

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

May 26, 2010

Legislative File

File ID No.: 10-1303
Introduction Date: 05/26/10
Enactment No.: 10-0737
Enactment Date: 05/26/10
By: _____

TO: Board of Education

FROM: Anthony Smith, Ph.D., Superintendent

SUBJECT: Selection of Transformation Model and Approval of School Improvement Grant Application – Elmhurst Community Preparatory School and United for Success School

ACTION REQUESTED:

Approval by Board of Education of Resolution No. 0910-0283 - Selection of Transformation Model for Elmhurst Community Preparatory School and United for Success School and Approval of Grant Application for Implementation of Model at Said Schools.

BACKGROUND:

Under the Federal “No Child Left Behind” law states are required to designate “persistently low-performing” schools and to carry out a rigorous process to improve outcomes for students at such schools.

In early March, 2010, five District schools were included on the Persistently Lowest-Achieving Schools – Year 2010 list issued by the California Superintendent of Public Instruction (CSPI). The schools were:

- Elmhurst Community Preparatory School
- Alliance Academy
- Roots International Academy
- United for Success Academy
- Explore College Preparatory School¹

Schools on the list may be eligible for federal School Improvement Grant funding, depending upon the School Improvement Reform model selected by the Governing Board.

In order to apply for the School Improvement Grant funding, the District must choose to implement one of the following school improvement models:

1. Closure model (Close the school and enroll students in other, higher performing schools);

¹ Explore College Preparatory School had been designated, for closure in a separate action by the Board of Education as of June 30, 2010.

2. Restart model (Close the school and restart under a charter school operator);
3. Turnaround model (Replace the principal and at least 50% of the staff and adopt new governance and instructional programs); and
4. Transformation model (Expand school time, enhance community involvement, improve effectiveness of principal, teachers, and instructional programs--and replace the principal, if in the position for two years or more).

The District between March 8, 2010 and April 14, 2010 facilitated engagement within and among the staff and parent/guardian school community of Elmhurst Community Preparatory School, Alliance Academy, Roots International Academy, and United for Success Academy, that included a multi-faceted community engagement effort including large group and small-group workshops, community meetings, and development of a dedicated web-based resource center. Following the period of intense engagement, on Wednesday, April 14, 2010, each school community submitted a proposal to the Office of the Superintendent. The proposals outlined the approach each school proposed to take, in some cases setting forth rationale for why pursuit of a low-achieving school reform model and a School Improvement Grant is not be in the school's best interest². These steps were conducted in an effort to fully invest each school community in addressing the needs of its school.

Following careful consideration of each school's current progress to date in moving student achievement, an evaluation of the District's capacity to leverage School Improvement Grant funds in the interest of increasing student achievement, and in consideration of other concurrent efforts underway to improvement the learning of students across all schools set forth in the CSPI's "Persistently Low-Performing Schools" list and each school community wishes, the Superintendent of Schools, recommends that the Board select the Transformation Model for Elmhurst Community Preparatory School and Unified for Success Academy, respectively, and approve, permit the submission of the Grant Application, attached hereto, to the California Department of Education seeking funding to support the implementation of the Transformation Model at Elmhurst Community Preparatory School and United for Success Academy, as set forth therein.

FISCAL IMPACT:

The selection of the Transformation Model and approval of the Grant Application, as referenced herein, will provide a significant increase in resources to support the District in its effort to successfully implement the reform for Elmhurst Community Preparatory School and United for Success Academy.

² District is pursuing other long term means to improve the academic performance of all of its schools.

RECOMMENDATION:

Approval by Board of Education of Resolution No. 0910-0283 - Selection of Transformation Model for Elmhurst Community Preparatory School and United for Success School and Approval of Grant Application for Implementation of Model at Said Schools.

Attachments Resolution No. 0910-0283
 Federal School Improvement Grant Application
 Grant Application Budget Attachment
 Public Notices/Announcements
 Community Engagement Documentation



OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Superintendent

1025 Second Avenue, Room 301

Oakland, CA 94606

Phone (510) 879-8200

Fax (510) 879-8800

**RESOLUTION
OF THE
GOVERNING BOARD
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT**

Resolution No. 0910-0283

Selection of Transformation Model for Elmhurst Community Preparatory School and United for Success School and Approval of Grant Application for Implementation of Model at Said Schools

WHEREAS, under the Federal “No Child Left Behind” law, states are required to designate “persistently low-performing” schools and to carry out a rigorous process to improve outcomes for students at such schools; and

WHEREAS, in early March 2010, five District schools were included on the Persistently Lowest-Achieving Schools – Year 2010 list issued by the California Superintendent of Public Instruction (CSPI): Elmhurst Community Preparatory School, Alliance Academy, Roots International Academy, United for Success Academy, and Explore College Preparatory School¹; and

WHEREAS, schools on the list are eligible for federal School Improvement Grant (SIG) funding; and

WHEREAS, the District must choose to implement one of the following school improvement models: Closure model (close the school and enroll students in other, higher performing schools); Restart model (close the school and restart under a charter school operator); Turnaround model (replace the principal and at least 50% of the staff and adopt new governance and instructional programs); and Transformation model (expand school time, enhance community involvement, improve effectiveness of principal, teachers, and instructional programs--and replace the principal, if in the position for two years or more), in order to apply for the SIG funding; and,

¹Explore College Preparatory School had already been designated by action of the Board for Closure as of June, 2010.

WHEREAS, schools that do not follow one of these plans are not eligible for the improvement funding; and

WHEREAS, the District between March 8, 2010 and April 14, 2010 facilitated engagement activities within and among the staff and parent/guardian school community of Elmhurst Community Preparatory School, Alliance Academy, Roots International Academy, and United for Success Academy, that included a mutli-faceted community engagement effort including large group and small-group workshops, community meetings, and development of a dedicated web-based resource center; and

WHEREAS, a summary record of the facilitated engagements and each school community's proposal submitted to the Office of the Superintendent, on Wednesday, April 14, 2010, was introduced and incorporated into the record of the Public Hearings referenced herein, as though fully set forth; and

WHEREAS, the proposals outlined the approach each school offered to take, in some cases setting forth rationale for why, at this time, pursuit of a "low achieving" school reform model and an associated School Improvement Grant is not in the school's best interest; and

WHEREAS, these steps were conducted in an effort to fully invest each school community in decision making, as intended by Education Code Section 53202; and

WHEREAS, following careful consideration of each school's current progress to date in moving student achievement, an evaluation of the District capacity to leverage School Improvement Grant funds in the interest of increasing student achievement, and in consideration of other concurrent efforts underway to improve the learning of students across all schools set forth in the states "Persistently Low-Performing Schools" list, the District intends to submit a Grant Application on behalf of the Oakland Unified School District to support the implementation of the Transformation Model at Elmhurst Community Prep and United for Success Academy, as set forth in the Grant Application attached herein; and

WHEREAS, on May 19, 2010, the Governing Board held a Special Meeting and conducted a Public Hearing at United for Success Academy, 2101 35th Avenue, Oakland, CA 94602, one of the schools identified as a "Persistently Lowest-Achieving School," in order to solicit public comment on which reform options it shall consider including funding sources available therefor including the federal School Improvement Grant; and

WHEREAS, at today's Regular Meeting, the Governing Board held a second Public Hearing in order to solicit additional public comment on which reform options it shall consider including funding sources available therefor including the Federal School Improvement Grant; and

WHEREAS, the selection of a recommended model and approval of the Grant Application, as referenced herein, will provide a significant increase in resources to support the District in its effort to successfully implement academic reform for Elmhurst Community Preparatory School and United for Success Academy,

NOW, THEREFORE, BE IT RESOLVED, that the Governing Board, upon consideration of the Public Hearings input from staff, parents and the school communities, hereby determines and selects the Transformation Model, as the option most suitable, for Elmhurst Community Preparatory School and United for Success School, respectively; and

BE IT FURTHER RESOLVED that the Governing Board hereby approves and supports the District's School Improvement Grant Application to the California Department of Education, seeking funding to provide support for the implementation of the Transformation Model as set forth in the grant requirements on behalf of United for Success School and Elmhurst Community Preparatory School, in the continuous appropriation amount of \$2,548,480.00 in year one, \$2,648,040.00 in year two, and \$2,866,040.00 in year three for the period beginning July 1, 2010 to June 30, 2013, subject to renewal, and, if granted, in whole or in part, acceptance of same is authorized, pursuant to terms and conditions thereof, if any.

PASSED AND ADOPTED by the Governing Board of the Oakland Unified School District this 26th day of May, 2010; by the following vote, to wit:

AYES: Jody London, David Kakishiba, Jumoke Hodge, Noel Gallo, Alice Spearman,
Vice President Christopher Dobbins, President Gary Yee

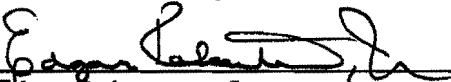
NOES: None

ABSTAINED: None

ABSENT: None

CERTIFICATION

I, Edgar Rakestraw, Secretary of the Governing Board of the Oakland Unified School District, Alameda County, State of California, do hereby certify that the foregoing Resolution was duly approved and adopted by the Governing Board of said District at a Regular Meeting thereof held on the 26th day of May, 2010 with a copy of such Resolution being on file in the Office of the Governing Board of said District.


Edgar Rakestraw, Jr.
Secretary, Governing Board

Attachment: District's **American Reinvestment and Recovery Act (ARRA) School Improvement Grant (SIG) Section 1003(g) Cohort 2009-10 Application**

File ID Number: 10-1303
 Introduction Date: 5/25/10
 Enactment Number: 10-0737
 Enactment Date: 5/26/10
 By: [Signature]

Title of Grant: School Improvement Grant	Funding Cycle Dates: 7/1/10 – 6/30/11
Grant's Fiscal Agent: (contact's name, address, phone number, email address) OUSD	Grant Amount for Full Funding Cycle:
Funding Agency: California Dept of Education Originally U.S. Dept of Education	Grant Focus: Tier 1 & Tier 2 Schools
List all School(s) or Department(s) to be Served: United For Success & Elmhurst Middle Schools	

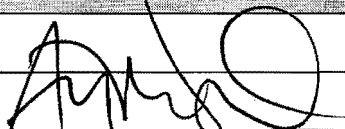
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	These funds are intended to support research-based and effective, sustainable school improvement activities that increase the likelihood that all students learn challenging content, achieve proficiency on state assessments in reading/language arts and mathematics.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 6.00% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	Review and reporting of annual accountability data including, but not limited to: <ul style="list-style-type: none"> • Fiscal information on the use of grant funds. • Measures to demonstrate implementation of the research- and evidence-based strategies identified in the grant application. • The number and percentage of students who score proficient in reading/language arts and mathematics, as measured by the state's annual assessments, both overall in the District and for each school receiving funds through this application. • Whether the District has made AYP and moved out of PI status, and whether any of the schools receiving funds through this application have made AYP and moved out of PI status. Use of implementation benchmark and student achievement data to evaluate the effectiveness of improvement strategies identified in the SIG application.
Does the grant require any resources from the school(s) or district? If so, describe.	Review and reporting of annual accountability data including, but not limited to: <ul style="list-style-type: none"> • Fiscal information on the use of grant funds. • Measures to demonstrate implementation of the research- and evidence-based strategies identified in the grant application. • The number and percentage of students who score proficient in reading/language arts and mathematics, as measured by the state's annual assessments, both overall in the District and for each school receiving funds through this application. • Whether the District has made AYP and moved out of PI status, and whether any of the schools receiving funds through this application have made AYP and moved out of PI status. Use of implementation benchmark and student achievement data to evaluate the effectiveness of improvement strategies identified in the SIG application.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 6.04% for all	No

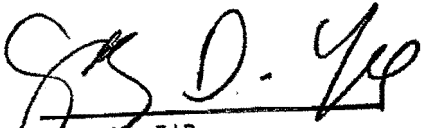
<p>OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</p>	
<p>Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)</p>	No
<p>Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)</p>	<p>David Montes De Oca Coordinator 879-8349</p>

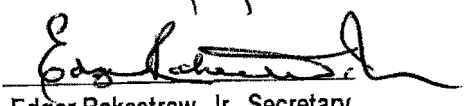
Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal			
Department Head (e.g. for school day programs or for extended day and student support activities)	David Montes		

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Tony Smith		


 Gary D. Yee, Ed.D.
 President, Board of Education


 Edgar Rakestraw, Jr., Secretary
 Board of Education

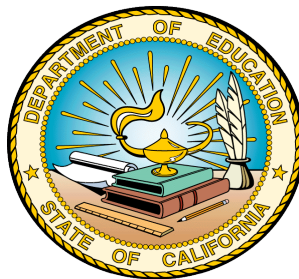
**American Reinvestment and Recovery Act
(ARRA)
School Improvement Grant (SIG)
Section 1003(g)
Cohort 2009–10**

**Oakland Unified School District
Application**

**Applications must be received by the
California Department of Education (CDE)
no later than 4 p.m. on June 1, 2010**

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
California Department of Education
1430 N Street, Suite 6208
Sacramento, CA 95814-5901
916-319-0833

<http://www.cde.ca.gov/sp/sw/t1/sig10rfa.asp>



Requirements

A. Timeline

Important Events	Dates
Early Notification of the Request for Applications and the list of persistently lowest-achieving schools sent to each LEA that has Tier I and/or Tier II schools	Week of March 1, 2010
Request for Applications (RFA) posted on the California Department of Education (CDE) Web site	Week of April 1, 2010
LEA seeks public input and approval on its application by its local governing board	Prior to June 1, 2010
LEA SIG application due to the CDE	June 1, 2010
The CDE conducts a SIG RFA readers' conference where readers evaluate and score applications	June 7 through 11, 2010
SBE takes action on LEA applications. The CDE will immediately notify LEAs of approval status. The CDE will immediately notify LEAs of approval status. LEAs receiving a FY 2009 SIG sub-grant must begin full implementation of the intervention model(s) they select for their funded schools at the beginning of the 2010–11 school year.	July 2010 SBE meeting
Sub-grant award notification letters sent to LEAs	July, 2010
Signed sub-grant award notification returned to the CDE	Within 10 days of receipt by the LEA
LEAs with applications approved at the July SBE meeting will submit (for SBE information and progress update only) their revised LEA Plan amendment and Single Plan for Student Achievement (SPSA) to the CDE.*	October 1, 2010

*While completion of the LEA Plan addendum can be completed concurrent with initial implementation of the intervention(s), the models must be implemented within the required timelines described below.

All applications are due to the CDE on or prior to June 1, 2010. LEAs receiving a FY 2009 SIG sub-grant must begin full implementation of the intervention model(s) they select for their funded schools at the beginning of the 2010–11 school year, which is Year 1 of the SIG sub-grant. Specific requirements for initial implementation of each of the four intervention models are:

Restart Model – Schools that close and reopen under a charter school operator, a charter management organization, or an education management organization **must open under the new management on Day 1 of the 2010–11 school year.**

Turnaround Model – Schools that implement the turnaround model, including replacing the principal and up to 50 percent of instructional staff, as well as other required school improvement activities, **must have completed principal and instructional staff replacements prior to the beginning of the 2010–11 school year.**

Transformation Model – Schools that implement the transformation model, including replacing the principal and increasing instructional time, as well as other required school improvement activities, **must have replaced the principal and instituted the new school schedule that increases instructional time by Day 1 of the 2010–11 school year.**

Closure Model – If an LEA elects to close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving, the LEA **may prepare for the school’s closure during the 2010–11 school year, but must close the school no later than the end of the 2010–11 school year.**

LEAs and schools planning to implement their intervention models in the 2011–12 school year should not apply in response to the 2009–10 SIG RFA, but are encouraged to apply in response to the 2010–11 SIG RFA.

B. General Information

1. Overview

Hereafter, the term California Department of Education (CDE) refers to the CDE operating under the policy direction of the State Board of Education (SBE). For information regarding the definition of terms used in this document, refer to the [SIG Application from the U.S. Department of Education \(ED\)](#) (outside source), Appendix A, following page 13, of that document.

SIG, authorized under Section 1003(g) of Title I, Part A, of the Elementary and Secondary Education Act (ESEA), provides funding, through state educational agencies (SEAs), to LEAs and independent charter schools that received Title I funds and have at least one school identified in Tier I, II, or III. These funds are for identified and approved schools that demonstrate the greatest need and the strongest commitment to use the funds. These sub-grants are intended to provide adequate resources in order to raise substantially the achievement of students to enable the schools to make adequate yearly progress and exit improvement status.

The state of California intends to align the resources of Race to the Top (RTTT), State Fiscal Stabilization Funding (SFSF), and SIG to support specific and substantial school improvement activities as directed by federal guidance. SIG funding will be provided to

LEAs with schools that meet eligibility requirements as defined by the ED according to prescribed priorities and evidence of greatest need and demonstration of greatest commitment. Based on the priorities for RTTT and SIG, California will specifically base its funding on the state's list of "persistently lowest-achieving" schools – Tier I and Tier II schools. Therefore, California will give highest priority for funding to applications from LEAs that commit to serve all of their Tier I and Tier II schools. California will not fund any Tier III schools until all LEA applications to serve Tier I or Tier II schools are funded. Given the substantial numbers of Tier I and Tier II schools on California's list of SIG-eligible schools, California does not anticipate funding any Tier III schools with the 2009–2010 SIG funds.

The CDE will provide guidance to LEAs as they plan, implement, monitor, and evaluate selected intervention models in their lowest achieving schools. The state will also work to ensure that schools successfully implement one of the four intervention models by promoting district partnerships to share expertise and lessons learned in ways that can build upon and sustain success. The services provided to Tier I, II, and III schools are clearly focused on making sure that schools are equipped to maximize student success. Technical assistance will be provided to LEAs during the implementation process by the Statewide System of Support. The extent of this support will be contingent on the level of RTTT funding provided for California.

LEAs that currently receive District Assistance and Intervention Team (DAIT) services will be required to describe how they will coordinate their DAIT and SIG improvement activities to improve performance in their lowest-achieving schools. LEAs must identify the major LEA improvement actions and describe how the LEA will align its proposed SIG improvement activities with the recommendations of the DAIT, if appropriate. LEAs receiving DAIT services will continue to participate in the DAIT process and will still be subject to the program improvement (PI) sanctions the SBE deems necessary.

2. Opportunity to Improve

To receive a SIG sub-grant, an LEA must submit an application to the CDE that complies with the provisions herein. These funds are intended to support research-based and effective, sustainable school improvement activities that increase the likelihood that all students learn challenging academic content and achieve proficiency on state assessments in reading/language arts and mathematics.

For fiscal year (FY) 2009, California is scheduled to receive \$415 million, approximately \$64 million through the ED Appropriations Act of 2009, and \$351 million through the American Reinvestment and Recovery Act (ARRA).

FY 2009 SIG funds are available for obligation by the CDE and LEAs from July 1, 2010, through September 30, 2012. In its application for these funds, the state has requested a waiver of the funding term to permit the state and its participating LEAs to obligate the funds through September 30, 2013.

3. Eligibility

Under the final requirements, as amended through the interim final requirements published in the *Federal Register* in January 2010, SIG funds will focus on each state's "Tier I" and "Tier II" schools. In keeping with federal requirements, California has defined "persistently lowest-achieving schools" as those that are determined to have been among the lowest five percent of schools in PI in terms of their average three-year proficiency rate for English-language arts and mathematics in the three previous school years (2006–07, 2007–08, and 2008–09). In accordance with ED guidance, any high school in either Tier I or Tier II with a 4-year graduation rate of less than 60 percent was also included. Prior to identifying specific schools, the SEA excluded from the list of potential schools those that had shown at least 50 points of growth in the Academic Performance Index (API) over the previous five years (to address the requirement that only schools showing a lack of progress over a certain number of years should be included). In addition, schools not meeting California's established minimum group size of 100 students with valid test scores for each of the three years were excluded.

California has defined Tier II schools as the persistently lowest-achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds. In the Tier I and Tier II schools an LEA commits to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model. If approved to do so, an LEA may also use SIG funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools, referred to in federal SIG guidance as "Tier III" schools. An LEA must be receiving Title I funding in order to be eligible to apply.

