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# Memo

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Yvette Renteria, Deputy Chief of Innovation

**Board Meeting Date** May 27, 2020

**Subject** Blueprint Update and Discussion

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**Action** Staff will provide an update to the Board of Education on the Blueprint for Quality Schools. The Board will be able to discuss key learnings, ask for further information, and provide direction for going forward.

**Background** At Oakland Unified School District, we are creating high quality, equitable, and sustainable schools for all of our students. Our goal is to ensure our students are on track for graduation and prepared for success in college, career and community. Additionally, we strive to make the best use of every dollar, maximize enrollment, and ensure schools have the stability to thrive.

Under the Blueprint for Quality Schools we believe that if we have fewer, sustainably sized schools in the right locations, ensure our **most underserved students** are placed in higher-quality programs designed to meet their needs, and support school leaders and communities with a design process that sets **clear vision, goals, and strategies for improving student growth and achievement** then our better resourced, more sustainable, and higher quality schools will serve all students well.

**Prior Board Actions**

On June 27, 2018, the Board of Education passed Blueprint for Quality Schools Cohort 1, directing the merger of Elmhurst Community Prep and Alliance Academy, now known as “Elmhurst United;” The merger of Futures and CUES on the Lockwood campus; and the expansion of MetWest. On January 28, 2019, the Board of Education passed [Resolution 1819-0143](#), approving the closure of ROOTS Academy and the expansion of Coliseum College Prep Academy.

On March 20, 2019, the Board of Education passed [Resolution No. 1819-0178](#) - Resolution on Improving Engagement on Proposed School Changes, directing the formation of an Ad Hoc Committee to review the process for determining Blueprint School changes.

On September 11, 2019 the Board of Education passed three resolutions comprising Cohort Two of the Blueprint for Quality Schools:

- [Resolution No. 1920-0156C](#) - Proposal To Merge The Kaiser Elementary School And Sankofa Elementary School Programs At The Sankofa Campus
- [Resolution No. 1920-0156A](#) - Proposal to Implement a Quality Program Design Year for Fruitvale Elementary School
- [Resolution No. 1920-0156B](#) - Proposal To Merge Frick Impact Academy And School Of Language (SOL) On Frick Campus And To Expand Melrose Leadership Academy (MLA) On The Sherman And Maxwell Park Campuses

On March 25, 2020 a presentation was made to the Board of Education to provide an update on the Blueprint Cohort’s 1 and 2. [Cohort 1 and 2 update](#)

This presentation contains our continued vision, approach and outcomes for the Blueprint for Quality Schools. The Board has proceeded on two cohorts and staff proposes to move forward with three more cohorts. The following discussion will provide key learnings, ask for further information, and provide direction going forward.

**Discussion**

OUSD’s Blueprint for Quality Schools is a multi-year initiative that is designed to address three critical and interlocking challenges that we face as a system: Sustainability, Quality, and Equity.

**Blueprint Addressing a Challenge**

As a system we must take action to address these issues which have gone unattended for multiple years. We believe, even though it is challenging, the Blueprint can play an important role in providing the conditions needed to improve school and systemic sustainability, quality, and equity.

	<b>Challenges we face</b>	<b>Our Actions in Response to the Challenges</b>
<b>Sustainability</b>	OUSD has too many unsustainable, under-resourced schools that, at the current number and size, are unable to provide our students and staff what they need to succeed and thrive.	Strategically identifying the best options for school mergers, redesigns, expansions of existing schools, and closures that will result in fewer, but better resourced schools in each region.
<b>Quality</b>	As a result of having too many unsustainable, under-resourced schools, we are not able to provide our schools with the conditions and resources that produce and sustain high quality schools.	Supporting and resourcing school communities to engage in a rigorous design process that includes clear goals and strategies to meet the needs of our student populations, accelerate student growth/ achievement, and increase enrollment and demand.
<b>Equity</b>	Our most vulnerable students are disproportionately	Prioritizing our most vulnerable students <sup>1</sup> , who

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	underserved by our current system and do not have access to the high quality programs that best meet their needs.	will enroll in and demonstrate growth at higher quality schools.
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By addressing the challenges with our actions, OUSD will have fewer, but more fully enrolled, better resourced, more sustainable schools. As we concentrate our resources in fewer schools, we will be able to create larger teams of educators, The workload for educators in our schools will be more sustainable. Educators will be better supported, therefore they stay in OUSD at higher rates which will result in Improved student outcomes for all of our students.

