



OAKLAND COMMUNITY SCHOOLS

October 23, 2024

Presented by Andrea Bustamante,
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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Ask of the Board

- This item is presented for the purpose of providing an update to the Board and Community on Oakland's Community Schools Implementation.

Presentation Overview

- Background of Oakland Community Schools
- Overview of California Community Schools
Partnerships Programs Grantees & Goals
- Share results from the Annual Performance Report

A Snapshot of OUSD Community Schools



OUSD has long been a model Community School district.

Community Schools leverage community partnerships and resources so campuses become hubs of support and opportunity for students, families, and community members. Schools become better equipped to tap into the unique talents and gifts of every student, teacher, and staff member in our District, and can better break down barriers to student achievement.

Every school in OUSD is a Community School. All 78 K-12 schools have a dedicated Community School Manager charged with integrating interest holders across the school community.

Community School Managers (CSMs) are at all K-12 schools

Community School Managers (CSMs) integrate interest holders across the school community in service of the Five Pillars of OUSD Community Schools:

- **Collaborative Leadership**
- **Joyful Schools**
- **Student Engagement**
- **Family Engagement**
- **Academic Innovation and Acceleration**

They liaise with after-school programs (also at nearly all sites in the District) and numerous other partners within and beyond the District, including health centers, restorative justice partners, the food bank, and more.

CSMs are asked to lead site-level attendance and Coordination of Service Teams (COST). CSMs are a critical part of the District's goals to decrease chronic absence and increase daily attendance.

A Snapshot of CCSPP Grantees



60 sites currently receive the CCSPP grant.

2022–2027 – Cohort 1 Implementation Grant

- 53 schools K–12

2023–2028 – Cohort 2 Implementation Grant

- 6 schools K–12

2024–2028 – Cohort 3 Implementation Grant

- 1 School – YAP

Grant Requirements

- ★ Implementation plans must be approved by SSC
- ★ Annual Performance Report Submitted by each School.
- ★ Grant funds must supplement (add or expand programs) school offerings.
- ★ Participate in monthly Professional Learning Communities

Community Schools Provide a Wide Range of Services

Community Schools provide a wide range of supports in service of whole child and family well being. Of the many supports provided, 10 are particularly important.

All 10 of these supports were adopted by a greater number of schools in 23-24 compared to 22-23, particularly opportunities for **Student Leadership** and **COST Teams**.



Source: 2023-24 CCSP Grant Annual Performance Reporting responses by individual sites; data supplied by CDE; n=60 sites.

Community Schools Foster Community Partnerships

Between 22–23 and 23–24, the total number of partner organizations stayed roughly the same (around 60). However, **the number of partnership-sites increased greatly from 374 partnership-sites to 554**. Some partners served only one site; some partnered with several sites. For example, Destiny Arts partnered with 50 sites in 2023–24.

While some partners serve specific grades, there are multiple partners serving at every grade level. Most partnership sites serve all students (92%), but **a notable minority served female students in particular (5%)**.

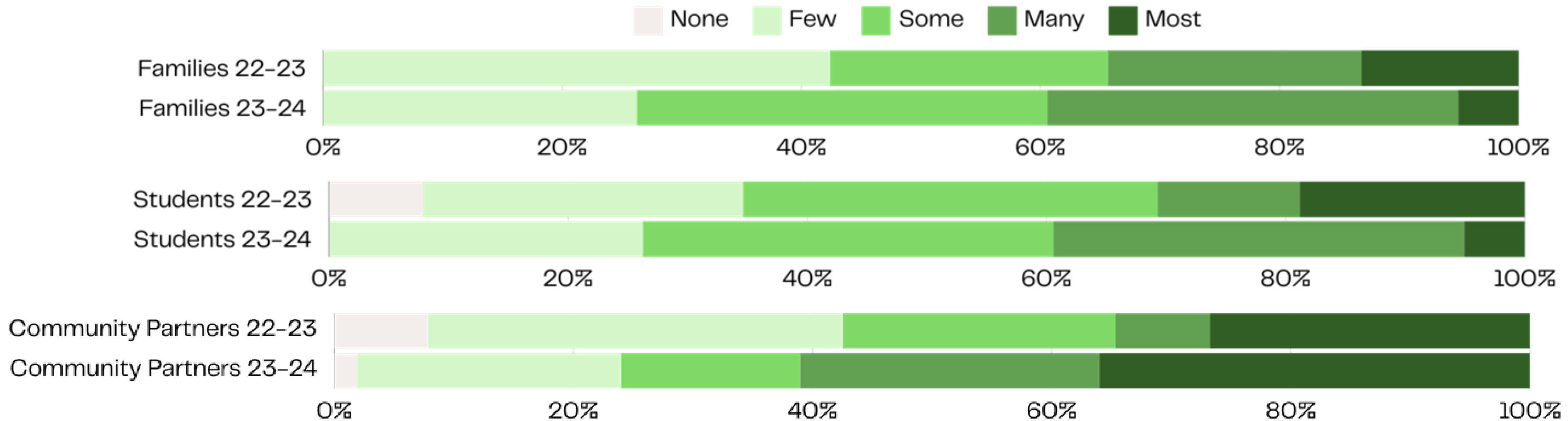
The **majority of partnerships are in Afterschool**, including the after-school lead agencies themselves (57%). Another 18% of site-based partnerships are in **Academics and Arts** and 10% in **Health & Wellness**.