4. Funding Priority and Levels

Federal SIG regulations provide equal priority for funding Tier I and Tier II schools. ED requires the SEA to award SIG funds to serve Tier I and Tier II schools that LEAs commit to serve prior to awarding any funds to an LEA to serve any Tier III schools. There may not be sufficient funding to serve all eligible schools. Therefore, California intends to fund all Tier I and Tier II schools statewide prior to funding any Tier III schools. Given this intent, LEA applicants are strongly encouraged to commit to serve all of their Tier I and Tier II schools prior to including any Tier III schools in their SIG sub-grant application.

The SEA will allocate SIG funds to LEAs in accordance with the following priorities:

- (i) LEAs that commit to serve **all** of their Tier I and Tier II schools
- (ii) LEAs that commit to serve some, but not all, of their Tier I and Tier II schools

(iii) LEAs that commit to serve Tier III schools

Persistently lowest-achieving charter schools are expected to select the School Closure intervention model; charter schools selecting one of the other three intervention models must clarify how the intervention selected will create a significantly different instructional model and school culture.

In making awards consistent with the priorities, an LEA's capacity to implement the selected school interventions, and other factors, such as the number of schools served in each tier, the selected intervention model, school enrollment, and the overall quality of LEA applications will be considered. The SEA will only consider awarding funds to those LEAs that develop and submit a comprehensive and viable application likely to improve student academic achievement. The SEA also reserves the right to fund applications at a lesser amount if the application can be implemented with less funding or if the application proposes to serve more students than can be effectively and consistently served. Furthermore, if funding is not sufficient to fully fund all applications that merit award, the SEA reserves the right to fund applications at a lesser amount, identify which schools or sites will receive funding, and award sub-grants accordingly.

If sufficient SIG funds are not available to allow each LEA to implement fully and effectively the selected intervention model(s) at all of their Tier I and Tier II schools, the SEA may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.

An approved LEA application will receive a minimum of \$50,000 and a maximum \$2,000,000 per year for each of their eligible Tier I, Tier II, and Tier III schools that are included and approved in the sub-grant application. Funding levels will reflect the LEA's state-approved projected cost of implementing the selected intervention strategy for each school.

The maximum funding available to each LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA commits to serve by \$2,000,000 (the maximum amount that an SEA may award to an LEA for each participating Title I school). For example, an LEA with three Tier I schools and two Tier II schools could receive up to \$10 million (5 X \$2,000,000) each year, or a three-year total of \$30 million (assuming the SEA or LEA has been granted a waiver to extend the period of funding availability).

C. Application Review and Award Process

1. Selection Process

LEAs with eligible Title I schools may apply for SIG funding through this application. When recommending sub-grant applications for funding, the CDE will recommend funding those applications that fully comply with all requirements described in this RFA. Applications found not to meet those requirements will not be recommended for funding. LEAs with applications not recommended for funding will be provided information regarding deficiencies in the application to assist them in preparing applications for subsequent SIG cohorts. The SEA will only consider awarding funds to those LEAs that develop and submit a comprehensive and viable application likely to improve student academic achievement.

Each LEA application will be reviewed and scored according to the following process:

Narrative Response	40 points
Implementation Charts.....	25 points
Budget Forms	25 points
Collaborative signatures	5 points
Completeness of Application	5 points

Applicants are advised to refer to the SIG Rubric for further guidance on developing an appropriate response. All applications are due to the CDE on or prior to June 1, 2010.

2. Award Notification

The CDE will post its notification of proposed sub-grant awards for the SIG program on the CDE Web site at <http://www.cde.ca.gov/> no later than August 1, 2010. Applicants will be notified in writing as soon as possible thereafter. All applications, whether approved or not, will be posted in their entirety on the CDE Web site in accordance with federal requirements. In addition, CDE will post a summary of the SIG grant awards including LEA name and NCES number, amount of grant, name of each school approved to be served, and the intervention model to be implemented in

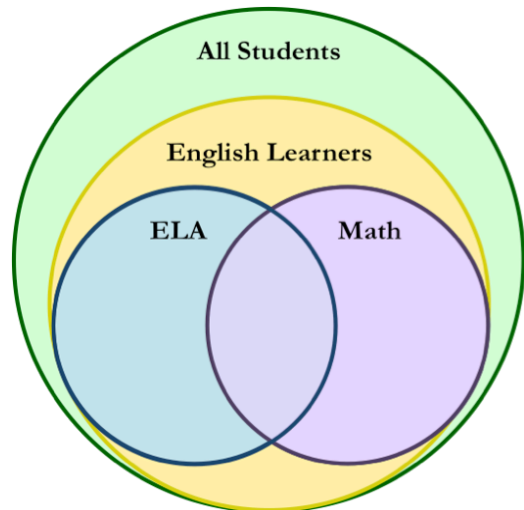
Grant Narrative

i. Needs Analysis

*The LEA must describe the process and findings of the needs assessment conducted on **each** school it commits to serve and the evidence used to select the intervention model to be implemented at each school. This description of the needs assessment must address the following areas:*

Over the past three months, OUSD has worked with the five schools designated as “persistently low achieving,” along with their respective communities, to determine the most effective strategies for accelerating the improvement of these schools. After careful consideration of all the options, and recognizing the unique character of each school, we are adopting a differentiated approach to school improvement. We will close one of the schools, we will adopt a *Transformation* model for two of the schools, and we will continue with existing reform strategies at two of the schools.

After a thorough needs analysis—described in more detail below—we determined that the two *Transformation* schools needed to focus on improving instruction for their students who are English language learners (ELs). Our plan is to significantly enhance the ability of all teachers to address the needs of ELs, with a particular focus on English Language Arts (ELA) and math. This focus will allow the schools and the district to concentrate and align their resources, and will enable teachers to embrace the reforms without being overwhelmed by competing initiatives. A coherent and focused plan will also facilitate our engagement with the community and partner organizations, as we seek resources and support for the core strategies.



The strategies developed and refined in ELA and math will be incorporated into all other subjects within the two schools and ultimately shared with schools across the district. These schools will therefore serve as pilot sites for each of the strategies developed as part of this plan; the additional resources will encourage innovative thinking, and enable a modicum of risk-taking that is not possible within schools with scarce resources.

While this intensive focus on instruction is the core of our plan, we recognize that it will not be successful without changes to the school and district systems that guide, support and provide accountability around instruction. OUSD already has some of these support systems in place, and will refine these, as well as develop new systems, during the initial phase of this grant.

Assessment Instruments Used

OUSD employs a comprehensive, ongoing, and multi-pronged assessment program for its schools, staff and students. Many of these assessments have been used with the five schools addressed by this application, as follows:

Cambridge Education Quality Review. This comprehensive Quality Review of school performance has been carried out over the past four years with more than 25 Oakland district and charter schools. The reviewers gather evidence by observing learning in classrooms, interviewing stakeholders, and assessing student performance results. The evidence gathered is used to set an agenda for change and school improvement.

During the 2008-09 school year, Cambridge Education conducted a review of Elmhurst Community Prep. The review covers student achievement, quality of instruction, school leadership and management, community involvement, and school environment.

In order to increase internal capacity, OUSD staff in Accountability and Portfolio Management have become familiar with the Cambridge review techniques and have incorporated best practices into district evaluation tools. These tools, including the OUSD's own School Quality Review are now being used with schools that have not been formally included in the Cambridge reviews to assess school quality results. Both Elmhurst and United for Success completed the OUSD School Quality Review in May, 2010 as part of determining their most critical needs as part of the SIG process.

Use Your Voice Survey. This annual survey is given to teachers, other staff, students, and parents at every school in Oakland. The survey assesses in detail satisfaction with the overall performance of the school as well as with many aspects of instruction, staff satisfaction, family and community involvement, safety, staff performance, and district strategy.

California Standards Test (CST). The California Standards Tests measure the achievement of California content standards in English-language arts, mathematics, science, and history-social science (for grades two through eleven). These test scores are aligned with OUSD district benchmark tests and are used to evaluate student progress on standards-based instruction.

CELDT (California English Language Development Test). is used to identify students who are limited English proficient and to determine the level of English language proficiency. The test is also used to assess the progress of limited English proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

OUSD Benchmark Testing. Teachers administer standards-based common assessment four times per year in Math, three times per year in English Language Arts, and two times per year in both Science and World Languages. These benchmark assessments are designed:

- To provide teachers, principals, and other stakeholders with timely and relevant information about students' learning so that they may strengthen and enhance specific areas of instruction.
- To expose students to grade-level standards and high levels of academic rigor and provide real-life test-taking experiences so that they feel prepared to succeed on the California Standards Test (CST).

District personnel, teachers, and administrators use these assessments regularly to determine student needs, drive academic goals, and improve alignment with instruction and programs. The results of these assessments, and several other site-specific tools, inform both the Single Plan for Student Achievement (SPSA) and the schools' Professional Development Plan (both provided as attachments).

Roles and Responsibilities of LEA, School Personnel, and Partners

The assessment of each school's overall performance, including the needs assessment for these five low-performing schools, is the primary responsibility of the Network Executive Officers (NExOs). These school supervisors are responsible for school performance oversight, monitoring and evaluating principals, student progress, providing Professional Development programs and implementation, and the influence of family and community programs on student outcomes. As a result, the NExO's have a strong and intimate knowledge of their schools' needs and performance, and have been facilitating much of the SIG process with both schools.

Each NExO draws on resources inside and outside of OUSD to make assessments of the principals and schools. The district office of Research and Assessment provides support to NExOs, principals, school staff, district staff and all community stakeholders by assembling and analyzing student testing data over the course of time.

The district's Office of School Portfolio Management is responsible for structures that help OUSD move to a system where every family has access to at least two quality school options in their neighborhood, and the ability to select from a diverse range of educational options throughout Oakland. OUSD believes that all schools must be held to the same high standards of accelerating academic achievement to grade level and beyond for all students. In order to achieve this goal, OUSD differentiates the support and intervention each school receives. The Department of School Portfolio Management is responsible for this support and intervention, including increased monitoring for low-performing schools. Both Elmhurst and United for Success are receiving targeted support during the SIG process and were supported in the needs assessment by this department.

At the school sites, principals work with their teacher leaders to cull out and analyze student data. Neither Elmhurst Community Prep or United for Success have Data Coaches at their sites. Though they are in different places, both schools have acknowledged the need for support in meaningful data collection and building the systems that will help them inform student outcomes.

Community partners have also participated the needs assessments at both Elmhurst and United for Success. Oakland Community Organizations (OCO) assisted in convening groups of parents from each school to assess the schools needs and each of the four intervention models using a format prepared by the NExO's. School staff were also convened, both with parents and separately, to do the same assessment. Additionally, the Oakland Schools Foundation (OSF) is supporting OUSD during this process, facilitating much of the grant application process and pieces of needs assessments and data collection.

Process for Analyzing and Selecting the Model

Four of the “persistently low-performing” schools worked with the above district departments and with community partners to conduct needs assessments and then analyze the four SIG models. With the support of OCO, Alliance Academy, Roots International Academy, Elmhurst Community Prep, and United for Success Academy all facilitated community engagement processes in order to make a recommendation for selecting a SIG model. In the meetings, parents, community members, and staff discussed the pros and cons of each intervention model on the basis of student performance, leadership, teaching and instruction, parent involvement, school culture, and other community variables. The principals assembled the input from parents and staff and presented the comprehensive feedback for each model to the NExO's. The report included a recommendation from both parents and staff as to which intervention model they preferred.

Each of the NExO's then reviewed these assessments, in conjunction with the Department of Portfolio Management and other Executive team members and made recommendations to the Superintendent.

Additional public input was sought in two public hearings held at schools in the communities where the affected families live.

Findings About Practices and Potential Improvement

- Use of California's standards-aligned instructional materials and targeted interventions. This includes standards-aligned core and intervention instructional materials in grades nine-twelve. Overall, these four schools are employing instructional materials that are aligned with California's standards and Elmhurst in particular has begun to track students through the use of frequent formative assessments.

All four schools provide targeted interventions to students in Math and English Language Arts (ELA), however, there is certainly a need to increase differentiated interventions and provide expanded access to interventions for all students at these schools. Additionally, teachers need support in providing differentiated interventions during daytime classes. Both Elmhurst and United for Success have specifically

determined the need to provide focused support for 6th graders and mandate extended learning time. This strong academic focus will provide a foundation for student learning moving forward into 7th and 8th grade.

- Each school utilizes the district pacing guides, though they have not been thoroughly embedded in daily practice
- All four schools have identified the need to increase teacher collaboration time and provide site-embedded instructional support in the form of coaches who also teach a class or two.

As a result of the needs analysis conducted at each school site, two of the four schools, Elmhurst Community Prep and United for Success Academy will be supported in their recommendation to implement the Transformation SIG model. And, based on the needs assessments at the remaining three schools, Roots International Academy and Alliance Academy will continue implementing the strategies they have launched during the last two years in order to increase student achievement. Explore Middle School will close during the summer of 2010.

Results of the needs analysis are summarized for each school below, but certain similarities are apparent across all of these schools. First, we find substantial variation in student outcomes both by teacher and by grade level, even within the same school. As described below, the district has adopted the “Teach 4 Success” framework for teacher improvement and schools will be implementing key elements. We will also launch the development of a plan to effectively recruit and retain teachers.

Second, we find that English Learners (EL) and African-American students as a group are not progressing as they need to in order to achieve on the same levels their peers. We will be implementing several reform efforts, described in the narrative to follow, to develop the schools’ and classroom teachers’ capacity to more effectively address the needs of these groups.

ii. Selection of Intervention Model(s)

Based on the findings of the needs analysis, the LEA must describe its rationale for selecting the intervention model for each school and how specific findings from the needs analysis led to the LEA’s selection of the intervention model for each school. Include collaborative partners involved and their roles in the selection process. The LEA must include the selected intervention model in the Implementation Chart (Form 10) for each Tier I and Tier II school, and when appropriate, Tier III (Form 11) school, that the LEA intends to serve. The rationale must also provide the basis for not selecting one of the other three intervention models. LEAs that have implemented, in whole or in part, one of the models in a Tier I or Tier II school within the last two years may continue or complete the intervention being implemented provided the intervention conforms to all the requirements of the intervention(s) required in the SIG program and the school is

*showing significant progress. However, keep in mind that **all** SIG components of the selected intervention model must be fully and effectively implemented. If an LEA is selecting to continue an existing implementation model, sufficient detail on progress and evidence of student achievement must be included in the description and rationale for this model.*

The initial assessment of each of the intervention models was carried out by parents, staff, community members, and the school leaders at United for Success Academy, Roots International Academy, Elmhurst Community Prep, and Alliance Academy. (The separate process for Explore Middle School is described below.) Through a process led in partnership with OCO, OUSD staff and parents engaged in an evaluation of recent student data and an examination of pros and cons for each of the intervention models. These groups also examined the pros and cons of choosing not to participate in the SIG process, and instead to continue the school's existing improvement plan with OUSD support. Staff, parents, and the community then settled on an overall recommendation that was submitted to OUSD for consideration. OUSD assessed each school's recommendation and, in the end, agreed with each proposal, as described below:

- **ALLIANCE ACADEMY** was reconstituted (from Elmhurst Middle School) and launched as a small school in the academic year 2005-06 under OUSD's small school policy. The school made substantial progress in its first three years, as the API rose by 102 points from 538 to 640. Though the API stagnated from 2008-09, the school continues to implement a variety of innovative programs. We are also concerned that the particular method used to assign a school like Alliance to the "lowest-performing" list does not adequately account for the progress that is underway at the school, since the assessment includes factors pre-dating the reconstitution as a new small school.

Alliance 7th graders have shown more growth than any other middle school in Oakland. However, the number of students proficient in math has historically dropped from the 7th to 8th grades.

OUSD has concurred with community and staff at Alliance that each of the four intervention models would substantially disrupt the school's overall forward progress, and we are therefore not proposing a SIG for this school. The closure option would be particularly disruptive, but under each of the other models there would need to be substantial change in school staff and leadership at a time that OUSD is confident that this team is showing positive results.

- **ROOTS INTERNATIONAL ACADEMY:** Similar to Alliance Academy, Roots was reconstituted as a small school in the 2005-06 school year, with a new principal and a plan for action and re-designed programming. In the case of Roots, however, overall progress has been slower. But, OUSD is confident in this leader and the strategies put in place to continue improvement efforts with this community. In addition, Roots is one school in the Havenscourt neighborhood, which is expected to be one of the primary target neighborhoods in Oakland's application to the Federal

Department of Education for Promise Neighborhood funding. This application will include a major review of instructional practice and substantial investment in new programming, and it is clear that requesting both SIG funding and the Promise Neighborhood funding would be unnecessary and may even be prohibited. With OUSD's confidence in the leadership skills of the current principal, who has been at the school for more than two years, Roots is receiving targeted support from the central office and will have increased resources over the next 5 years.

OUSD has also concurred with community and staff at Roots that each of the four intervention models would significantly disrupt current investments in the school's programming and our plans for the Promise Neighborhood application. We are therefore not requesting SIG funding for this school. The closure option would be particularly disturbing to parents and students, but under each of the other models there would need to be substantial change in school staff and leadership at a time that OUSD is confident that this team is showing positive results.

- **ELMHURST COMMUNITY PREP:** Elmhurst was reconstituted as a small school in Oakland in 2006-07. The current principal was first a teacher and an Assistant Principal at Elmhurst. After four years of service to the school, she was hired as the instructional leader in 2009-10. To some extent, OUSD and the school community have questioned why this school has been included in the "lowest-performing" list, since they have shown an impressive increase in API over the past three years. However, Elmhurst did launch the same process of review and recommendation that has been conducted at the other schools.

The thorough review of the school's performance conducted by Cambridge Education in spring 2009 identified a number of areas of improvement that the new principal has begun to address, including more effective school management techniques and supervision of teacher performance, and improvement of programs focused on character development, and increased use of student-specific data to set student and school goals.

During the community and staff review meetings, the Transformation model was considered favorably in part because it would allow the school to continue and expand some of these initiatives – including deeper support for family engagement, stronger academic intervention programs, and a more comprehensive Professional development plan to help teachers address the needs of English Learners.

Certain elements of the Transformation model have been launched in the last two years. In addition to hiring a the new principal this year, new staff have been attracted to the school, and there has been some attempt to expand the number of children participating in after-school programs linked to the school-day curriculum.

Each of the other intervention models was considered by OUSD and school staff and community to be too disruptive to the plans that are already underway at the school, or repetitive of initiatives in the last few years (e.g., replacing the principal

and recruiting new teachers). In particular the Turnaround and Closure models had these characteristics that the community, teachers, staff, and the district felt would be more disruptive than supportive. The Restart model had the potential for substantially increased flexibility, but staff and parents were concerned about the disruption to the current positive school environment and the difficulty of making such substantial changes so quickly, without sufficient time for planning before the next school year.

- **UNITED FOR SUCCESS ACADEMY (UFS):** UfS was reconstituted as a small school in 2006-07. The current principal was hired this year (2009-10). The same process of review and recommendation has been carried out at UfS as at the other schools.

UfS has a number of strong characteristics that were highlighted in the community and staff reviews of alternatives, but overall the school is struggling. For example, the API in 2009 was 570 (no data available in 2008). On the other hand, the new principal has a vision for helping move the school in the right direction, and there are staff and parents who are very supportive.

In the review of pros and cons of each of the intervention models, parents and staff agreed that the Transformation model offered the most opportunity for success for children, since it would provide transitional funding for English Learner programs, extended learning time, and support for enhanced professional development and various academic interventions that are not currently available. OUSD supported this recommendation as consistent with the strengths of the school's leader and the potential for school improvement.

Each of the other intervention models were considered too disruptive by staff and parents, and OUSD agrees. Closure would be a major burden on the local families that make up the majority of the UfS student body. Both the Restart and Turnaround models would require repeating much of the leadership and staff turnover that has occurred when the school was created in 2005 and that to some degree has continued since then (with a new principal just this year).

- **EXPLORE MIDDLE SCHOOL:** Based on low enrollment and low achievement, OUSD identified Explore as a focus school in December 2009, after conducting a comprehensive needs assessment. Explore Middle School has been a Program Improvement school since 2008, and has also had declining enrollment since 2008. The overall Academic Performance Index had declined by 99 points to 552 over the past three years. In addition, enrollment has been declining for at least two years. A series of community meetings were held over the course of the past year to discuss issues and potential solutions. A broader assessment of school performance trends in middle schools in East Oakland showed that overall middle-school capacity significantly exceeded the number of students enrolled in the area. The closest middle school in the area, Frick, improved by 40 API points to 597 in the previous year, with a strong principal and an evolving school culture that promises to continue to improve overall performance. In addition, students from Explore will have access

to a number of other middle schools with stronger academic performance than Explore (Montera, Bret Harte, and others).

