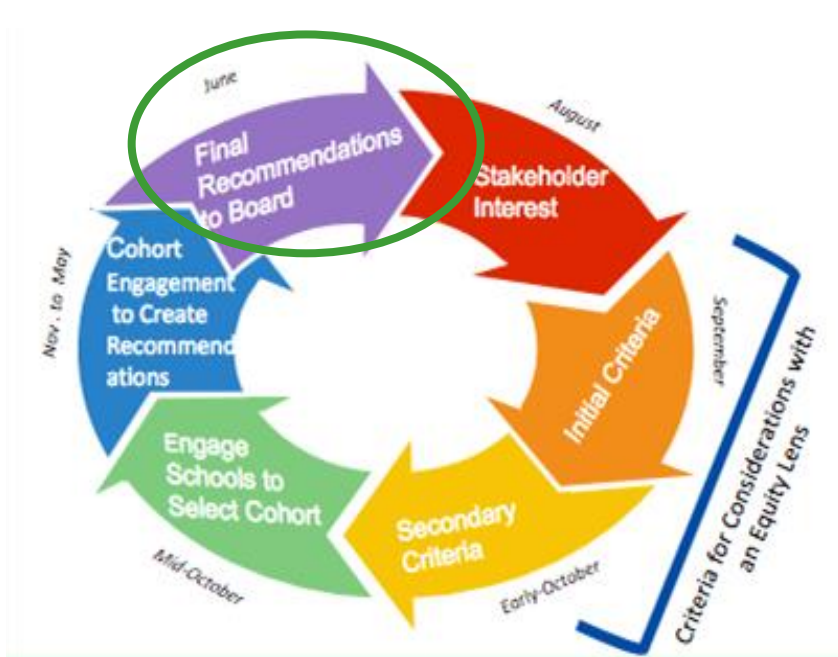
# November to May: Cohort Engagement



- 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

**Goal:** Ensure that school communities are aware of, and have contributed their ideas to, potential changes.

# June: Final Recommendations to 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)
- Alignment with the Quality Community Schools Action Plan
- School and community feedback

**Goal:** Present a Cohort of school changes and modifications to be approved by the Board of Education.