In 23-24, over 60
CBOs partnered
with the District,
resulting in over
550 partnerships
at 92 sites
(including
CDCs).

Collaborative Leadership: Input from Interest Holders

Community Schools gather input from a wide range of interest holders including administrators, certificated and classified staff, students and families, community partners, and other community members.

Between 22-23 and 23-24, more schools gathered input from a majority of their **community partners, students, and families** compared to the previous year.



Collaborative Leadership

In 22–23, many schools hired staff and created structures, systems, and policies to establish and enhance collaborative site leadership.

In 23–24, many schools created professional learning communities and strengthened their SSCs; many schools also continued to establish systems and policies in support of collaborative leadership.

Source: SPSA-based Community Schools Implementation Plans, quotes have been edited for clarity.

“**Professional learning communities** happened every week as a result of the grant money being used to fund additional staff. The instructional leadership team met at least bi-monthly and was **able to create a plan for the single plan for student achievement** that involved all stakeholders, and was based around current data and reflected the reality of the school.”

“Launched a **Parent Leadership Academy** in July 2023 to build capacity of 14 parents focusing on academic and attendance data & culture/climate. Parent leaders were trained in **participatory research**. From that, we created a Parent Leadership Council which meets 2x a month for 2.5 hours to continue the work of school improvement. We also created a Parent Internship focused on engaging 0-5 families in partnership with Lotus Bloom play groups.”

Engagement

Goal: Strengthen school–family engagement to support student success, so that families are welcomed, safe, and healthy.

Community Schools seek to build a welcoming, safe, and healthy atmosphere for all families and to develop student leadership at all grade levels.



Student and Family Engagement

In 2022–23, creating joyful schools for youth and families was a core strategy for schools to enhance student and family engagement above and beyond parent/teacher conferences.

This trend continued/changed in 23–24 with the creation of unique opportunities for families and for students.

Source: SPSA-based Community Schools Implementation Plans, quotes have been edited for clarity.

“**Wise Wednesdays** has been our family education and empowerment series this year. Every 3rd Wednesday of the month families were invited for a 45-minute staff-led workshop on grade level data or overall school data.”

“**Family Nights Series - families and students participate in storytelling** and enrichment based activities that foster community healing including culminating event: **My Compass Guide.**”

Student and Family Engagement, cont.

In 2022–23, schools worked to provide inclusive supports such as food, childcare, and interpretation, so all families could participate in events and decision-making. Supports included Family Resource Centers, connections to local food banks, and mental health providers.

Source: SPSA-based Community Schools Implementation Plans, quotes have been edited for clarity.

“ We created **bilingual community assistant position** to be the face of the school, orient and support families in connecting with school resources, and strengthen communication with families around school attendance.”

“ Sustain **new case manager** staffing to address chronic absenteeism by **supporting families with root cause needs to enable school attendance**. Work with students with work/life balance issues to uncover paths to continued schooling.”

Student and Family Engagement, cont.