These factors led to the recommendation to close Explore Middle School after the end of the 2009-10 academic year. None of the other intervention models made financial or academic sense for the children at Explore, given the excess school capacity in East Oakland and the availability of other middle schools in Oakland that are providing better results.

iii. Demonstration of Capacity to Implement Selected Intervention Models

*Instructions: must demonstrate that it has the capacity to use SIG funds to provide adequate resources and related support to **each** Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, **all** required activities of the school intervention model(s) it has selected. This demonstration of capacity may include a description of the roles and responsibilities of collaborative partners involved in developing and implementing the LEA's SIG plan. The state will evaluate the LEA's capacity to implement its selected intervention(s) by reviewing the LEA's description of the following application elements and verifying that all elements are sufficiently detailed and aligned with each other, and as a whole provide clear evidence that the LEA has a viable plan and sufficient personnel and other resources to successfully implement its selected intervention(s):*

OUSD Background and Results

As California's most-improved school district over the last five years, Oakland Unified has built substantial systems for supporting student success, enhancing the strategic use of resources at schools and in the central office. While there are many factors that have contributed to the district's and our schools' success, we have identified several key reform measures that have had a particular impact in middle schools.

While a large number of elementary schools demonstrated accelerated achievement, their counterparts in OUSD middle schools also made impressive strides, boosting performance by 6.5 percentage points in Math and 4.8 percentage points in ELA. Overall, 20 schools experienced a double-digit surge in Math, 23 schools made similar advances in ELA, and 14 schools grew by double digits in both Math and ELA. Seventy-eight percent of elementary schools saw increases in Math, while 88 percent gained ground in ELA. Eighty percent of middle schools improved in both Math and ELA. This steady growth helped increase District-wide proficiency rates by 5.5 percentage points in Math and 4.9 percentage points in English, outpacing the state averages of 3 percent and 4 percent.

In explaining the District's strong performance, we have identified a number of contributing factors including increased student engagement, lesson plans tied to core standards and daily assessments, comprehensive, individualized reading programs, an

expansion of the Swun elementary math program, increased teacher collaboration in the form of Professional Learning Communities and an instructional focus emphasizing key standards, also known as the “depth over breadth” approach.

These strategies helped to boost overall performance, but also showed promise in helping to close the achievement gap. OUSD saw notable improvement across all traditionally underperforming subgroups of students in both Math and ELA scores.

The most recent data continues what is now a seven-year trend. From the 2002-2003 school year through the 2008-2009 school year, the percentage of students achieving proficiency in ELA has increased sharply across all subgroups while overall ELA proficiency rates have nearly doubled from 19 percent in 2002-03 to 36 percent in 2008-09. Statewide, ELA proficiency increased by 15 percentage points during this same period. Similar results were achieved in Math where the overall proficiency rate grew from 21 percent in 2002-03 to 39 percent in 2008-09, while just 11 percentage points were added to the statewide average.

SIG Process

As described above, OUSD launched a community-informed process of selection of the intervention models for the district’s five Tier I and Tier II schools. As a result of this process and in consideration of additional factors that we will detail below, OUSD will support two of the five schools to implement the Transformation Model. One of the five schools will close. And, the remaining two schools are not included in this application for SIG funding, as they will continue to implement the strategic reforms that have been successful over the past three years. These schools, in varying degrees, have implemented strategies that have created improved student outcomes. As is detailed in the Needs Analysis, Alliance Academy has shown impressive results, especially in math. Roots, though struggling to show consistently increased student achievement, has several key components in place, and will participate in support systems that the district is implementing in order to ensure these schools succeed.

All the OUSD schools on the list have demonstrated at least 50 points of API growth over the past five years. In the case of Alliance and Elmhurst, both schools have topped 100 points in API growth over the past five years. These figures are well above the state average and a dramatic improvement from the schools that existed on these same sites before these new, small schools were opened.

In addition to the strategic reforms in place and the increased district support, Roots has been designated to participate in OUSD’s application to the Department of Education for the Promise Neighborhood Grant. Roots shares a campus with Coliseum College Prep Academy (the district’s only 6th-12th grade school), and two elementary schools. This campus will serve as the anchor of the Promise Neighborhood, and will over the next few years receive broad-based support from city-wide partners, non-profit agencies, and others. In preparation for this application, OUSD has undertaken a significant

community engagement and planning process and is committed to including the community's voice in all major decisions.

Both in concert with and as a result of the SIG process, OUSD has launched a multi-tiered program that will help us discover, understand, and implement the necessary reform measures

Other schools examples—the way the district has supported these. OUSD has been evaluating these to determine and apply strategies. PLCs, other strategies.

Supporting SIG Implementation

As specified in the SIG RFA, OUSD has collaborated with our school communities to develop implementation plans in alignment with the *Transformation* model, that include the components outlined in the budget.

District Capacity to Support SIG Reforms

Resources that will support implementation include: Research and Assessment tools and personnel, Instructional tools and personnel, the Results-Based Budgeting system, the Network structure, Family & Community supports, and targeted coaching supports.

Each of these schools has participated, and will continue too participate in summer institutes regarding instructional strategies and professional learning communities, network meetings, as well as the dissemination of best practices.

Serving Schools Outside of SIG:

Roots will be part of promise zone, but we need to build upon the current foundation in order to best craft this reform approach. Unfortunately, the SIG timeline is incongruent with Promise neighborhood timeline, and we don't want to start one initiative and then change course within the next two years. Thus we will wait until we implement the Promise neighborhood plan before addressing whole school redesign. We want the potential transformation model to be done in context of this work, not prior.

Alliance has demonstrated consistent improvement these past few years, and we want to ensure continuity of improvement, acknowledging that they will require some additional supports from the district. The principal is doing an outstanding job, and we want to support her as she continues on the current trajectory.

iv. Recruitment, Screening, and Selection of External Providers (if applicable)

If the LEA intends to use external entities (including EMOs and CMOs) to provide technical assistance in selecting, developing, and implementing one of the four intervention models it must describe its process for ensuring their quality. Describe the process that will be undertaken to recruit, screen, and select external providers including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement. Indicate whether the external provider has previously provided support to the LEA and/or school, or whether this is a new external provider to the LEA. Applicants planning to continue with the same external provider should include evidence of the provider's effectiveness to date.

OUSD will engage external partners to assist with several key aspects of the transformation process. Utilizing partners will allow us to take advantage of expertise beyond OUSD, build OUSD's capacity in the areas addressed by the partners, and remain flexible as conditions change at each school.

OUSD's criteria for selecting partners include the following elements: (1) experience working in OUSD or a similar district; (2) demonstrated expertise in the areas where they will provide services; and (3) a record of successfully supporting school improvement. The partner selection process will begin with an initial informational meeting where potential partners will be apprised of the content and scope of services required. Each interested partner organization will then present a brief outline of how they might best meet OUSD's needs. OUSD staff will then evaluate each partner organization, drawing on information from the presentations, references, and experience in OUSD. Finally, each partner's approach will be assessed for how well it complements the approach of others involved in supporting the schools' transformation.

Examples of partner organizations that we will invite to participate in this process include: the Bay Area Coalition of Equitable Schools, the Oakland Schools Foundation, WestEd, Partners in School Innovation, Action Learning Systems, Assessment for Learning, Paragon, Kagan, Performance Fact, and the OUSD Office of School Improvement Services. Each of these organizations has worked extensively with OUSD and demonstrated success in supporting school improvement.

Four partner organizations have already been selected, based upon their current work in OUSD and the unique nature of the services that they provide. These are Citizen Schools, New Leaders for New Schools, Oakland Schools Foundation, and UC Berkeley's Leadership Connection for Justice in Education.

Citizen Schools will provide support for the extended day program at each school, as discussed earlier in this application. Citizen Schools has experience working in OUSD's transformation schools, and has demonstrated the success of its programs at schools across the country.

New Leaders for New Schools (NLNS) will provide a Resident Assistant Principal for each transformation school. These Residents receive leadership training from NLNS while providing leadership support to the school. Once these Residents have been

trained, they often choose to remain at the school for several years in an assistant principal position or they accept leadership positions in other district schools. Thus this effort will both support the schools where the Residents are initially placed and build leadership capacity across the district. NLNS has been and OUSD partner for seven years, Twenty-two current OUSD principals and six assistant principals have been prepared through NLNS.

The Oakland Schools Foundation (OSF) will provide both schools with support in strengthening and formalizing their Family Engagement Programs, through the FamELI Collaborative (Family Engagement and Leadership Initiative). OSF has supported 10 Oakland public schools over the past four years in developing and strengthening their family engagement and leadership programs, in order to support student success.

UC Berkeley's Leadership Connection for Justice in Education (LCJE) will assist OUSD in developing the leadership team retreats. LCJE has been a partner with OUSD for over a decade, preparing school leaders and providing coaching for principals and assistant principals. Twenty-one current OUSD principals and 14 assistant principals have been prepared through LCJE's Principal Leadership Institute (PLI).

Schools led by NLNS and PLI principals consistently register student performance that is above average for the district, and these principals experience less turnover than those prepared through other programs.

A representative from each partner organization will serve on the Transformation Coordination Committee for the school, meeting regularly to analyze data, provide guidance for the overall process, and align efforts across organizations. In addition, OUSD will set benchmarks for the work of each partner organization and meet with the partners quarterly to assess progress toward those benchmarks.

v. Align Other Resources with the Selected Intervention Models

The LEA must identify all federal, state, or private resources that are currently available to the school(s) that will be used to support implementation of the selected intervention model(s), including other district resources and services provided by the district and/or collaborative partners. The LEA must describe the LEA's process for ensuring that these resources will be coordinated with SIG funding to ensure maximum effectiveness in the use of all resources.

Several initiatives are being implemented across OUSD that will have a significant effect on the transformation schools. These initiatives fall into three broad categories: leadership development, professional learning communities, and support for curriculum and instruction. The district has committed funds to both of these areas and is in the process of seeking additional financial support from a range of government and private agencies.

OSUD believes that school leadership is essential for student success, and has built a

system to provide periodic, differentiated support to each principal. Every principal in OUSD belongs to a network of approximately 25 schools, led by a Network Executive Officer (NExO). These networks of principals meet twice per month to engage in inquiry around their practice and share promising strategies with one another. Several schools have also engaged coaches from OUSD's Office of School Improvement Services or from external partners. These coaches provide leadership development and school design services, based upon the unique needs of each school. All principals are assessed in their leadership development against the OUSD Leadership Characteristics, which were developed over the past year in order to clarify the type of leader that is successful in the OUSD context.

The transformation schools currently receive only minimal support for leadership development; the School Improvement Grant will provide resources to substantially increase this support. In addition to the School Improvement Grant, OUSD is seeking additional funds to support leadership development across the district.

OUSD teachers are responsible for creating challenging, supportive learning environments for students, yet no teacher is expected to fulfill this responsibility in isolation. Collectively – as professional learning communities – schools can develop and support an exceptional learning environment for all students.

A professional learning community is characterized by a set of core beliefs and practices: a commitment to the learning of each student and structures that support teachers' focus on student learning. When a school functions as a PLC, adults within the school embrace high levels of learning for each students as both the reason the school exists and the fundamental responsibility of those who work within it.

A few individuals from each of the transformation schools have attended workshops on professional learning communities, but their has not been a systematic approach to this process at either school; the School Improvement Grant will provide resources to build a robust professional learning community at each site. In addition to the School Improvement Grant, OUSD is seeking additional funds to support the development of professional learning communities across the district.

OUSD has been steadily building its capacity to provide high-quality curriculum to each school and support teachers' expert use of this curriculum. The district has worked with WestEd's Teach for Success team to develop a common understanding of effective instruction, and has engaged several partners in the development of effective curriculum. One example of this is Swun Math, which has now been adopted in all elementary and middle schools. Teachers have received ongoing training in the implementation of this program, as well as support for the administration and analysis of assessments aligned to the program. A number of schools have engaged subject area coaches from OUSD's Instructional Services Department or from external partners. These coaches work with individual teachers and small teams to build their capacity as expert teachers.

Teachers from the transformation schools currently participate intermittently in the

curriculum implementation activities; the School Improvement Grant will provide resources to substantially increase their involvement. In addition to the School Improvement Grant, OUSD is seeking additional funds to support curriculum development and implementation across the district.

OUSD has a long history of supporting site-based budgeting: providing training, guidance, and support to principals, and enabling them to make budget decisions in the best interest of their students. In the transformation schools, principals will retain this prerogative, but with increased oversight from the NExO, the Transformation Coordination Committee, and the district's financial office. Each principal will be intimately involved in the development of the budgets for his or her school and, in conjunction with the NExO, will determine the optimal allocation of resources from each funding source.

As noted above, each school will empanel a Transformation Coordination Committee, which will meet regularly to analyze data, provide guidance for the overall process, and align efforts across OUSD and external organizations.

vi. Align Proposed SIG Activities with Current DAIT Process

OUSD is not currently receiving DAIT services.

vii. Modify LEA Practices or Policies

Depending on the intervention model selected, the LEA may need to revise some of its current policies and practices to enable its schools to implement the interventions fully and effectively. These may include, but are not limited to, collective bargaining agreements, the distribution of resources among schools, parental involvement policies and practices, school attendance areas and enrollment policies, and agreements with charter organizations and other external service providers.

If the LEA anticipates the need to modify any of its current practices or policies in order to fully implement the selected intervention model(s), it must identify and describe which policies and practices need to be revised, the process for revision, and a description of the proposed revision, including timelines.

Successful applicants will be required to revise their LEA Plan and SPSA for each funded school upon approval of the application by the SBE. The revised LEA Plan must also be submitted for SBE approval. See the SIG Timeline on Page 1 of this RFA for specific due dates for the revised LEA Plan and SPSA.

Much of the success that Oakland Unified School District has shown over the past five years can be attributed to several key reform measures that were implemented, including Results Based Budgeting (RBB), the Small Autonomous Schools Policy, robust leadership development, and innovative professional development practices. And

yet, challenges remain in school communities like Elmhurst Community Prep and United for Success Academy, where generational poverty, increasing violence, and historically under-supported and under-performing schools are barriers to student success. These schools need many levels of support, as well as the flexibility that allows for real reforms to take root.

ECP and UFSA will serve as sites for implementing, reviewing, and refining research-based practices that OUSD will eventually incorporate across other district schools. As noted above, these practices include robust leadership development, growth as a Professional Learning Community (PLC), and the development and implementation of standards-aligned high-quality curricula. In order to fully support these practices in the schools receiving SIG funds, OUSD will designate them “pilot schools” and accord them flexibility in several areas, notably teacher and leadership evaluation, providing varying forms of teacher incentives in order to recruit and retain staff, and school scheduling. As pilot schools, OUSD will also provide increased central office technical assistance in RBB and other operational needs, tailored incubation coaching, increased curricular flexibility, and greater autonomy in professional development.

Already a national exemplar in Results Based Budgeting, OUSD will continue to support schools in using this model of site-based budgeting to afford the greatest results. Supports will be provided in financial management coaching and strategic program planning.

Also key to strategic program planning is the use of student-specific data and the infrastructures that can support this work. As pilot schools, OUSD’s Research and Assessment Department, along with other central office departments, will provide these two schools with technical assistance in developing their programs and monitoring student progress towards goals. As a practice, these schools will receive priority for district services, including differentiating supports and increased oversight in order to ensure accountability.

OUSD has a long history of designing and implementing innovative approaches to schooling, most recently as part of the “Expect Success!” district redesign initiative. Components of this initiative include the transformation of almost half of our schools into small schools; significant school autonomies, including control over a student-based budget; a district office oriented to serving the needs of schools; and systems of data collection, analysis, and action that support schools and clarify expectations and accountability. OUSD has been recognized as a national leader in a number of these areas, and we regularly host visiting teams from districts across the country.

In order to make adjustments to components of this plan, such as teachers’ and principals’ schedules, as well as the manner in which teachers and principals are evaluated, we have engaged with their respective unions to ensure that we obtain the appropriate waivers and other agreements. We have already obtained waivers from the union supporting teachers participation in extended learning time; we anticipate reaching agreements regarding teacher evaluation prior to the implementation of these

systems in 2011.

Regarding extended day and year schedules, teachers and administrators will receive additional compensation, as per the current bargaining agreements. The official evaluation instrument is defined in current bargaining agreements, but OUSD has flexibility in designing ancillary tools and processes, such as observation rubrics, that can be used in conjunction with the official instrument. We will continue to work closely with the unions to solicit their input into the evaluation process and to ensure that we adhere to the collective bargaining agreements and any associated waivers. We will also solicit teacher, staff, and principal participation throughout the process of development of the new evaluation tools.

Each school will modify its SPSA over this summer, to reflect the changes associated with the transformation model, and engage with its community to seek comments on the model and approval, in accordance with the regulations pertaining to SPSAs.

As we embark on this road toward transformation for these two schools, we are simultaneously conducting a strategic planning process under the leadership of the district's new superintendent. This process will not only support the reforms in these schools, but it will support the "piloting" of new ideas and systems, and encourage distribution on a broad-level across and between Oakland schools. Already more decentralized than other districts, the superintendent's plan includes a division of the district into three separate networks. And, in order to specifically provide support to SIG schools, they will be partnered with other "pilot schools" who may be developing differing innovative practices, such as a school that is excelling in formative assessments or another school that has implemented a widely different school schedule. These "pilot schools" will be afforded the opportunities to share information and exchange practices, both informally and formally through network gatherings and a process that by mid-year requires schools to choose partners with whom to chart their paths.

Additionally, these schools will be supported with support and tools, like rubrics developed to measure PLC growth and Instructional Leadership Team growth.

viii. Sustain the Reforms after the Funding Period Ends

SIG funding provided through this application must be expended by September 30, 2012, unless the LEA intends to implement a waiver to extend the funding through September 30, 2013. Each LEA must state whether it intends to implement a waiver to extend the funding period and identify all the resources that will be used to sustain the selected intervention(s) after the SIG funding period expires for each participating school.

The school improvement grants are essential for supporting the transformation of these two schools. And since these schools will serve as pilots for practices that will be

extended across the district, the impact of the transformation process will be felt well beyond these two schools.

Most elements of the transformation plan will require significant initial investment, and we anticipate that in order to ensure the long-term success of these schools, a continued infusion of funds, beyond that currently provided by the state, will be required. However, the amount of funds necessary will diminish considerably once certain core practices have been established.

The practices implemented as part of the transformation model, and their associated funding, can be organized into three categories: (1) practices dependent on initial capacity building – requiring only short-term funding; (2) practices ultimately adopted district-wide – requiring modest long-term funding; and (3) practices necessary for sustained success – requiring significant long-term funding.

Capacity-Building Practices

Many of the elements of the transformation plans are designed to build the capacity of individuals and systems at the site, so that the practices become embedded in the fabric of the school. These include developing the leaders to embody the OUSD Leadership Characteristics, incorporating high-quality curricula, designing systems for assessing and responding to individual student needs, and enabling families to provide critical academic support and encouragement for their children.

These capacity-building elements will require significant initial resources in the form of coaches, inquiry groups, and differentiated training. OUSD will regularly evaluate the progress of each teacher and principal, and adjust the allocation of resources such that each individual receives timely and targeted support. In addition, OUSD will set parameters and timelines for the development of new systems, and provide support where needed to ensure that these are completed expeditiously.

Practices Adopted District-Wide

The transformation plans include a number of practices that OUSD is interested in adopting district-wide, dependent upon their effectiveness in the transformation schools. These practices include a revised teacher evaluation system, formative assessments in the core subject areas, and inquiry tools and processes. The practices that are incorporated across the district will either supplant current practices (and thus be cost-neutral) or become part of the districts strategic plan (and thus be supported with district funds).

The transformation schools, subsequent to the piloting phase, will become demonstration sites for effective practices, hosting teams from within OUSD and the region as they disseminate, receive feedback on, and continue to refine their key practices. In addition, teachers, administrators, and coaches that work in the transformation schools will be called upon to strategically “seed” some of these practices in other OUSD schools.