**Measuring Success**

We intend to monitor our work with the following long term goals as stated in the table below. These long term goals were created and reviewed by Blueprint principals along with internal department leads before the COVID-19 health crisis. Given the changing guidelines due to COVID-19 we will adjust and modify as we learn more:

**Long Term Goals**

Sustainability	<ul style="list-style-type: none"> <li>● By year 2 of implementation, all Blueprint Schools will meet or exceed a utilization rate of 90%</li> <li>● By year 3 of implementation, all Blueprint Schools will meet or exceed OUSD’s average one year teacher retention rate; By year 5 of implementation, all Blueprint Schools will meet or exceed OUSD’s average 3 year retention rate.</li> </ul>
Quality	<ul style="list-style-type: none"> <li>● Academic Growth &amp; Achievement: In ELA and Math, all Blueprint Schools will demonstrate moderate to high positive change and/or green/blue status on the CA School Dashboard academic indicators or will achieve a CORE Growth percentile ranking on SBAC of 51% or higher in 2 of 3 years of implementation</li> <li>● Culture &amp; Climate: All Blueprint Schools will demonstrate moderate to high positive change and/or green/blue status on the CA School Dashboard’s suspension and chronic absenteeism measures in 2 of 3 years of implementation</li> </ul>
Equity	<ul style="list-style-type: none"> <li>● 50% of the school’s equity groups will demonstrate moderate to high positive change and/or green/blue status on the CA School Dashboard in ELA, Math, Suspension, and Chronic Absenteeism in 2 of 3 years of implementation.</li> <li>● 90% of students who participate in a merger and/or change school locations will demonstrate positive “Distance from Standard” score increases in ELA and Math by the end of their 2nd year at their new school</li> </ul>

**Focusing on Quality**

A rigorous and well-supported design process is integral to the Blueprint’s theory of action, and the key lever for ensuring that this initiative yields not just fewer, but higher quality schools that are well prepared to provide our most vulnerable

students with an educational experience that results in student growth and achievement across multiple measures.

**Redesign Schools-** Schools will undergo a year of design with a team made up of school site stakeholders. A series of meetings that cover culture, program, staff support, and community engagement will lead to implementation and an improved program for the school site.

**Merging Schools-** Multiple schools will come together and develop a team made up of stakeholders from all schools to undergo a yearlong design process covering identity, culture, program, community and practices to build a new merged school for all communities.

**Welcoming Schools-** School teams will receive support to prepare for their increased enrollment. School teams will review and plan for new student groups, scale and modify programs and build a welcoming environment for the increased student body.

**Supporting families from closing schools-** Families from consolidating schools will receive support and counseling when identifying their future school. Welcoming schools will receive support as they prepare for students coming from consolidated schools. Staff will monitor progress as transition takes place.

**Continued support for Cohort 1 and 2-** Central office staff members will progress monitor and evaluate culture and program quality of schools in previous cohorts. Frequent connection and support with school leaders will take place to ensure Blueprint action is leading to positive outcomes.

### **Timeline**

Our original timeline to continue the process was as follows:

Early March- Notify site leadership  
Late March- Notify site community  
Announce general public  
Early April- Meet with site community  
Late April- 1st Read  
Early May- Vote

COVID-19 shelter in place began shortly after notifying our proposed cohort 3 site leaders. Since then we have considered the wellbeing of community during this time as well as the continued updates around our current and future fiscal challenges.

As we balance the two, we propose the following timeline:

Early March- Notified site leadership  
Before end of 19/20 school year- Meet small site group(s)

## **Fiscal Impact**

This presentation we cover the negative fiscal impact of having too many unsustainably-sized schools throughout the district.

Previously, on March 29, 2018 at a Quality Schools Board Retreat, staff initially presented an analysis of the cost of having unsustainably sized schools. ([Board Presentation](#)). This presentation updates our data to reflect the 2019/20 school year data. W 9 schools that are not self-sustaining.. Meaning, the school is unable to meet its state, federal and contractual obligations with revenue generated by its student body. These schools must draw revenue from elsewhere to operate.

In our initial Board presentation, the cost of subsidizing the unsustainably-sized schools was ~\$18 million. Based on Cohort 1 actions, decrease to ~\$15 million. This effect is most pronounced at the middle school where we used to have 8 unsustainably sized schools and not have 4. At the elementary school level, where we have completed less Blue Print related actions, we have increased from 13 unsustainably-sized schools two years ago to 16 currently.

**Attachment**

[Presentation](#)

[Cohort 1 and 2 update](#)

[Cost of Quality Community Schools](#)

[Resolution 1819-0143](#)

[Resolution No. 1819-0178](#)

[Resolution No. 1920-0156C](#)

[Resolution No. 1920-0156A](#)

[Resolution No. 1920-0156B](#)