Schools promoted opportunities for student leadership in 2022–23. From student councils to restorative justice programs, schools encouraged students to step up and engage with peers and administrators. This trend continued in 23–24.

Source: SPSA-based Community Schools Implementation Plans, quotes have been edited for clarity.



In 2023-24, our site will...

- Enhance student leadership on campus through student council, RJ peer leaders, and create small focus group of students to build leadership and student voice and collaborate with staff;
- Build on RJ peer leaders to engage as role models. Continue with classroom circle to allow for student reflection and positive behavioral support;
- Include student voice in leadership decisions.”

Joyful Schools

Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates.

In both 22–23 and 23–24, schools used a variety of fun activities across grade levels to create joyful schools. While elementary schools primarily relied on field trips and assemblies, high schools had more varied approaches including **mental health services, student internships**, and even physical challenges for students and staff to try together, such as **rock climbing**.

“ We created several new traditions: a **Black Student Union Annual Field Trip**, to create equity in the lives of our Black students; an annual **whole school spelling bee**; an **8th-grade celebration**, to create joy and lovely memories in our school community; and a **winter celebration**, to create joy in our school community. We also created a **Girls Group**, facilitated by our family liaison.”

Academic Innovation and Acceleration

Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready.

Community Schools strive to create multiple opportunities to provide academically enriching and innovative opportunities within and outside the classroom. In 22–23, schools hired tutors and staff to improve academic achievement across grade levels. In 23–24, the use of tutors continued. In addition, elementary schools piloted Universal Extended Day (UED).



Aside from our existing and extensive SIPPS, and other reading support programs (Reading Partners, Citizen Read partnerships) we also have long-standing tutors that have supported in math, as well as a burgeoning partnership with College Education Partnership (CEP) as they are already supporting many of our students with math during after school hours.”

CSSS Central Support

- Monthly Professional Learning Community for Community School Managers
- Individual coaching and on-site technical assistance of CSMs to facilitate teams, complete the community school implementation plans, and support with partnerships.
- Partner with Strategic Resource Planning (SRP) to embed Community School Implementation Plans in the site SPSA.
- Provide oversight of the grant including reporting, ensuring adherence to grant guidelines, and compliance with Common Good MOU requiring SSCs approve plans and budgets.

Looking Ahead

2024-25
and beyond



In the coming year, OUSD will focus on...

- **Teams:** Strengthen Community School Teams including Governance, COST, Attendance, and Safety.
- **Data:** Engage school communities to reflect on data and gather feedback to inform adjustments to Community School goals.
- **Partnerships:** Expand District and community partnerships to address school needs and gaps.
- **Learning:** Increase learning support via supplemental academic partnerships and experiences.

Additional Slides

Not part of presentation

For additional information and/or in
response to Board member questions

Collaborative Leadership

Deepen District-wide **Collaborative Leadership** Practices for Community School Teams Including All Stakeholders.

Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners.

Shared power and decision-making among many interest holders – administrators, teachers, staff, students, families, and community partners – ensures that the school is designed to meet the high priority needs of each diverse community.