Sustained School-Specific Practices

Some of the practices included in the transformation plans will require a sustained commitment to remain viable in these schools. These practices include an extended year for all staff, increased teacher collaboration time, and Citizen Schools' facilitation of the extended day programs. Inasmuch as these practices are unique to this set of schools, and not part of a district-wide plan, they will require long-term funding.

OUSD has a record of successfully raising funds from both the local community and national organizations. Over the past five years, it has raised in excess of 50 million dollars to support efforts similar to those outlined in the transformation plans. In addition, the partner organizations involved in this project have demonstrated an ability to raise significant funds for OUSD projects. Irrespective of the success of OUSD's fundraising prowess, the district is committed to sustaining the core elements of each school's transformation plan, reallocating resources from less-needy schools if necessary.

Full transformation of each of these schools will take several years, and thus OUSD intends to implement a waiver to extend the funding through September 30, 2013.

ix. LEAs' Annual School Goals for Student Achievement

*The LEA must establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that it will use to monitor the performance of **each** participating Tier I and Tier II school that receives SIG funds and the LEA commits to serve. To this end, the LEA must provide specific annual student achievement goals for each Tier I and Tier II school that it commits to serve.*

Examples of appropriate annual goals may include making at least one year's progress in reading/language arts and mathematics or reducing the percentage of students who are non-proficient on the state's reading/language arts and mathematics assessments by 10 percent or more from the prior year.

Both Elmhurst and United for Success will be measured on state-wide assessments, and they will be expected to achieve district-wide student goals and school designated goals based on their particular student needs.

OUSD has designated the following five-year goals for all students across the district:

CRITICAL PRACTICE AREAS	OUSD FIVE-YEAR GOALS
Instructional	1. All students read and write by the end of third grade.
	2. All students succeed in Algebra by the end of ninth grade.
Leadership	3. All employees are high performers.
Organizational	4. All students graduate prepared to succeed in college and the work place.
	5. All students and adults respect one another and work together across cultures.
	6. All schools are healthy, clean, and safe.

OUSD TASS Tiering Goals

OUSD uses the Tiered Accountability and Support System (TASS) to show growth in schools across the following measures, to which both ECP and UFSA will be accountable:

1. API Growth

- Each school will gain 20 points or more annually, OR Gain a net of 50 points or more on the API growth score over the next three years, OR meet the statewide goal of 800

2. CST Growth

- Each school will earn 3+ points each year on the OUSD Growth Model
 The OUSD Growth Model: In each area, schools will show in Mathematics and English/Language Arts:
 - 1 point when the percent of students who score P/A + the percent of students who grew at least one performance band is greater than 50%; and
 - 1 point when the percent of students who grew at least one performance band is greater than the percent of students who declined one performance band;
 for a maximum total of 4 points.

3. API Achievement Gap

- At each school the gap between the school-wide API and the API of the school's lowest-performing sub-group decreases by 10+% OR is less than 25 points.

4. Each School will exit Program Improvement status

Elmhurst Community Prep Targets

1. Goal: All students read and write at a minimum of grade-level proficiency.
School Target: *Decrease of 10% Below Basic/Far Below Basic scores from 2009.*
2. Goal: All students perform mathematically at a minimum of grade-level proficiency.
School Target: *Decrease of 10% Below Basic/Far Below Basic scores from 2009.*
3. Goal: All English Learners at each site will receive support in becoming proficient.
At least 50% of English Learners at each site advance one or more levels on the CELDT test.
4. Goal: All employees are high performers
 - a. School Target: *Staff will have an average 95% attendance rate.*
 - b. School Target: *90% of staff will be "Practicing" or "Mastery" on the Learning Target Rubric.*
5. Goal: All students graduate prepared to succeed in college and the work place.
 - a. School Target: *100% of ECP students will participate in our High School Options Process.*
 - b. School Target: *100% of ECP students will identify high school and college readiness skills.*
6. Goal: All students and adults respect one another and work together across cultures.
 - a. School Target: *90% of students agree or strongly agree on "adult connection" UYV survey item.*
 - b. School Target: *90% of students agree or strongly agree on "academic rigor" UYV survey item.*

United for Success Academy Targets

1. Goal: All students read and write at a minimum of grade-level proficiency.
School Target: Decrease of 10% Below Basic/Far Below Basic scores from 2009.
2. Goal: All students perform mathematically at a minimum of grade-level proficiency.
School Target: Decrease of 10% Below Basic/Far Below Basic scores from 2009.
3. Goal: All English Learners at each site will receive support in becoming proficient.
At least 50% of English Learners at each site advance one or more levels on the CELDT test.
4. Goal: All employees are high performers
 - a. School Target: 80% of teachers at "practicing" or "mastery" on Assessment for Learning rubric.

- b. School Target: 90% of staff will score proficient or higher on their end of year evaluations.
5. Goal: All students graduate prepared to succeed in college and the work place.
 - c. School Target: 90% of students can write a five paragraph essay and receive a 3 or higher on a rubric.
 - d. School Target: 90% of students will submit options forms after meeting counselor and touring high schools.
 6. Goal: All students and adults respect one another and work together across cultures.
 - e. School Target: 80% of students respond on survey that there is an adult on campus they can trust.
 - f. School Target: 80% of students agree or strongly agree on “culturally responsive” survey item.
 7. Goal: All schools are clean, healthy and safe.
 - g. School Target: 96% attendance rate.
 - h. School Target: Reduce suspension rate by 15%

Each school will set additional grade and subject-specific goals, measure progress toward those goals, and provide necessary supports to attain those goals.

These goals will be monitored by the principals at both sites, in coordination with their NExOs and school-level data teams. With support from the OUSD Research and Assessment Department we will assess the progress of these goals, using district benchmark assessments (given six times per school year), Use Your Voice surveys, and other site-based measurements and address those changes that may be needed and identify mid-course corrections when necessary. The Instructional Leadership Teams at Elmhurst and United for Success will prepare monthly reports of progress towards goals to share with the district team members.

x. Serving Tier III Schools

We are not serving any Tier iii schools at this time.

xi. Consultation with Relevant Stakeholders

Parent and community engagement are critical for long-term school success and therefore are an essential component in the selection of the reform model chosen for each school funded through the SIG grant.

The LEA must consult with relevant stakeholders such as students, parents, educators, and the community regarding the LEA’s application, and solicit their input for the development and implementation of school improvement models in participating Tier I and Tier II schools. The LEA must describe the specific activities the LEA has

undertaken to ensure that it consulted with parents and fulfilled this requirement such as soliciting input at School Site Council meetings, school or district English Language Advisory Committee, local bargaining unit(s), parent and community forums, and/or governing board meetings.

LEAs must hold at least two public meetings to consult with staff, parents, and the community regarding the LEAs application and its selection of one of the four intervention models for its Tier I and II schools (per Education Code Section 53202(b)). At least one of the meetings should be held at the school site or at a local community event specifically convened for the purpose of gathering input to guide the selection of the intervention models for identified schools. The LEA must provide documentation that such meetings were held (e.g., meeting agenda or meeting minutes), provide a summary of input obtained through these meetings, indicate which input was incorporated into the LEA's SIG application, and provide a rationale for not accepting any input that the LEA rejected.

Since the list of designations of "Persistently Lowest Achieving School", was released, the communities in affected schools have gathered to both learn more about the conditions that caused their schools to be selected and the process by which they would participate in transforming their schools. OUSD has solicited input and participation from a wide variety of stakeholders in the selection of intervention models and the design of the specific implementation plans. These discussions have taken place both at the District level, through hearings and through conversations with teachers' groups, as well as in each individual school community.

The process for Explore Middle School was somewhat separate from that of the other four schools. A series of community meetings at Explore took place over the past year to solicit parent and community input. Parents expressed frustration that their children might be required to change schools, but also recognized that Explore had not achieved the progress that was hoped for when it was re-constituted a few years earlier, and that enrollment was consequently declining. The Board of Education voted to close the school at its meeting on December 16, 2009.

The community process for the other four schools was quite different. One of OUSD's leading nonprofit partners, Oakland Communities Organizations (OCO) took the lead in convening families, students, teachers, and local partners. At each of the four schools, the SIG process was explained, along with information about how the schools had been selected, data on the progress at each school was presented, and the requirements of each of the four intervention models was detailed. (In some cases, parents went so far as to go to Sacramento to question the designation of their schools, but in the end they understood that the designations could not be appealed.) At each school, OCO led the collection of the group's ideas about the pros and the cons of each of the four intervention models for that school, as well as the possibility of choosing not to participate in the SIG process. The input of school staff was also sought at all schools. (Samples of these pros and cons reports are attached.) In the end, each school community settled on a recommended course of action.

The staff and community groups at Alliance Academy and Roots International Academy recommended not to participate in the SIG process, primarily because the groups at each school felt that the improvement plans already underway at were likely to produce good results in the next year and that the four required intervention models would each be very disruptive of that progress. They also made recommendations about what kinds of additional support would be valuable to help their schools continue to progress. Roots Academy, in particular, is part of a group that is expecting to submit an application for “Promise Neighborhood” funding to the U.S. Department of Education, with the support of OUSD and the City of Oakland.

OUSD staff have weighed the recommendations from Alliance and Roots in light of the needs assessment data described above, the alternatives available to the schools, and OUSD’s own plans for continuing support to these two schools. OUSD staff have recommended that the community preferences be endorsed, and have proposed that these two schools not apply for SIG funding.

The staff and community groups at Elmhurst Community Prep and United for Success Academy reached different conclusions because of the different situations at their schools. Stakeholders at each school ended up collectively recommending pursuing SIG funding for the implementation of the Transformation model. OUSD staff weighed these recommendations and concurred.

In May, OUSD’s Board of Education invited the community to participate in two meetings, in order to provide an additional forum for community participation in process. One meeting took place on May 19 at UFSA, and the other took place on May 26 at _____ . Both meetings were properly noticed under the requirements of the Brown Act and OUSD’s own policies, and information about the two meetings was distributed at the five schools. (Copies of the official notices and agendas for these meetings are attached). Comments were solicited on the overall SIG process, the intervention models appropriate to each school, and whether SIG applications should be submitted for each school.

Only limited comments were received at each meeting, and these comments largely conformed with the recommendations that emerged from the community input process at the five schools.

Over the next four months, school communities will continue to invite stakeholders to participate in this process of school transformation and improved outcomes for students. Elmhurst and UFSA will review their detailed plans for the Transformation interventions with their respective SSC’s as well as with the ELAC at each site. These groups will also be provided with ongoing updates on progress and outcomes over the course of the three-year intervention.

In addition to seeking input from teachers and staff at each of the four schools (Explore Middle School will be closed, so they will not be soliciting further input), OUSD staff

engaged in an intensive discussion with the leadership of the Oakland Education Association. These discussions covered the likely changes in the District contract that would be required for each of the interventions, and in particular for the Transformation Model. In the end, the OEA has agreed to a letter of support for the actions required by the Transformation model that may require changes in the contract between OEA and OUSD. OEA has also committed to continuing discussions with OUSD about the specifics that may be required at each school once the CDE-approved versions of the SIG are available. School site bargaining teams have also met and drafted waiver letters that details the needed contract waivers that teachers are agreeing to, in order to meet the SIG requirements.

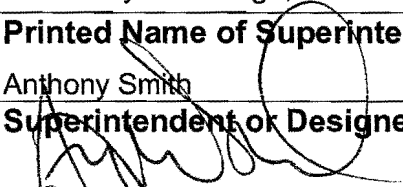
SIG Form 1—Application Cover Sheet

**School Improvement Grant (SIG)
 Application for Funding**

**APPLICATION RECEIPT DEADLINE
 June 1, 2010, 4 p.m.**

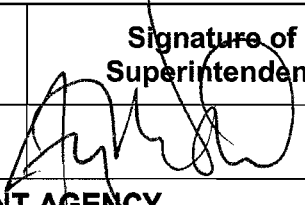
Submit to:
 California Department of Education
 District and School Improvement Division
 Regional Coordination and Support Office
 1430 N Street, Suite 6208
 Sacramento, CA 95814

NOTE: Please print or type all information.

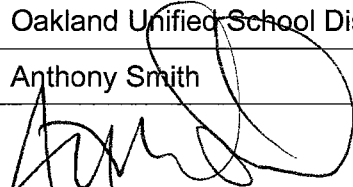
County Name: Alameda County		County/District Code: 01-61259	
Local Educational Agency (LEA) Name Oakland Unified School District		LEA NCES Number:	
LEA Address 1025 2 nd Avenue			
City Oakland		Zip Code 94606	
Name of Primary Grant Coordinator David Montes de Oca		Grant Coordinator Title Coordinator, Office of Charter Schools	
Telephone Number 510-879-8349	Fax Number 510-879-1844	E-mail Address David.Montes@ousd.k12.ca.us	
<p>CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.</p> <p>I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.</p>			
Printed Name of Superintendent or Designee Anthony Smith		Telephone Number 510-879-8200	
Superintendent or Designee Signature 		Date May 20, 2010	

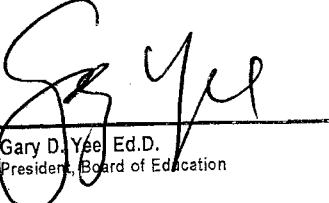
SIG Form 2–Collaborative Signatures (page 2 of 2)

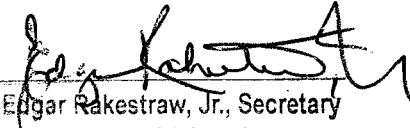
School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
01-61259	Oakland Unified School District	Anthony Smith	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Oakland Unified School District
Authorized Executive:	Anthony Smith
Signature of Authorized Executive	


 Gary D. Yee, Ed.D.
 President, Board of Education


 Edgar Rakestraw, Jr., Secretary
 Board of Education

SIG Form 7: Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

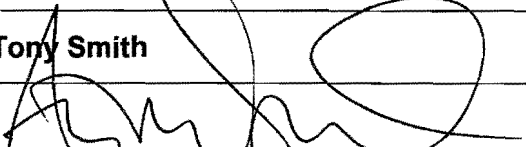
1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement,

and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education.
<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Oakland Unified School District
Authorized Executive:	Tony Smith
Signature of Authorized Executive:	

General Assurances

Consolidated Application Part I and II general legal assurances for fiscal year 2009-10.

General Assurances

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the Education Code, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (PL 105-17; 34 CFR 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 USC §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The local educational agency (LEA) will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (CCR T5, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, and interested parties. (CCR T5, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82. (34 CFR Part 82)
13. The LEA has complied with the certification requirements under 34 CFR Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 85)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4)).
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
18. The LEA will participate in the Standardized Testing and Reporting program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116 (a)(1)(A-D); EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated

- Programs that are not of low effectiveness, under criteria established by the local governing board. (CCR T5, §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; CCR T5, §3934)
 23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002, 52034(l), 52035(e)(l), 54101; CCR T5, §§3944, 3946)
 24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; CCR T5, §3944(a)(b))
 25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
 26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at 34 Code of Federal Regulations (CFR) Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

[Back to Legal Assurances](#)

Questions: Anne Daniels | adaniels@cde.ca.gov | 916-319-0295

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Wednesday, December 23, 2009

Elmhurst

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

1800 98th Avenue

Oakland, CA 94603

Check if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

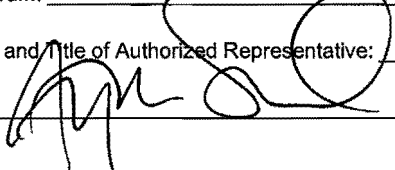
- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Oakland Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Anthony Smith, Superintendent

Signature:  Date: 5/21/10

CDE-100DF (May-2007) California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Wednesday, May 05, 2010

United For Success

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

2101 35th Avenue

Oakland, CA 94601

Check if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

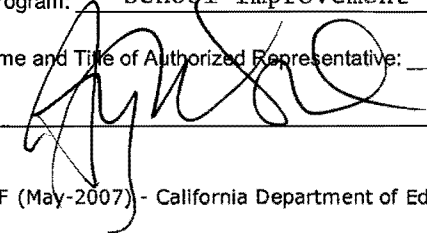
- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Oakland Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Anthony Smith, Superintendent

Signature:  Date: May 21, 2010

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Wednesday, May 05, 2010

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 Code of Federal Regulations Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

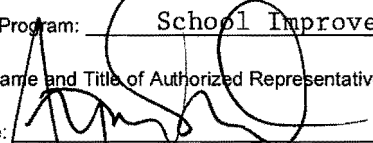
Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Oakland Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Anthony Smith, Superintendent

Signature:  Date: May 21, 2010

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

California Department of Education
 1430 N Street
 Sacramento, CA 95814

Last Reviewed: Tuesday, February 24, 2009

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

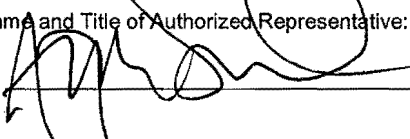
- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Oakland Unified School District

Name of Program: (School Improvement Grant

Printed Name and Title of Authorized Representative: Anthony Smith, Superintendent

Signature:  Date: May 21, 2010

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

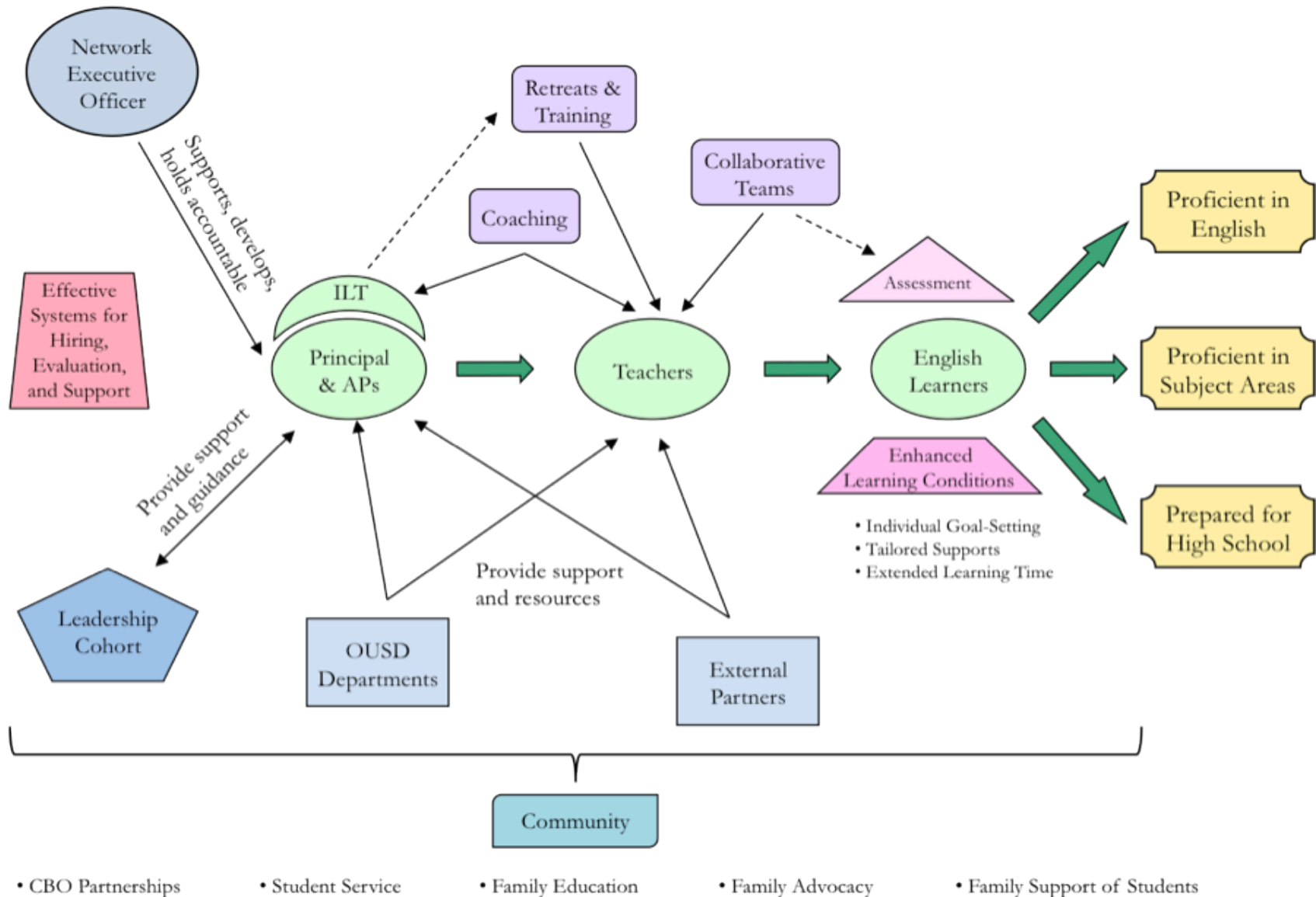
Questions: Funding Master Plan | fmfp@cde.ca.gov | 916-323-1544

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Tuesday, February 24, 2009

Appendix

Overall Theory of Action



**SIG Budget
Per Year**

5/20/10

Item	Year 1	Year 2	Year 3
Elmhurst			
Assistant Principal	90,000	90,000	90,000
Math Instructional Support Coach - On Site	80,000	80,000	80,000
ELD Instructional Support Coach - On Site	80,000	80,000	80,000
ELA Instructional Support Coach	20,000	20,000	20,000
Reading Specialist - On Site	80,000	80,000	80,000
Operations Coach	25,000	25,000	25,000
School Leadership Coach	50,000	50,000	50,000
Instructional Support Consultant	90,000	90,000	90,000
Reform Consultant	45,000	30,000	15,000
Extended Day/Core Day Coordinator	10,000	10,000	10,000
Teacher Participation in Aspiring Leaders Program	60,000	60,000	60,000
Leadership Team Summer Retreat	3,500	3,500	3,500
Leadership Team Summer Planning Stipends	15,053	15,053	15,053
Staff Summer Planning Retreat	47,500	47,500	47,500
Summer Curriculum Writing	4,819	4,819	4,819
Summer Workshop/Conference on ELD strategies	0	33,000	33,000
Teacher Collaboration Time	30,015	30,015	30,015
Principal Cohort Meetings	23,400	23,400	23,400
FamELI			
Family Academic Support Director	35,000	35,000	35,000
Family Support Coordinators	45,000	45,000	45,000
Program Coaching, trainings	5,000	5,000	5,000
Family Resource Center	10,000	3,500	3,500
Family academic support programs	8,000	8,000	8,000
Extended-Day Program: Citizen Schools	216,000	360,000	504,000
Formative Assessment Software	25,000	15,000	10,000
Diagnostic Software in ELD, ELA, and Math	15,000	10,000	5,000
Computer Hardware	70,000	3,500	3,500
Laptops to support individualized instruction	25,000	0	0
Student Transportation from Extended Day	90,000	90,000	90,000

United for Success				
	Assistant Principal	90,000	90,000	90,000
	Math Instructional Support Coach - On Site	80,000	80,000	80,000
	ELD Instructional Support Coach - On Site	80,000	80,000	80,000
	Reading Specialist - On Site	80,000	80,000	80,000
	Operations Coach	25,000	25,000	25,000
	School Leadership Coach	50,000	50,000	50,000
	Instructional Support Consultant	90,000	90,000	90,000
	Reform Consultant	45,000	30,000	15,000
	Extended Day/Core Day Coordinator	10,000	10,000	10,000
	Teacher Participation in Aspiring Leaders Program	60,000	60,000	60,000
	Leadership Team Summer Retreat	3,500	3,500	3,500
	Leadership Team Summer Planning Stipends	15,053	15,053	15,053
	Staff Summer Planning Retreat	47,500	47,500	47,500
	Summer Curriculum Writing	4,819	4,819	4,819
	Summer Workshop/Conference on ELD strategies	0	31,500	31,500
	Teacher Conflict Mediation Training and Support	8,000	11,000	14,000
	Teacher Collaboration Time	30,015	30,015	30,015
	Principal Cohort Meetings	23,400	23,400	23,400
	FamELI			
	Family Academic Support Director	35,000	35,000	35,000
	Family Support Coordinators	45,000	45,000	45,000
	Program Coaching, trainings	5,000	5,000	5,000
	Family Resource Center	10,000	3,500	3,500
	Family academic support programs	8,000	8,000	8,000
	Extended-Day Program: Citizen Schools	220,000	350,000	480,000
	Student Retreats		71,300	71,300
	Classroom Sets of Leveled Books	18,000	18,000	18,000
	Intervention Software in ELA and Math	80,000	5,000	5,000
	Diagnostic Software in ELD, ELA, and Math	15,000	10,000	5,000
	Computer Hardware	25,000	1,250	1,250
	Laptops to support individualized instruction	25,000	0	0
	Student Transportation from Extended Day	90,000	90,000	90,000
Central Office				
	Intensive Support Program Coordinator	20,000	20,000	20,000
	Teacher Eval. Development Coordinator	25,000	15,000	15,000
	Teacher Eval. Development Team Stipends	36,580	36,580	36,580
	Formative Assessment Developer/Coach	40,000	40,000	40,000
	School Evaluation	12,000	12,000	12,000
	Program Evaluation	20,000	20,000	20,000
	Totals:	2,770,154	2,894,704	3,126,704

ATTACHMENT: NOTICES & ANNOUNCEMENTS



March 24, 2010

Statement from the Oakland Unified School District on the “Persistently Lowest Achieving Schools List” *For Immediate Release*

On Monday, March 8, the California Department of Education, in compliance with state law, released a list of what it considers the “Persistently Lowest Achieving Schools” in the state. The schools on this list are supposed to represent the bottom five percent of California schools and five OUSD middle schools are among them. One of those schools is scheduled for closure at the end of this year. We were disappointed to learn that four additional schools, schools which have posted substantial gains in recent years, were also named to the list and we disagree with the state’s assessment.

Many in the community are distressed by the news as well and maintain that the state’s judgment does not adequately reflect either the quality or the direction of their school. The outpouring of concern over this issue is testament to a basic but important truth – that parents and caregivers want the very best for their children.

When an event occurs that makes families wonder whether their children are receiving the best, it’s extremely troubling. When the hard work of a staff is publicly or unfairly maligned, that is disheartening as well. So, we realize this is a stressful process for all involved. At the same time, we must demonstrate the resolve to work through these difficulties and put Oakland students in the best position to succeed.

Over the past five years, we have made significant progress in that direction. Alliance Academy, Elmhurst Community Prep, Roots International and United for Success are *not* “persistently low-achieving schools”. They haven’t been around long enough to be persistently anything, but they have shown significant promise in their few, short years of existence. Unlike most other schools named to the so-called “Persistently Lowest-Achieving Schools” list, these four schools are new schools which were completely reorganized in 2006.

Since that time, the schools have demonstrated impressive growth, especially when compared to the schools they replaced. API is the primary tool the state uses to measure student achievement. All the OUSD schools on the list have demonstrated at least 50 points of API growth over the past five years. In the case of Alliance and Elmhurst, both schools have topped 100 points in API growth during that period. These figures are well above the state average and a dramatic improvement from the schools which existed at the same sites before these new, small schools were opened.

It’s clear that the students at Alliance, at Elmhurst, at Roots and at United for Success are making progress both academically and socially. It’s also clear that we have much work to do. No one realizes this more than the staff as they are committed to producing better results for students. In the government’s attempt to do the same, it has issued guidelines and requirements targeted at certain schools. We may not agree with

the schools the government has selected, but we also need to focus on what we can control and look forward if we are to achieve the best results for students.

Our current reality is that we must work to support the four OUSD schools on this list, along with the students of the school we are closing. We need to work as a community to determine the best way forward and specifically, we must consider:

- The merits of the reform methods the state and federal government have prescribed
- Whether we will apply for School Improvement Grant (SIG) money to fund reforms
- What reforms we might list in an application and possibly pursue at each site

At each of the schools in question, the principal, with support from central office, will facilitate a community engagement process where families and staff evaluate the various reform options and submit a report to OUSD Superintendent Tony Smith. The summary will assess the needs of the school community and weigh each of the reform strategies, stating the pros and cons of the four possible models:

- **Turnaround Model:** Replace Principal and at least 50% of the staff and adopt new governance and revised instructional program
- **Restart Model:** Close the school and restart under a charter school operator
- **Close/Consolidate Model:** Closing the school and enrolling students in other, higher performing school
- **Transformation Model:**
 - Develop teacher and leader effectiveness
 - Instructional programs using student data
 - Extend learning time and create community-oriented schools
 - Provide intensive support and operating flexibility
 - Replace principal (if in position for two years or more)

The report listing the benefits and disadvantages of each model is due at the Superintendent's Office by 5:00 PM on Wednesday, April 14. Superintendent Smith will take the next two weeks to review the reports with staff while continuing the engagement process with each school. For both staff and families who cannot attend this meeting, there will be other opportunities to participate in the dialogue.

Recommendations will be presented to the Oakland Board of Education at the end of April and the Board will hold three public hearings on the proposed reform measures – one at the Calvin Simmons campus (United for Success), another at the Elmhurst campus (Alliance and Elmhurst) and one at the Havenscourt campus (Roots). The Board will make the final decision about whether OUSD is applying for School Improvement Grants and what reform model will be included in the application for each school. The application must be submitted by the June 10 deadline.

The Board will only arrive at its decision after significant and meaningful engagement with the community. This is a process that will be heavily informed by parents and we are counting on parental input to guide us in doing what's best for their children. We know this is a difficult experience; however, it is not simply a time of crisis, but also one of opportunity. This is a chance to come together as a community with an intense focus on what's best for children. That goal should be driving every step of this process.

The potential exists for factionalism, but it won't derail the process if we are serious about engaging and respecting all views and keeping the needs of students foremost in our minds. With good faith and collective effort we can emerge as a district which is closer to providing high-quality education for every student and equitable outcomes for all.

Federal School Improvement Grant (SIG)

What we know:

- Federal government, under the School Improvement Grant sanctions, required each state to identify its “persistently underperforming schools”.
- 5 OUSD schools were identified as “persistently underperforming schools” (Tier 1) based on the CA State Board of Education approved list, as of **Thursday, March 11, 2010**.
- Of the 5 OUSD schools, one has been slated for closure as of the end of the 09-10 school year.
 - Explore Academy (*Burbank campus*)
- The 4 remaining OUSD schools are all middle schools incubated and opened “new” in 2006.
 - Alliance Academy (*Elmhurst campus*)
 - Elmhurst Community Prep (*Elmhurst campus*)
 - Roots International (*Havenscourt campus*)
 - United For Success Academy (*Calvin Simmons campus*)
- The SIG grant sets forth four sanctioned methods for addressing these “persistently underperforming schools”
 - 1) School Closure
 - 2) Turnaround (reconstitution of leadership and staff)
 - 3) Restart (convert or close and open as a charter school)
 - 4) Transformation (implement specifically *required* and *permissible* school reform strategies)
- The SIG states that LEA’s seeking SIG funds for the 2010-11 school year between \$50,000 - \$2,000,000 (*each school, annually*) must apply by **June 10, 2010**.
- Grant requires that LEA must engage the affected communities. CA requires this to include at least three Public Hearings in response to any proposal being put forth by the LEA for each school. At least one of the three Public Hearings must be held at the affected school site.

What we don’t know:

- **Essential question:** if an LEA does not apply for SIG funds by **June 10, 2010**, would the LEA nonetheless be required to implement one of the sanctioned methods set forth in the Grant in the future, even in the face of limited to no additional funding available?
- No clear direction to this question has been given at this time by the Federal or State government, although the Executive Director of the SBE stated clearly that districts should assume as much.
- It is widely held throughout the state that there are many details lacking clarity and the CDE is attempting to clarify terms of this Grant, including considering further legislation to clarify unanswered questions.
- In terms of the four sanctioned methods set forth in the Grant; in order to satisfy the Grant requirements, as well as to be eligible for the highest level grant award possible, it is not yet clear how black and white the LEA’s approach to each school must be, or how “creative.”

Current Strategy

1. OUSD is coordinating an effort to clarify as much information as possible regarding this federal mandate.

This includes:

- i. A central office team that is in communication and/or meeting daily with one another to develop updates based on ongoing analysis of the SIG requirements, and ongoing research with CDE and other state and federal agencies.
- ii. Attempts to centralize information to ensure clarity and consistency for the general public and affected school sites.

2. OUSD is coordinating an effort to empower each affected school site leaders with information to assist its stakeholder groups in understanding the possible implications of this federal mandate.

This includes:

- i. Providing regular updates to school leaders on the districts emerging understanding of the SIG requirements
- ii. Coordinating and in some cases facilitating site-based meetings with staff and parent communities
- iii. Supporting an effort that allows each school community to consider each of the four sanctioned methods set forth in the Grant and its implications for each affected school.

3. Superintendent is clarifying the following in an announcement on March 24, 2010:

- i. The district is committed to ensuring the engagement of all stakeholders in this process – even in the face of an extremely truncated timeline.
- ii. The district is charging each school leader with delivering, as of **April 14, 2010** each school community’s “needs assessment”, as well as evaluation of the pros and cons of each of the four sanctioned methods based on the school’s assessed need.
- iii. The district is enlisting support to ensure schools can advantage the limited time available to meaningfully contribute to this process.
- iv. The Superintendent intends to put forth a proposal for each school to the OUSD Board of Education, pursuant to the requirements of the Federal School Improvement Grant, in consideration of pursuing funds for the 2010-11 school year.
- v. Following review of reports submitted by school sites, the Superintendent intends to submit proposals for BOE consideration.
- vi. The BOE will have the opportunity to hold both regular and if necessary, special board meetings to comply with the requirement of three Public Hearings, prior to rendering a decision as to the whether or not the district will pursue SIG funding for 2010-11 and which sanctioned method will be applied for in the case of each school.

Ongoing Challenges

- The absence of clarity regarding specific expectations by the state and federal governments means that the district must advance its efforts in a state of uncertainty.
- Given the current efforts to develop a district-wide strategic planning process – the timing of the SIG requirements introduces unique challenges to ensuring a process that is sufficiently thoughtful and aligned to the emerging direction of the district.
- Given the strong views likely to be held by many within each school community’s stakeholder groups with respect to each of the four sanctioned methods set forth in the Grant, it will be critical to ensure broad-based contributions are made to the final proposals put forth by the Superintendent to the OUSD BOE.

Tony Smith, Ph.D.
Superintendent

Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606
www.ousd.k12.ca.us



Communications Office
Contact: Troy Flint

Phone (510) 879-8242
Cell (510) 473-5832
Fax (510) 879-8800
troy.flint@ousd.k12.ca.us

April 2, 2010

Statement from the Oakland Unified School District on the "Persistently Lowest Achieving Schools List" *For Immediate Release*

I am writing to provide an important update on the School Improvement Grant (SIG) process. I know the period since four of our schools were named to the State's "Persistently Lowest Achieving Schools" list – a designation we feel was both inaccurate and harmful – has been a difficult and confusing one. Like you, we have been trying to clarify a number of issues so that, together, we can decide the best way to move forward.

Many of the rules governing this process are unclear and since the list was issued, we have been addressing these concerns with the California Department of Education (CDE). Yesterday, the District participated in a state-wide teleconference with the CDE officials who are managing the SIG applications including the Deputy State Superintendent, Curriculum, Learning and Accountability. This enlightening conversation has broadened our view of the process and we want to share this new information with you.

The first and most critical point is that the School Improvement Grant process was characterized as a "grant opportunity". CDE officials indicated that at this time they are not developing legislation to mandate or monitor districts or schools that choose not to pursue this grant opportunity. Many throughout the state have been operating from the belief that schools districts and schools may receive sanctions or consequences for choosing not to pursue these funds, however, the recent conference call with CDE clarifies this issue.

Of course, there are valid reasons for school communities to consider proposing that the District pursue a SIG application on the school's behalf and we are not discouraging this. We are however asking school communities to include in their deliberations the pros and cons of whether or not to pursue this grant at this time.

We will continue to conduct community engagement to explore the issue from all sides and we request your continued participation in these meetings. We are looking to the community at each site for guidance because it is the families at each school who have the most at stake. We want this process to honor children and families and to result in a better understanding of your needs and what we must do in order to improve the prospects for our kids. For this reason, I continue to trust site leadership to facilitate the school community's reflections on the four reform models proposed in the grant as well as whether or not the grant itself should be pursued.

In order for this to happen, we must approach the process armed with open minds and as much knowledge as possible. We will continue to share information as it becomes available and hope you will freely provide your insight so we can make the best possible decisions for student and families.

Every student. Every classroom. Every day.

Subvención de Mejoramiento Escolar (SIG)

Lo Que Sabemos:

- El Gobierno federal bajo las sanciones de Subvención de Mejoramiento Escolar, requiere que cada estado identifique sus “escuelas con bajo rendimiento persistente.”
- 5 escuelas de OUSD fueron identificadas como “escuelas con bajo rendimiento persistente” (Nivel 1) basado en la lista aprobada por la Mesa de Educación del Estado de California, **efectivo el jueves, 11 de marzo, 2010.**
- De las 5 escuelas de OUSD, una ha sido programada para cerrarse al final del año escolar 09-10
 - Explore Academy (Edificio Burbank)
- De las cuatro escuelas restantes de OUSD todas son secundarias incubadas y abiertas como “nuevas” en 2006.
 - Alliance Academy (Edificio Elmhurst)
 - Elmhurst Community Prep (Edificio Elmhurst)
 - Roots International (Edificio Havenscourt)
 - United For Success Academy (Edificio Calvin Simmons)
- La subvención SIG fija cuatro métodos de sanciones para tratar a estas “escuelas con bajo rendimiento persistente:
 - 1) School Closure -Cierre de la escuela
 - 2) Turnaround (reconstitución del liderazgo y personal)
 - 3) Restart - Volver a comenzar(convertir o cerrar y abrir como escuela charter)
 - 4) Transformation -Transformación (implementar específicamente estrategias de reforma escolares *requeridas y permitidas*)
- La SIG indica que la LEA que pide los fondos SIG para el año escolar 2010-11 entre \$50,000 - \$2,000,000 *cada escuela, anualmente*) debe solicitarlos para el **10 de junio, 2010.**
- La subvención requiere que la LEA debe involucrar a las comunidades afectadas. CA requiere que esto incluya por lo menos tres audiencias públicas en respuesta a cualquier propuesta presentada por la LEA para cada escuela. Por lo menos una de las tres audiencias públicas debe llevarse a cabo en una de las escuelas afectadas.

Lo que no sabemos:

- **Pregunta esencial;** Si una LEA no solicita fondos SIG para el **10 de junio, 2010**, ¿Se requeriría que de todos formas la LEA implementara en el futuro, uno de los métodos fijados en la Subvención, aún cuando se enfrente a fondos adicionales disponibles limitados o no existentes?
- Hasta el momento no ha dado el gobierno federal o estatal instrucciones claras sobre esta pregunta, aunque el Director Ejecutivo del SBE claramente ha indicado que los distritos deben asumir esto.
- Se cree en todo el estado que hay muchos detalles a los que les falta claridad y el CDE está intentando clarificar los términos de ésta subvención, incluyendo el considerar más legislación para clarificar las preguntas que no tienen respuesta.
- En término de los cuatro métodos de sanciones fijados en la Subvención, para satisfacer sus requerimientos, al igual que para ser elegible a la mayor subvención posible, todavía no está claro que tan específico debe ser el enfoque de la LEA a cada escuela o que tan “creativo.”

Estrategia Actual

1. OUSD está coordinando un esfuerzo para clarificar tanta información como sea posible en relación con éste mandato federal

Esto incluye:

- i. Un equipo en la oficina central que está en comunicación y/o reuniéndose diariamente uno con otro para desarrollar información actualizada basándose en un análisis continuo de los requerimientos SIG, y una investigación continua con el CDE y otras agencias estatales y federales.
- ii. Intentos de centralizar información para asegurar claridad y consistencia para el público en general y las escuelas afectadas.

2. OUSD está coordinando un esfuerzo para empoderar a los líderes de cada escuela con información para ayudar a los grupos interesados a entender las implicaciones posibles de este mandato federal.