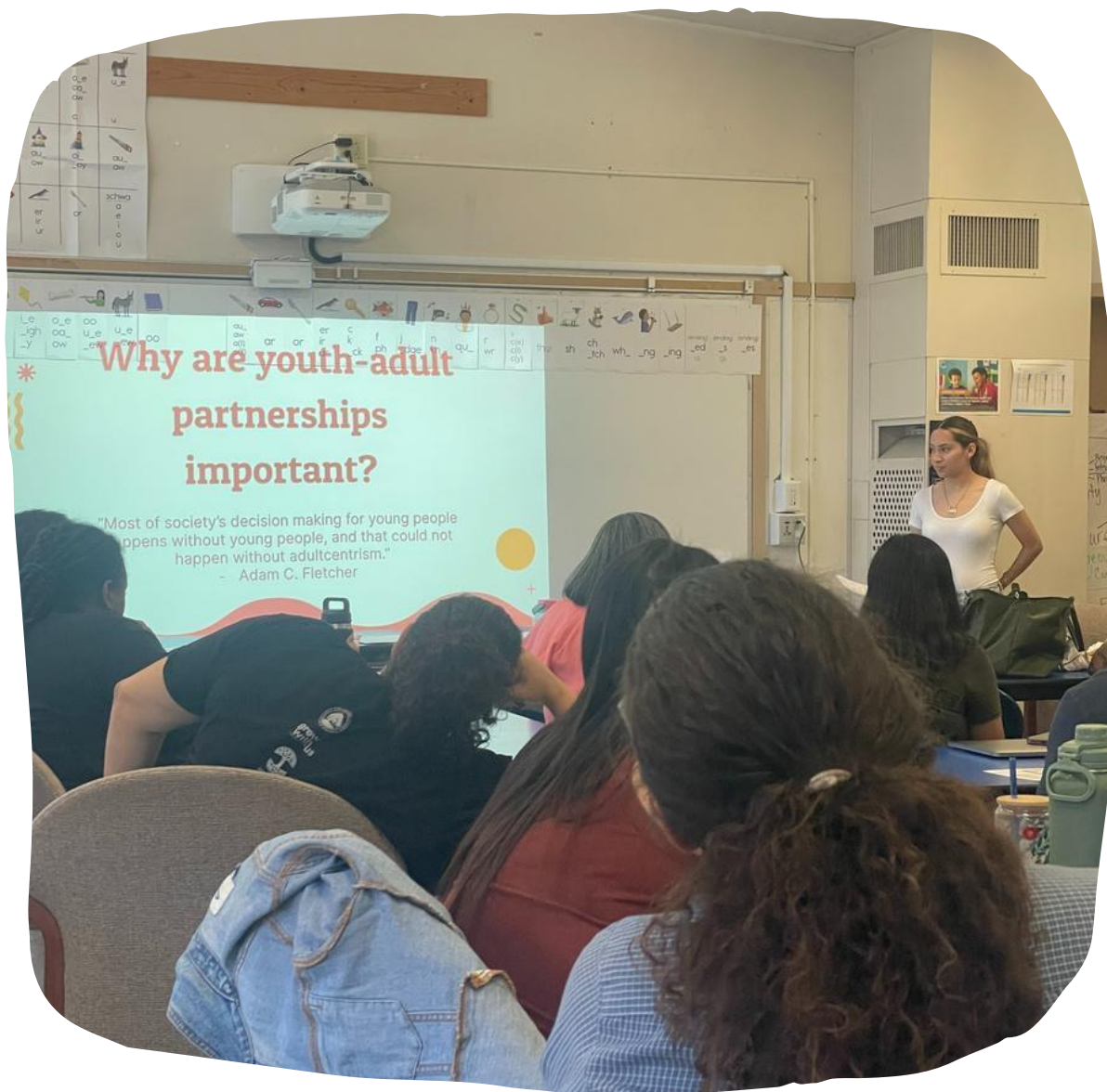
Community Schools Growth Since 2010

| K-12 Schools with... | in 2010-11 | in 2023-24 |
|---------------------------|------------|------------|
| After-school Programs | 72 | 84 |
| COST and Attendance Teams | 36 | 76 |
| CSMs | 6 | 76 |
| Health & Wellness Centers | 16 | 16 |

Source: Department of Community Schools Student Services.

Collaborative Leadership

Schools across the District continue to make great strides in building collaborative leadership, procedures, and processes that can withstand shifting personnel year over year.



Engagement

Community Schools continue to engage families and students through processes and systems, renewing their approach year after year as schools welcome new students and their families.



What Support Do Sites Still Need?

At the end of the 2023-24 school year, sites want **additional support to implement family and community engagement** (74% of sites, similar to 2022-23).

More sites want support around **integrated students supports and services** (42% of sites, up from only 30% last year).



About This Slide Deck

This slide deck was prepared by Public Profit, an independent evaluation firm based in Oakland.

To create this report, Public Profit consolidated data from the Single Plan for Student Achievement (SPSAs) Community School Reflections and Planning tab, Site-Level Annual Performance Reports for the California Community Schools Partnership Program (CCSPP) grants, the Community Schools' partnerships database, and other information shared by Oakland Unified School District's Community Schools Student Services staff.



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Acknowledgements



We express our greatest appreciation for the **Community School Managers** who work hard at each school site to enact the Community Schools vision. We also appreciate ...



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