Esto incluye:

- i. Proveer regularmente información actualizada a los líderes de las escuelas sobre el entendimiento emergente del Distrito de los requerimientos SIG
- ii. Coordinar, y en algunos casos facilitar las juntas de las escuelas con las comunidades del personal y padres de familia.
- iii. Apoyar un esfuerzo que le permita a cada comunidad escolar considerar cada uno de los cuatro métodos sancionados fijados en la subvención y sus implicaciones para cada una de las escuelas afectadas.

3. El Superintendente está clarificando lo siguiente en un anuncio el 24 de marzo, 2010.

- i. El Distrito ha hecho el compromiso de asegurar la participación de todas las partes interesadas en éste proceso – aun frente a un plazo límite extremadamente truncado.
- ii. El Distrito está haciendo responsable al liderazgo de cada escuela de entregar, para el **14 de abril, 2010**, “la evaluación de las necesidades” de cada comunidad escolar, al igual que la evaluación de los pros y cons de cada una de los cuatro métodos de sanciones basándose en la evaluación de las necesidades de la escuela.
- iii. El Distrito está reclutando apoyo para asegurar que las escuelas puedan tomar ventaja del tiempo limitado disponible para contribuir de modo significativo a este proceso.
- iv. El Superintendente intenta presentar una propuesta para cada escuela a la Mesa Directiva de Educación de OUSD, de acuerdo con los requerimientos Federales de la Subvención de Mejoramiento de Escuela en consideración a la búsqueda de fondos para el año escolar 2010-2011.
- v. Siguiendo la revisión de los reportes sometidos por las escuelas, el Superintendente intenta someter propuestas para consideración de la Mesa Directiva de Educación (BOE),
- vi. La BOE tendrá la oportunidad de llevar a cabo juntas tanto regulares, y de ser necesario, especiales para cumplir con los requerimientos de tres Audiencias Públicas, antes de rendir una decisión sobre si el Distrito va o no a buscar fondos SIG para el año escolar 2010-11 y cual método sancionado será aplicado en el caso de cada escuela.

Retos Continuos

- La ausencia de claridad en relación con expectativas específicas por los gobiernos Federal y Estatal significa que el Distrito debe avanzar en sus esfuerzos en un estado de incertidumbre.
- Dado los esfuerzos actuales para desarrollar un proceso estratégico de todo el Distrito – El tiempo límite para cumplir con los requerimientos SIG introduce retos únicos para asegurar un proceso que sea suficientemente bien pensado y alineado con la dirección emergente del Distrito
- Dado los fuertes puntos de vista que tienen muchos dentro de las partes interesadas de cada comunidad escolar con respecto a los cuatro métodos aprobados fijados en la subvención, será de la mayor importancia asegurar amplias contribuciones para la propuesta final presentada por el Superintendente a la Mesa Directiva de Educación.

Estimados Padres, Tutores y Personal,

Les estoy escribiendo para darles información actualizada importante sobre el proceso de la Subvención de Mejoramiento Escolar (SIG). Yo sé que el período desde que nuestra escuela fue nombrada en la lista estatal de “Escuelas con Rendimiento Persistente Más Bajo” – una designación que nosotros sentimos que es tanto incorrecta como perjudicial – ha sido difícil y confuso. Como ustedes hemos estado tratando de clarificar un número de cosas para que juntos, podamos decidir la mejor forma de proceder.

Muchas de las reglas que gobiernan este proceso no están claras y desde que la lista fue expedida, hemos estado tratando estas preocupaciones con el Departamento de Educación de California (CDE). Ayer, el Distrito participó en una videoconferencia estatal con los oficiales del CDE que están encargados de las solicitudes SIG incluyendo al Superintendente Estatal Adjunto, Currículo, Aprendizaje y Responsabilidad. Esta conversación ha aclarado ampliamente nuestra visión del proceso y deseamos compartir esta información nueva con ustedes.

El primer y más importante punto crítico es que la Subvención de Mejoramiento Escolar fue caracterizada como una “oportunidad de subvención”. Los oficiales del CDE indicaron que en éste momento no están desarrollando legislación para obligar o monitorear distritos o escuelas que elijan no buscar estos fondos, sin embargo la siguiente conferencia telefónica con el CDE clarifica éste asunto.

Por supuesto, hay razones válidas para que las comunidades escolares consideren proponer que el Distrito busque una solicitud SIG a nombre de la escuela, y no estamos desalentando esto. Sin embargo, les estamos pidiendo a las comunidades escolares que incluyan en sus deliberaciones los pros y contras sobre el solicitar o no esta subvención en éste momento.

Continuaremos buscando la participación comunitaria para explorar este asunto desde cualquier punto de vista y nos gustaría que continúen participando en éstas juntas. Estamos buscando el apoyo de la comunidad de cada escuela porque son las familias de cada escuela las que tienen más intereses en juego. Deseamos que éste proceso honre a los niños y familias y resulte en un mejor entendimiento a sus necesidades y lo que debemos hacer para mejorar los prospectos para el futuro de nuestros niños. Por ésta razón, continúo confiando en el liderazgo de la escuela para facilitar las reflexiones de la comunidad escolar sobre los cuatro modelos de reforma propuestos en la subvención, al igual que si deberíamos o no solicitar la subvención.

Para que esto suceda, debemos. Abordar el proceso con mentes abiertas y con tanto conocimiento como sea posible. Continuaremos compartiendo información conforme esté disponible, y esperamos que ustedes nos den libremente sus opiniones para que podamos hacer las mejores decisiones posibles para los estudiantes y familias.

Atentamente,



Tony Smith

Superintendente

Tony Smith, Ph.D.
Superintendent

Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606
www.ousd.k12.ca.us



Communications Office
Contact: Troy Flint

Phone (510) 879-8242
Cell (510) 473-5832
Fax (510) 879-8800
troy.flint@ousd.k12.ca.us

24 de marzo, 2010

Declaración del Distrito Escolar Unificado de Oakland sobre la "Lista de Escuelas que Persistentemente Tienen el Más Bajo Rendimiento Académico *Para Publicación Inmediata*

El lunes, 8 de marzo, el Departamento de Educación de California, en cumplimiento con la ley estatal, publicó una lista de lo que considera las "Escuelas que Persistentemente Tienen el Más Bajo Rendimiento Académico" en el estado. Las escuelas en esta lista se supone represente el cinco por ciento más bajo de las escuelas de California, y cinco de las escuelas secundarias de OUSD se encuentran entre ellas. Una de esas escuelas está programada para cerrar al final de éste año. Nos decepcionó el saber que cuatro escuelas adicionales, escuelas que han mostrado mejorías sustanciales en años recientes, también se encontraban en la lista, y no estamos de acuerdo con la evaluación del estado.

Muchos en la comunidad están angustiados por las noticias también, e indican que la opinión del estado no refleja adecuadamente ni la calidad o la dirección de su escuela. La cantidad de preocupación sobre este asunto es un testamento a una verdad básica pero importante – que los padres y tutores desean lo mejor para sus niños.

Cuando ocurre un evento que hace que las familias se pregunten si u niño está recibiendo lo mejor, es extremadamente problemático cuando el arduo trabajo del personal es públicamente o injustamente calumniado, eso es igualmente desalentador. Por lo tanto, nos damos cuenta que este es un proceso estresante para todos los involucrados. Al mismo tiempo, debemos demostrar la determinación de trabajar a través de éstas dificultades y poner a los estudiantes de Oakland en la mejor posición para tener éxito.

En los últimos cinco años hemos hecho un progreso significativo en esa dirección. Alliance Academy, Elmhurst Community Prep, Roots International y United for Success *no son* escuelas con un bajo rendimiento persistente. No han existido suficiente tiempo para ser persistentemente nada, pero han mostrado una promesa importante en sus pocos, cortos años de existencia. A diferencia de la mayoría de la otras escuelas nombradas en la lista de las presuntas "Escuelas con Bajo Rendimiento Persistente," estas cuatro escuelas, son escuelas nuevas que fueron completamente reorganizadas en el 2006."

Desde entonces, las escuelas han demostrado un crecimiento impresionante, especialmente cuando se comparan con las escuelas que reemplazaron. API es la herramienta principal que el estado usa para medir el rendimiento estudiantil. Todas las escuelas de OUSD en la lista han demostrado una mejoría de por lo menos 50 puntos en el API en los últimos cinco años. En el caso de Alliance y Elmhurst ambas escuelas han sobrepasado los 100 puntos de mejoría en el API durante ese período. Estos números están mucho más arriba del promedio estatal y una mejora dramática de las escuelas que existieron en los mismos lugares antes que estas escuelas pequeñas nuevas fueran abiertas.

Es claro que los estudiantes en Alliance, Elmhurst, Roots y en United for Success están haciendo progreso tanto académico como social. También está claro que tenemos mucho trabajo por hacer. Nadie se da más cuenta de esto que el personal puesto que tienen el compromiso de producir mejores resultados para los estudiantes. En el intento del gobierno de hacer lo mismo, ha expedido normas y requerimientos enfocados a ciertas escuelas. Puede ser que no estemos de acuerdo con las escuelas que el gobierno ha seleccionado, pero también

Every student. Every classroom. Every day.

necesitamos enfocarnos en lo que podemos controlar y esperar, si es que vamos a lograr los mejores resultados para los estudiantes.

Nuestra realidad actual es que debemos trabajar para apoyar a las cuatro escuelas de OUSD en esta lista, junto con los estudiantes de la escuela que estamos cerrando. Necesitamos trabajar como una comunidad para determinar la mejor forma de proceder, y específicamente debemos considerar.

- Los méritos de los métodos de reforma que el gobierno estatal y federal han prescrito
- Si vamos a solicitar la Subvención de Mejoras Escolares (SIG) para pagar por las reformas.
- Que reformas podemos anotar en una solicitud y posiblemente llevar a cabo en cada escuela.

A cada una de las escuelas en cuestión, el director, con apoyo de la oficina central, facilitaría un proceso de involucramiento comunitario donde las familias y el personal evalúen las diferentes opciones de reforma y sometan un reporte al superintendente de OUSD, Tony Smith. El resumen va a evaluar las necesidades de la comunidad escolar y sopesar cada una de las estrategias de reforma, indicando los pros y cons de los cuatro modelos posibles.

- **Modelo de Volver a Empezar:** Reemplazar al director y por lo menos al 50% del personal y crear un nuevo liderazgo en la escuela
- **Modelo de Comenzar:** Cerrar la escuela y volver a comenzar bajo un operador de escuelas charter.
- **Modelo de Cerrar/Consolidar:** Cerrar la escuela e inscribir a los estudiantes en otra escuela con más alto rendimiento.
- **Modelo de Transformación:**
 - Desarrollar efectividad en maestros y líderes
 - Programas instruccionales usando información de los estudiantes.
 - Tiempo extendido de aprendizaje y crear escuelas orientadas a la comunidad
 - Proveer apoyo intenso y flexibilidad de operación
 - Reemplazar al director (si tiene dos o mas años en la posición)

El reporte anotando los beneficios y desventajas de cada modelo debe recibirse en la Oficina del Superintendente a más tardar a las 5:00 pm del miércoles 14 de abril. El Superintendente Smith se tomará las próximas dos semanas para revisar los reportes con el personal, mientras continúa el proceso de involucramiento con cada escuela. Tanto para el personal como las familias que no puedan asistir a ésta junta, habrá otras oportunidades de participar en el diálogo.

Las recomendaciones serán presentadas a la Mesa Directiva de Educación al final de abril y la Mesa Directiva llevará a cabo tres audiencias pública sobre las medidas de reforma propuestas – una en la escuela de Calvin Simmons (United for Success), otra en la escuela de Elmhurst (Alliance y Elmhurst) y una en la escuela de Havenscourt (Roots). La Mesa Directiva hará la decisión final sobre si OUSD está solicitando la subvención de Mejoramiento de escuelas y cual modelo de escuela será incluido en la solicitud para cada escuela. La solicitud debe presentarse para la fecha límite del 10 de junio.

La Mesa Directiva solamente llegará a su decisión después de una participación importante y significativa con la comunidad. Este es un proceso que depende en gran medida de los padres y estamos contando con la opinión de los padres para hacer lo que es mejor para sus niños. Sabemos que esta es una experiencia difícil, no es simplemente un tiempo de crisis, pero es también un tiempo de oportunidad. Esta es una oportunidad de juntarnos como comunidad con un enfoque intenso sobre lo que es mejor para los niños. Esa meta debe guiar cada paso de este proceso.

El potencial existe para que haya facciones, pero no va a descarrilar el proceso si estamos serios acerca de la participación y respeto a todos los puntos de vista y mantener las necesidades de los estudiantes como lo mas importante en nuestras mentes. Con buena fe y un esfuerzo colectivo podemos emerger como un Distrito que está más cerca de proveer una educación de alta calidad para cada estudiante y resultados equitativos para todos.

Every student. Every classroom. Every day.

Tony Smith, Ph.D.
Superintendent

Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606
www.ousd.k12.ca.us



Communications Office
Contact: Troy Flint

Phone (510) 879-8242
Cell (510) 473-5832
Fax (510) 879-8800
troy.flint@ousd.k12.ca.us

Oakland Unified School District Press Advisory

For Immediate Release

OUSD to Hold Public Hearings on School Improvement Grants

Board Of Education will take public comment and consider Superintendent's recommendations on how to proceed with federal grant process for reforming target schools

Oakland – May 13, 2010 – The Board of Education for the Oakland Unified School District will hold a pair of public hearings to determine how OUSD should approach the School Improvement Grant (SIG) process. On Wednesday, May 19, the Board will host a 6:00 PM special meeting at United for Success Middle School. At 6:00 PM on Wednesday, May 26, a second hearing will take place at Lincoln Elementary as part of the regularly scheduled Board Meeting.

Both meetings will feature public comment on the federally mandated process to improve outcomes for students at five OUSD schools. On March 8, the California Department of Education released a list of schools classified as “persistently lowest-achieving” that included Alliance Academy, Elmhurst Community Prep, Explore College Prep, Roots International Academy and United for Success Academy. Explore, was slated for closure prior to the start of the SIG process. The other middle schools are eligible to apply for School Improvement Grants if they commit to a set of reforms outlined by the federal government. In order to apply for the grant, schools and the Board must choose one of the following reform models:

Turnaround Model:

- Replace Principal and at least 50% of staff; adopt new governance and instructional program

Restart Model:

- Close the school and restart under a charter school operator

Close/Consolidate Model:

- Closing the school and enrolling students in other, higher performing schools

Transformation Model:

- New strategies to develop teacher and leader effectiveness
- Implement instructional programs using student data
- Extend learning time and create community-oriented schools
- Provide intensive support and operating flexibility
- Replace principal (if in position for two years or more)

The meetings will allow the public to comment on these recommendations and advocate for different approaches that might improve student achievement and school cultures at Alliance, Elmhurst, Roots and United for Success.

Event Details

School Improvement Grant Meetings

Date: Wednesday, May 19, 2010

Time: 6:00 PM

Venue: United for Success Middle School

Address: 2101 35th Ave., Oakland, CA 94601

Date: Wednesday, May 26, 2010

Time: 6:00 PM

Venue: Lincoln Elementary School

Address: 225 11th St., Oakland, CA 94607

every student. every classroom. every day.

Tony Smith, Ph.D.
Superintendente

Distrito Escolar Unificado de
Oakland
1025 Second Avenue
Oakland, CA 94606
www.ousd.k12.ca.us



Oficina de Comunicación
Troy Flint

Teléfono (510) 879-8242
Cell (510) 473-5832
Fax (510) 879-8800
troy.flint@ousd.k12.ca.us

Portavoz de Prensa del Distrito Escolar Unificado de Oakland *Para su Publicación Inmediata*

OUSD Llamado a Audiencias Públicas Fondos Mejoramiento de Escuelas

La Mesa Directiva de Educación escuchará comentarios públicos y considerará recomendaciones del Superintendente sobre proceso de fondos federales para reformar escuelas en cuestión

Oakland – 13 de mayo, 2010 – La Mesa Directiva de Educación para el Distrito Escolar Unificado de Oakland sostendrá dos audiencias públicas para determinar como OUSD deberá de proceder con el Fondo de Mejoramiento Escolar (SIG). El miércoles 19 de mayo, la Mesa de Educación sostendrá una junta especial a las 6:00 pm, una segunda audiencia se llevará a cabo en la Escuela Primaria Lincoln como parte regular del programa de la Mesa Directiva.

Las dos reuniones presentaran comentario públicos en el proceso obligatorio federal para mejorar resultados de los estudiantes en cinco escuelas de OUSD. El 8 de marzo, el Departamento de Educación de California publicó un listado de escuelas clasificadas como “constantemente en bajo rendimiento” estas incluyen Alliance Academy, Elmhurst Community Prep. Explore College Prep. Roots International Academy y United for Success Academy, estas escuelas secundarias son elegibles para solicitar Fondos de Mejoramiento Escolar si se comprometen a una seria de reformas establecidas por el gobierno federal. Explore, estuvo a punto de ser cerrada antes de empezar en el proceso SIG. Para poder solicitar este fondo, las escuelas y la Mesa de Educación deben de elegir de uno de los siguientes modelos de reforma:

Turnaround Model

Remplazar Director, casi menos 50% del personal, adoptar nuevo gobierno y programa de enseñanza

Restart Model

Cerrar la escuela y reabrir operando como escuela charter

Close/Consolidate Model

Cerrar la escuela, inscribir a los alumnos en otras escuelas con altos resultados

Transformation Model:

- Nuevas estrategias para preparar efectividad en maestros y líderes
- Implementar programas de enseñanza usando datos e información de estudiantes
- Incrementar el tiempo de enseñanza y crear un escuelas con orientación-comunitaria
- Proveer apoyo intensivo y flexibilidad de operación
- Reemplazar al director (si ya tiene dos o mas años)

La reuniones públicas permitirán a la comunidad hacer sus comentario en estas recomendaciones y defender las diferentes soluciones que puedan mejorar el aprovechamiento del estudiante y la cultura escolar en Alliance, Elmhurst, Roots y United for Success.

Detalles de Evento: *Juntas de Fondos de Mejoramiento Escolar*

Fecha: miércoles 19 de mayo, 2010

Fecha: Miércoles 26 de mayo, 2010

Hora: 6:00 PM

Time: 6:00 PM

Lugar: Escuela Secundaria United for Success

Lugar: Escuela Primaria Lincoln

Dirección: 2101 35th Ave., Oakland, CA 94601

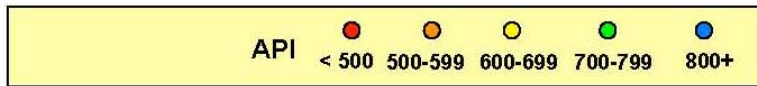
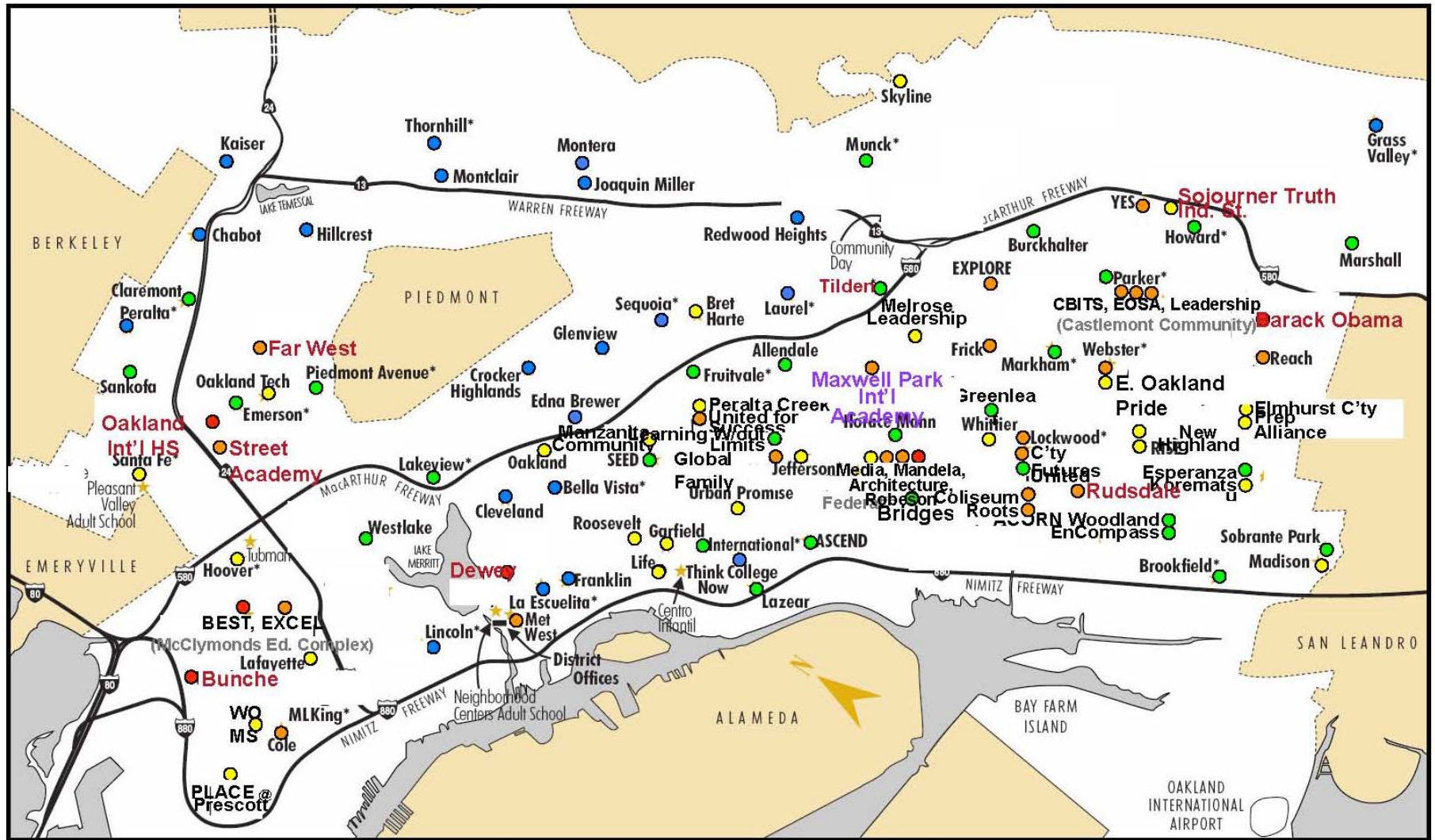
Dirección: 225 11th St., Oakland, CA 94607

every student. every classroom. every day.

Oakland Unified School District 2009-10 Overview



OUSD Schools: 2009 API



First-year schools in 2008-09
 Alternative, Continuation, Special Education, or Independent Studies School

Our Progress So Far....

- **92 point growth in API for OUSD, highest among all large urban districts in California!**
- **Increased the number of schools with an API of 700+ from 11 to 50**
- **Increased the four year graduation rate from 58% to 69%**
- **Opened 31 new small schools in low income neighborhoods**
- **Expanded summer school services from 2,000 to 8,000 students**
- **Expanded after school programs from 34 to 91 schools, and from 3,000 to 17,600 students**



every student. every classroom. every day.

VISION:

All students will graduate as caring, competent and critical thinkers, fully informed, engaged and contributing citizens, prepared to succeed in college and career.

— GOALS —

All students will meet or exceed rigorous standards in all academic disciplines. All students will:

Graduate prepared to succeed in college and the workplace.

Succeed in **Algebra** by the end of **ninth grade**.

Read and write by the end of **third grade**.

Students take **responsibility** for **themselves** and the **common good**.

Students will possess personal **motivation, skills and resiliency** necessary for success in life and the workplace.

TOP PRIORITY:

High-quality instruction that results in high levels of learning for every student in every classroom every day.

BOARD PRIORITIES

To Increase Student Achievement We Invest in Our People:

- Effective Principal at Every School
- Effective Teachers Retained at Every School
- Quality Teacher Support and Collaboration

BOARD PRIORITIES

To Increase Student Achievement We Create Conditions for Success:

- Personalized Learning Environments
- Results-Based Flexibility for Schools
- Safe and Supportive Schools
- Modern Facilities and Infrastructure
- Data-Driven Performance Improvement

ACHIEVEMENT • EQUITY • ACCOUNTABILITY

Core Values Underlying Our Work

Our Challenges

- **We continue to under-serve our African American, Latino, Pacific Islander and English Learner students, resulting in an opportunity and achievement gap that we must close.**
- **Our high schools need additional support to increase student achievement, reduce truancy, and increase graduation rates**
- **80% of local school district budgets come from the State**

Our Priorities Going Forward

Quality Teaching for Every Student, Every Day

- Proven, rigorous standards-based curriculum and assessments for all students
- UC/CSU “a-g” course curriculum in high school for all students
- Training and coaching that improves teacher instructional skill and content knowledge
- Schools ensure regular teacher collaboration to plan instruction for success of each student
- Principal training that provides effective support and feedback to improve instruction
- Cultural competency training for teachers to better meet the needs of diverse learners
- Improved working conditions and support that increases teacher retention

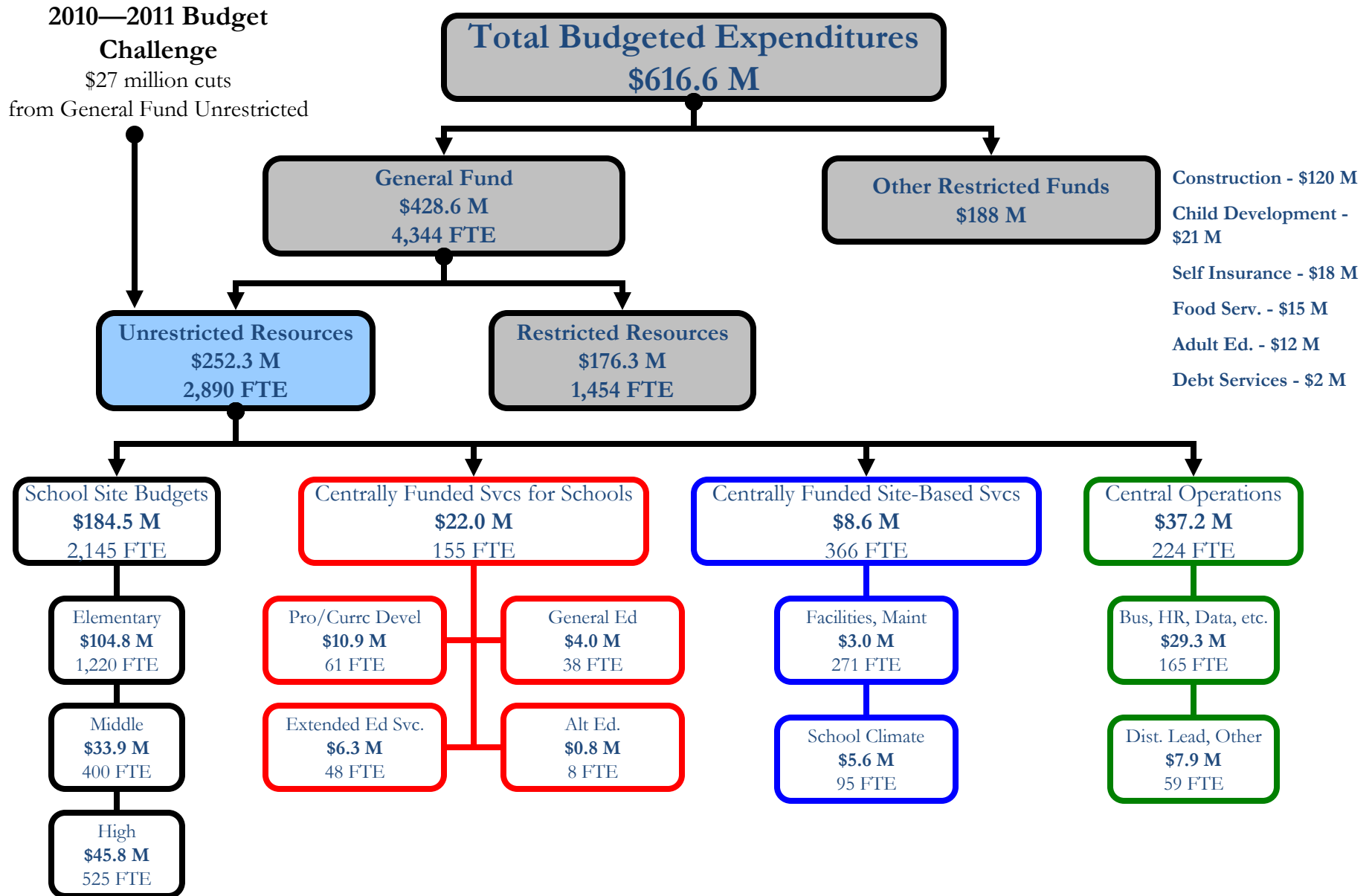
Safe & Supportive Schools

- Secure campuses and violence reduction
- Mandatory extended student learning after school, Saturdays and summer
- Restorative practices that enhance school culture and improve discipline systems to address equity
- Truancy reduction and engaged families
- Engaged civic and community partners to reduce violence in the community and at schools
- Integrated student and family services at school that address the needs of the whole child

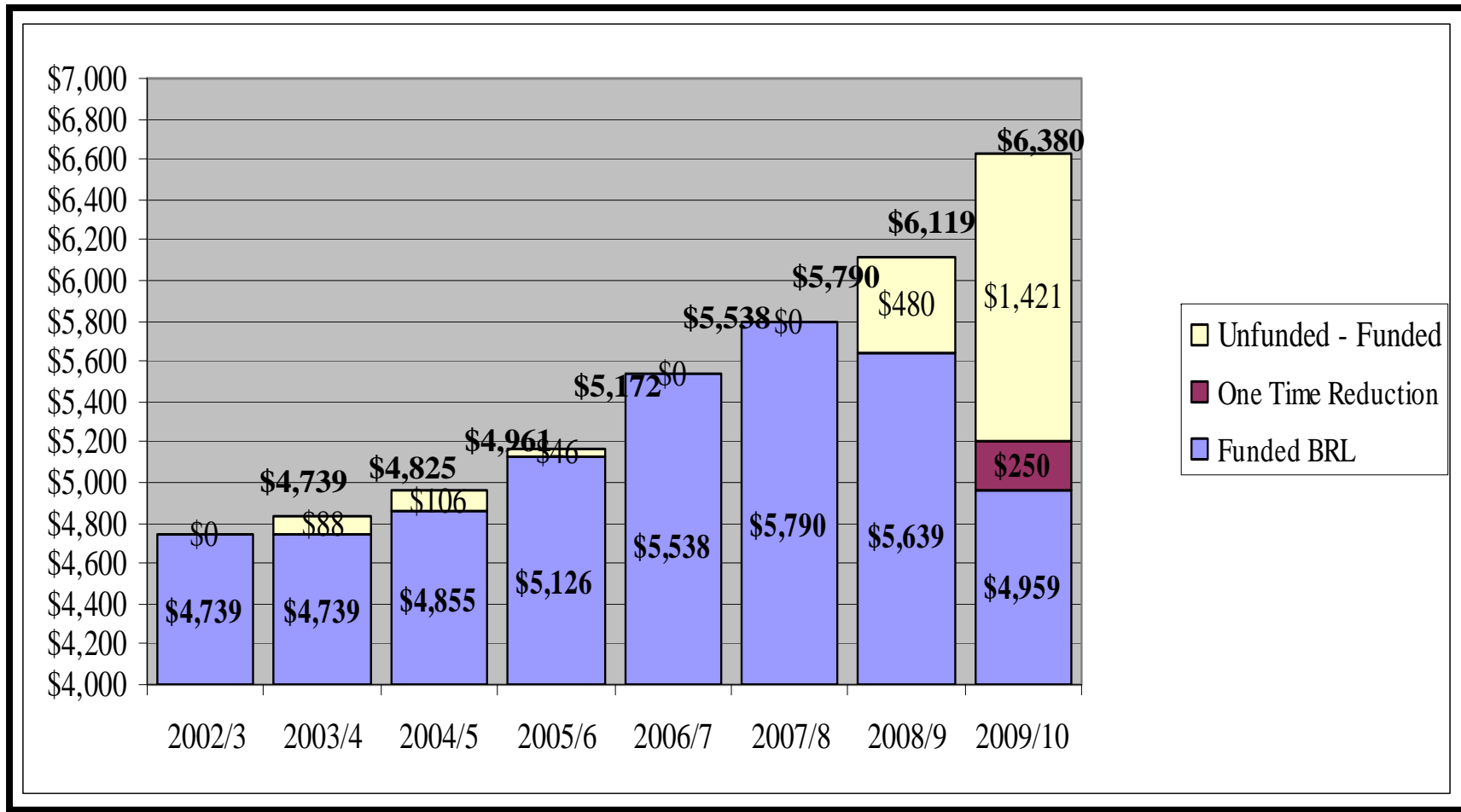
Literacy for College and Career Readiness

- Focus on reading, writing, speaking, critical thinking and mathematical reasoning for 21st century success
- Family access to early literacy in pre-school
- Individual plans, progress monitoring and early intervention to keep all students on track
- College prep writing for all students, with culminating Senior Project
- Career education options, technology literacy, work-based learning and community college course access for all students
- Recovery options that help, drop outs, non-completers and juvenile justice students graduate

OUSD 2009-2010 Budget Breakdown



Unaudited Actuals Base Revenue Limit (BRL) 2002-2010 Summary Graph



		API Scores																			
School	State Code	2009 Growth	2008 Base	2008 Growth	2007 Base	2007 Growth	2006 Base	2006 Growth	2005 Base	2005 Growth	2004 Base	2004 Growth	2003 Base	2003 Growth	2002 Base	2002 Growth	2001 Base	2001 Growth	2000 Base	2000 Growth	1999 Base
Elmhurst Comm Prep	0112789	647	655	641	594	594	B														
Elmhurst Middle	6057012					587	547	546	527	527	511	515	499	502	477	459	445	425	414	414	446
Alliance Acad.	0112771	629	640	630	610	610	B														
Elmhurst Middle	0112789					587	547	546	527	527	511	515	499	502	477	459	445	425	414	414	446
Roots Acad	0112805	575	578	570	563	563	B														
Havenscourt	6065866					495	544	535	516	516	501	494	502	507	446	428	406	394	370	370	379
United for Success	0112763	570	B	X	573	573	B														
Calvin Simmons	6057038					492	530	529	520	520	512	508	475	478	454	435	418	406	409	409	414
Explore	0107276	552	598	588	586	586	594	601	641	641	B										

		Change/Growth in API										5 Year Total Growth	
School	State Code	2008 to 2009	2007 to 2008	2006 to 2007	2005 to 2006	2004 to 2005	2003 to 2004	2002 to 2003	2001 to 2002	2000 to 2001	1999 to 2000	Individual	Combined
Elmhurst Comm Prep	0112789	-8	47									39	
Elmhurst Middle	6057012			40	19	16	16	25	14	11	-32	75	114
Alliance Acad.	0112771	-11	20									9	
Elmhurst Middle	0112789			40	19	16	16	25	14	11	-32	75	84
Roots Acad	0112805	-3	7									4	
Havenscourt	6065866			-49	19	15	-8	61	22	24	-9	-15	-11
United for Success	0112763											0	
Calvin Simmons	6057038			-38	9	8	33	24	17	-3	-5	-21	-21
Explore	0107276	-46	2	-8	-40							-92	-92

ELA	Puntaje Proficiente		Puntaje Proficiente		Puntaje Proficiente											
Escuela	2009		2008		2007		2006		2005		2004		2003		2002	
Elmhurst Community Prep	331	18.3	296	16.3	222	10.8										
Elmhurst Middle					193	14	666	13.4	750	11.1	817	7	901	7.7	935	6.4
Alliance Academy	286	23.4	283	19.8	207	15.5										
Roots International Academy	307	16.6	295	13.6	182	14.3										
Havenscourt Middle					136	10.3	482	12.7	546	9.5	585	6.3	611	8.5	587	4.7
United for Success Academy	352	16.2	341	16.1	170	16.5										
Calvin Simmons Middle					178	12.9	614	11.2	678	10.3	791	7.3	922	6.9	1028	5.0

Mathematics	Puntaje Proficiente		Puntaje Proficiente		Puntaje Proficiente											
School	2009		2008		2007		2006		2005		2004		2003		2002	
Elmhurst Community Prep	308	21.1	294	16.3	222	21.2										
Elmhurst Middle					204	2.5	690	11.9	746	12.1	813	3.3	879	6.7	923	5.8
Alliance Academy	285	16.1	283	20.1	206	18.0										
Roots International Academy	305	7.5	294	5.4	184	8.2										
Havenscourt Middle					135	3	478	8.6	542	6.6	579	3.2	601	4.6	611	2.6
United For Success Academy	350	18.9	341	8.2	169	7.1										
Calvin Simmons Middle					179	12.3	607	10.7	677	7.2	785	3.8	914	5.5	1040	3.2

ATTACHMENT: COMMUNITY ENGAGEMENT

SIG Community Engagement Feedback Form

School Improvements Grants (SIG) and the reforms they fund have the potential to dramatically impact the school experience in ways that affect students, families and staff. Because of this, we need to work as a community to consider:

- The merits of the reform methods the state and federal government have prescribed
- Whether we will apply for School Improvement Grant money to fund reforms at this time
- What reforms we might list and pursue at each site in an application for funds

OUSD is asking for your input in this process. As a student, parent, or staff member, your participation is critical. You are involved with the school on a daily basis and you have the most at stake – your children’s future. The perspective of those closest to the situation is the most valuable and we hope you will use this form to share your thought on each option.

We don’t agree with the schools the government has selected as targets for School Improvement Grants, but we need to move forward to ensure the best outcome for students. Superintendent Tony Smith and the Oakland Board of Education are looking to you for guidance as they consider these important questions. Please take part in this process and help us move closer to the day when we provide a high-quality education for every student and equitable outcomes for all.



**SCHOOL IMPROVEMENT GRANTS
COMMUNITY ENGAGEMENT FEEDBACK**



School: _____

Needs Assessment

	Strengths	Areas to Improve / Change	Obstacles to Change / Growth
Families / Community Input			
Staff Input			

Turnaround Model: (list not exhaustive)

- Replace the principal
- Replace at least 50% of staff
- Implement longer school day/calendar
- Recruit and retain effective teachers

- Quality professional development
- Using data to inform teaching
- Provide social-emotional supports for students

Pros

*How does this build on strengths?
How does this facilitate change?
How does this reduce obstacles?*

Cons

*How does this negate strengths?
How does this impede change?
How does this reinforce obstacles?*

**Families / Community
Input**

Staff Input

Questions and Comments:

Restart Model: (list not exhaustive)

- Convert or Close the school & Restart it as a charter public school
- Charter pathway may occur one grade level at a time, or whole school
- Charter through CMO (charter management organization), EMO (education management organization,), or charter operator

Pros

*How does this build on strengths?
How does this facilitate change?
How does this reduce obstacles?*

Cons

*How does this negate strengths?
How does this impede change?
How does this reinforce obstacles?*

**Families / Community
Input**

Staff Input

Questions and Comments:

--

Close/Consolidate Model:

- Close the school completely
- Enroll the students in other, higher-performing schools

Pros

*How does this build on strengths?
How does this facilitate change?
How does this reduce obstacles?*

Cons

*How does this negate strengths?
How does this impede change?
How does this reinforce obstacles?*

**Families / Community
Input**

Staff Input

Questions and Comments:

--

Transformation Model: (list not exhaustive)

- Replace the principal under certain circumstances
- Implement longer school day/calendar
- Implement an evaluation process that utilizes measure of student growth
- Implement a system where staff is rewarded for student achievement and removed if students are not achieving
- Recruit/retain effective teachers
- Quality professional development
- Use data to inform teaching
- Engage the community
- Provide teacher collaboration time
- Use vertically aligned curriculum
- Provide schools flexibility over staffing, calendar, schedule, budget

Pros

*How does this build on strengths?
 How does this facilitate change?
 How does this reduce obstacles?*

Cons

*How does this negate strengths?
 How does this impede change?
 How does this reinforce obstacles?*

Families / Community Input		
Staff Input		

Questions and Comments:

Applying for Funds at this Time: (list not exhaustive)

- Submitting an application: 2010-11 vs. 2011-12 vs. Not at all
- Considering the gains to date and likelihood of further improvements
- Considering unified vs. opposing goals of community
- Timeline for change / implementation
- Consideration of alternatives to SIG grant
- Add value of resources / change strategy

Pros

Cons

Families / Community Input

Staff Input

Questions and Comments:

--

SIG Community Engagement Feedback Form

School Improvements Grants (SIG) and the reforms they fund have the potential to dramatically impact the school experience in ways that affect students, families and staff. Because of this, we need to work as a community to consider:

- The merits of the reform methods the state and federal government have prescribed
- Whether we will apply for School Improvement Grant money to fund reforms at this time
- What reforms we might list and pursue at each site in an application for funds

OUSD is asking for your input in this process. As a student, parent, or staff member, your participation is critical. You are involved with the school on a daily basis and you have the most at stake – your children’s future. The perspective of those closest to the situation is the most valuable and we hope you will use this form to share your thought on each option.

We don’t agree with the schools the government has selected as targets for School Improvement Grants, but we need to move forward to ensure the best outcome for students. Superintendent Tony Smith and the Oakland Board of Education are looking to you for guidance as they consider these important questions. Please take part in this process and help us move closer to the day when we provide a high-quality education for every student and equitable outcomes for all.



**SCHOOL IMPROVEMENT GRANTS
COMMUNITY ENGAGEMENT FEEDBACK**



School: United for Success Academy

Needs Assessment

	Strengths	Areas to Improve / Change	Obstacles to Change / Growth
Families / Community Input	Good education Some good teachers The school engages parents Uniform policy Discipline Different from Calvin	More security Smaller class sizes More parent involvement Quality of instruction Enrichment classes More individualized attention Intervention classes More homework More parent workshops Improve communication Consistency	Change in people (people come and go) Our own community It's hard to change people

Staff Input

<p>Individuals put forth a lot of effort throughout the school.</p> <p>planners, dress code, functional front office, procedures as written on the books, PD on student work</p> <p>School had a strong SPSA, but it fizzled</p> <p>Our students are bright, eager and capable of achieving anything and everything. They are creative and love leadership opportunities. Our families are dedicated, supportive, inquisitive, caring and vastly underutilized. Within the staff as a whole we have a group of dedicated professionals, willing to tackle challenges, make decisions and try new strategies.</p>	<p>Not being reactive, being proactive with institutional memory in mind, only coming together at the beginning but not throughout the year, lots of lip service about doing all the same thing but things weren't actually done the same -- more consistency. Genuinely investing the staff in whatever is next. Grading system is an example of how inconsistency does not serve families. Need a different take on strategic. Need electives, need positives.</p> <p>Sometimes school effort is poorly deployed and people are working against one another. We're a good environment for a specific type of person -- it would be difficult to replicate our school if certain teachers left.</p> <p>Policy implementation is not consistent, not communicating with parents as much as we should, advisory is a mess (need smaller), strategic class needs better structure and can't ask teachers to create curriculum, lacking equity PD work, not enough fire drills, who gets which keys to the building</p> <p>Not every member of staff is effective at sharing/holding/implementing the school's vision for excellence</p>	<p>Rigidity of the models, district/labor flexibility to have fidelity to any one model. How will OUSD support the school to fulfill all the parts of the model? The potential inability of the district/labor to negotiate</p> <p>Straddling multiple models simultaneously -- wanting to be a small school when not really a small school. District intervening to take away money from the school site</p> <p>When it feels that no one knows how decisions will be made, makes me worried to stick around. Not enough time to create a new school - concern re: transformation. Problem with losing institutional memory - none of the models worry about what's already been changed from the big school, or the things that have not worked at the big or the small school</p> <p>In the past, obstacles to change and growth included: leadership/communication inconsistencies, lack of foresight on school/district timelines/procedures, staff not all on the same page about direction of the school and what the "must-haves" are</p>
--	---	---

Turnaround Model: (list not exhaustive)

- Replace the principal
 - Replace at least 50% of staff
 - Implement longer school day/calendar
- Recruit and retain effective teachers

- Quality professional development
- Using data to inform teaching
- Provide social-emotional supports for students

Pros

*How does this build on strengths?
How does this facilitate change?
How does this reduce obstacles?*

Cons

*How does this negate strengths?
How does this impede change?
How does this reinforce obstacles?*

Families / Community

Input

Get good teachers

Extend school day or year

Improve teaching

More \$

Social and enrichment services

Not sure who controls 50%, lose good teachers, who stays/goes?

What are the specific parts of changes?

How is \$ spent?

How much flexibility?

Staff Input

Have additional funds to implement longer school day/calendar, recruit and retain effective teachers, provide quality professional development, use data to inform teaching, and provide social-emotional supports for students

Get new refresh teachers with new focus and vision, who may be willing to work harder

Who are the teachers who will come work here? Too many first year teachers. New administrators again is the same problem

May not allow the school's process/stakeholders to dream big enough, as much of the model has been tried at this site

May not even work cause all you'll get will be new, inexperienced teachers who have no idea who they're teaching. Lack of consistency

Restart Model: (list not exhaustive)

- Convert or Close the school & Restart it as a charter public school
- Charter pathway may occur one grade level at a time, or whole school
- Charter through CMO (charter management organization), EMO (education management organization,), or charter operator

	Pros <i>How does this build on strengths?</i> <i>How does this facilitate change?</i> <i>How does this reduce obstacles?</i>	Cons <i>How does this negate strengths?</i> <i>How does this impede change?</i> <i>How does this reinforce obstacles?</i>
Families / Community Input	<p>Staff reapply</p>	<p>District not involved</p> <p>Who gets accepted to school in future years?</p> <p>Lose stability</p> <p>Could lose good teachers</p>
Staff Input	<p>Has a proven model (kipp, Edison, etc.), community involvement, site-based decision making, site controls makes all the decisions</p> <p>Potential access to additional private philanthropic funds above and beyond SIG monies. Depending on the charter operator, allows for the school to “dream” as extensively as it wants, without current limits from District and labor procedures and policies</p> <p>Independent and free from district policies and mandates</p>	<p>Lack of OEA support. Brings in a model that does not focus on the local community. What a brain trust someplace else decided would be best. Pro -- very little effort. Con is that too mysterious, too many options under charter.</p> <p>Don’t live by the rules of the district, teachers don’t have the best working conditions, the teachers aren’t always invested the community, skimming of students</p> <p>Have to have your phone on a lot. Sounds like too much of a business approach.</p> <p>Pretend to serve a community – kids get pushed out by applications or by requirements of the school and don’t get served – only serve a select few in a community</p> <p>New charter could be one that already exists like Kipp, etc. Same formula</p>

Close/Consolidate Model:

- Close the school completely
- Enroll the students in other, higher-performing schools

Pros

*How does this build on strengths?
 How does this facilitate change?
 How does this reduce obstacles?*

Cons

*How does this negate strengths?
 How does this impede change?
 How does this reinforce obstacles?*

Families / Community Input

Staff Input

	<p>Lose good teachers</p> <p>Lose student progress</p> <p>Negative impact on other schools</p> <p>Pushing students into jail</p> <p>No \$</p> <p>Lose stability</p>
<p>A real chance to start over with a year without students</p>	<p>No other place for students to go, our kids are a family and need a place</p> <p>Can't happen, kids need a school, might force kids to a bigger school which is not what many families chose</p>

Transformation Model: (list not exhaustive)

- Replace the principal under certain circumstances
- Implement longer school day/calendar
- Implement an evaluation process that utilizes measure of student growth
- Implement a system where staff is rewarded for student achievement and removed if students are not achieving
- Recruit/retain effective teachers
- Quality professional development
- Use data to inform teaching
- Engage the community
- Provide teacher collaboration time
- Use vertically aligned curriculum
- Provide schools flexibility over staffing, calendar, schedule, budget

Pros

*How does this build on strengths?
How does this facilitate change?
How does this reduce obstacles?*

Cons

*How does this negate strengths?
How does this impede change?
How does this reinforce obstacles?*

Families / Community Input

<p>Reward good teachers.</p> <p>Remove ineffective teachers.</p> <p>Recruit good teachers who are capable and effective.</p> <p>Longer school day or year.</p> <p>More community, parent, student participation.</p>	<p>Who chooses good vs. bad teachers?</p> <p>How do we know if teachers are effective?</p>
--	--

Staff Input

Transformation is the best. Pros, having money to give students enrichment activities, targeted support in English and math. having the money to pursue programs of ELA and programs of Math, as opposed to an unsupported strategic period. Further enrichment paid for would be delightful. Currently leaning to heavily on the extended day to provide enrichment. Staff would have an incentive to work in extended learning time/year. Cons: depends on how it gets down, how they manipulate the contract, what the support looks like -- don't just buy Read180, good luck

Provides teachers collaboration time. Data informs teaching. Provides schools flexibility over staffing, scheduling and budgeting. More community and parent involvement

Takes the group that knows the most about the school and gives them a chance to really build on their current knowledge. Continuity of the Vision that we need to get back to

Money for more programs possibly

Ability to implement: longer school day/calendar; an evaluation process that utilizes measure of student growth; a system where staff is rewarded for student achievement and removed if students are not achieving. Money and focus to: recruit/retain effective teachers; provide quality professional development; use data to inform teaching; engage the community; provide teacher collaboration time; use vertically aligned curriculum. Provides schools flexibility over staffing, calendar, schedule, budget.

Creates a climate of tension and distrust between various faculty/administration levels. Kids don't just learn more if the day is longer. Quality rather than quantity of teaching. Creates a climate of competitiveness

How do you evaluate students based on their achievement – students who come in the middle of the year? Newcomers knowing no schooling – what is the evaluation criteria look like for them? What other factors will be looked at in terms of evaluation? Is the OEA going to allow those waivers?

Within that model, worried about scripted curriculum, scripted school, top-down decisions, and not a bottom-up

Rewarding teachers and laying off based on test scores. Lack of consistency

Applying for Funds at this Time: (list not exhaustive)

- Submitting an application: 2010-11 vs. 2011-12 vs. Not at all
- Considering the gains to date and likelihood of further improvements
- Considering unified vs. opposing goals of community
- Timeline for change / implementation
- Consideration of alternatives to SIG grant
- Add value of resources / change strategy

	Pros	Cons
Families / Community Input		<p>No \$ for teachers, small class size, extra curricular, school safety.</p> <p>Might be forced to change later w/o \$.</p>
Staff Input	<p>Getting as much money as possible from wherever we can. Money is not tied to CA budget woes.</p> <p>Going back to a smaller size, which might be possible in more than one model</p> <p>Potential of getting up to \$2 million to serve our students and families is an amazing opportunity. SIG process requires additional protections/safe guards/accountability that families will be engaged and included more thoroughly</p>	<p>Feeling that a decision has already been made, and that it's going to be transformation – pushed by some sort of forces – from administration</p>

SIG Community Engagement Feedback Form

School Improvements Grants (SIG) and the reforms they fund have the potential to dramatically impact the school experience in ways that affect students, families and staff. Because of this, we need to work as a community to consider:

- The merits of the reform methods the state and federal government have prescribed
- Whether we will apply for School Improvement Grant money to fund reforms at this time
- What reforms we might list and pursue at each site in an application for funds

OUSD is asking for your input in this process. As a student, parent, or staff member, your participation is critical. You are involved with the school on a daily basis and you have the most at stake – your children’s future. The perspective of those closest to the situation is the most valuable and we hope you will use this form to share your thought on each option.

We don’t agree with the schools the government has selected as targets for School Improvement Grants, but we need to move forward to ensure the best outcome for students. Superintendent Tony Smith and the Oakland Board of Education are looking to you for guidance as they consider these important questions. Please take part in this process and help us move closer to the day when we provide a high-quality education for every student and equitable outcomes for all.



**SCHOOL IMPROVEMENT GRANTS
COMMUNITY ENGAGEMENT FEEDBACK**



School: Elmhurst Community Prep

	Strengths	Areas to Improve / Change	Obstacles to Change / Growth
Staff Input	<ul style="list-style-type: none"> • School culture that we've created as a small school • Student Led Conferences (both projects and parent involvement/attendance) • Advisory program (with teacher-created curriculum provided to all) • Consistent use of learning targets • Consistency of practice • Strong staff culture – professionalism, collaboration • Weekly progress reports • Grade level collaboration • Increased data analysis and use in planning instruction • Professional Development cycle • Shared instructional strategies • Implementation of formative assessment tools • Personalization • Response to students' emotional needs • Performing Arts program • Family events • Full inclusion of resource students, the social inclusion of SDC students, and generally removing the stigma of being SpEd. 	<ul style="list-style-type: none"> • Increased consistency of instructional strategies • Increase use of formative assessments • Increase communication of student needs • Increased access to technology • Quality of hiring choices • Resources for hiring • After school program • Increase family events • Better meet the needs of ELLs • Although we have an informal response to intervention to the intervention needs of students, we'd like to pursue a more formal approach to RTI • Greater consistency around positive interactions between staff and students • More culturally relevant assemblies, field trips, celebrations • Peer Observations (do more) 	<ul style="list-style-type: none"> • Resources • District hiring restrictions and processes • Ability to recruit effective teachers to OUSD • Difficulty in releasing ineffective teachers and staff • Lack of curricular flexibility • Lack of calendar flexibility • Ineffective district systems that take a lot of our time • The difficulty of the contract process (both in terms of approval and timeline) • Need for additional mental/emotional health services • Need for expanded social services for families (health services, mental health services, access points to social services)

Turnaround Model: (list not exhaustive)

- Replace the principal
- Replace at least 50% of staff
- Implement longer school day/calendar
- Recruit and retain effective teachers

- Quality professional development
- Using data to inform teaching
- Provide social-emotional supports for students

Pros

*How does this build on strengths?
How does this facilitate change?
How does this reduce obstacles?*

Cons

*How does this negate strengths?
How does this impede change?
How does this reinforce obstacles?*

Families / Community Input	<ul style="list-style-type: none"> ○ Social and emotional support and community-oriented support. ○ Control over hiring. 	<ul style="list-style-type: none"> ○ We already did this. ○ We need a letter from the union.
Staff Input		<ul style="list-style-type: none"> • This process has been implemented at ECP. It is redundant. We have seen significant API growth since the turnaround was implemented (120 points in 5 years). • We've been recognized for this work in various ways, including a research study conducted by Linda Darling Hammond and Stanford University.

Restart Model: (list not exhaustive)

- Convert or Close the school & Restart it as a charter public school
- Charter pathway may occur one grade level at a time, or whole school
- Charter through CMO (charter management organization), EMO (education management organization,), or charter operator

Pros

*How does this build on strengths?
How does this facilitate change?
How does this reduce obstacles?*

Cons

*How does this negate strengths?
How does this impede change?
How does this reinforce obstacles?*

Families / Community		<ul style="list-style-type: none"> ○ The students would fall further behind. ○ Uneven quality in charter schools. ○ Different schedules from OUSD. ○ No accountability when parents have problems. ○ Lack of trust because people have had bad experiences.
Staff Input	<ul style="list-style-type: none"> • Increased autonomy • Possible financial incentives for high performing teachers • Increased curricular autonomy • Possible to serve healthier food to our students • Calendar and school schedule flexibility • Hiring and firing flexibility • Possible better use of resources by contracting with less costly partners • Possibility to create job descriptions that fit the needs of the school • Ability to make well-informed and specific choices about the best use of resources. • Possibility of varying teacher schedules • Possibility to create teacher leadership positions • Can implement RTI • Can implement stronger ELL program • Flexibility to improve on existing programs and ability to design new ones • Increased PD time 	<ul style="list-style-type: none"> • Major concerns around implementing this on the 2010-2011 timeline • Uncertainty CMO/EMO host organization. This choice/decision has the most impact on the direction and vision of the school and it feels untenable to choose that organization thoughtfully under the current timeline. • Loss of union protections – including tenure, seniority, pay, health benefits, etc.

Close/Consolidate Model:

- Close the school completely
- Enroll the students in other, higher-performing schools

Pros

*How does this build on strengths?
How does this facilitate change?
How does this reduce obstacles?*

Cons

*How does this negate strengths?
How does this impede change?
How does this reinforce obstacles?*

Families / Community Input		<ul style="list-style-type: none"> ○ Where would the students go? ○ This will impact the students more than the teachers. ○ Inconvenient for parents. ○ Problems with AC transit and transportation. ○ Throwing to waste all the good work done to create ECP. ○ SIG money doesn't follow the students to another school. ○ Loss of investment.
Staff Input		<p>Consolidation</p> <ul style="list-style-type: none"> • The large school leads to a loss of personalization and ability to respond to student needs • Difficult to get all teachers united around a core vision or consistent instructional practices • Loss of consistency/positivity in student culture • Loss of consistency/positivity in staff culture • Safety • Possible increased class size <p>Close</p> <ul style="list-style-type: none"> • Not serving the many students in east Oakland who live in the neighborhood. We are not under-enrolled.

Transformation Model: (list not exhaustive)

- Replace the principal under certain circumstances
- Implement longer school day/calendar
- Implement an evaluation process that utilizes measure of student growth
- Implement a system where staff is rewarded for student achievement and removed if students are not achieving
- Recruit/retain effective teachers
- Quality professional development

- Use data to inform teaching
- Engage the community
- Provide teacher collaboration time
- Use vertically aligned curriculum
- Provide schools flexibility over staffing, calendar, schedule, budget

Pros

*How does this build on strengths?
How does this facilitate change?
How does this reduce obstacles?*

Cons

*How does this negate strengths?
How does this impede change?
How does this reinforce obstacles?*

Families /
Community

<ul style="list-style-type: none"> ○ Evaluation of teachers based on students' growth. ○ Rewards teachers who produce student growth. ○ More time for teacher collaboration. ○ Longer school year. ○ Ongoing support for community and parent engagement. ○ Student-Led conferences can happen more frequently. 	<ul style="list-style-type: none"> ○ We need a letter from the teacher's union agreeing to this change. ○ A longer day is too much for the kids; no time for homework or after school programs.
---	---

Staff Input

- Outlined in a lot of detail in the legislation
- Teacher evaluations tied to test data
- Possibility of merit-based pay
- Possibility of staffing flexibility
- Possibility of varying teacher schedules
- Possibility to create teacher leadership positions
- Can implement RTI
- Can implement stronger ELL program
- Flexibility to improve on existing programs and ability to design new ones
- Calendar and school schedule flexibility
- Possibility of increased PD time
- The option of a planning year to implement this allows us to take advantage of the resources and do it in a more thoughtful way for the 2011-2012 school year
- Retention of union protections but with flexibility as outlined in legislation especially around hiring/releasing staff.

- Outlined in a lot of detail in the legislation
- Teacher evaluations tied to test data
- Many of the provisions in the legislation are in violation of union contract
- Things that are suggested as possibilities, like staffing flexibility, are not guaranteed

Applying for Funds at this Time: (list not exhaustive)

- Submitting an application: 2010-11 vs. 2011-12 vs. Not at all
- Considering the gains to date and likelihood of further improvements
- Considering unified vs. opposing goals of community
- Timeline for change / implementation
- Consideration of alternatives to SIG grant
- Add value of resources / change strategy

Pros

Cons

Families / Community Input	<ul style="list-style-type: none"> ○ We need the money. 	<ul style="list-style-type: none"> ○ Later we might have to make the changes without the money. ○ This school needs the money.
Staff Input	<ul style="list-style-type: none"> • We have begun the brainstorming process of how to improve our school and would benefit from the resources to implement changes that are good for students. Staff is in favor of applying for the funds for the 2010-2011 school year. 	<ul style="list-style-type: none"> • Not applying for the funds this year avoids the very quick timeline of implementation in 2010-2011. • The state used two years of data to calculate our API growth in this process and we have grown 39 points in two years. If our API grows by 11 points from 2010 data, and the state uses the same formula to determine the list next year, we will be ineligible for the funds. • Although the CDE plans to two rounds of administration on this grant, there is no guarantee on how much of the funds will be available.

SIG Community Engagement Feedback Form

School Improvements Grants (SIG) and the reforms they fund have the potential to dramatically impact the school experience in ways that affect students, families and staff. Because of this, we need to work as a community to consider:

- The merits of the reform methods the state and federal government have prescribed
- Whether we will apply for School Improvement Grant money to fund reforms at this time
- What reforms we might list and pursue at each site in an application for funds

OUSD is asking for your input in this process. As a student, parent, or staff member, your participation is critical. You are involved with the school on a daily basis and you have the most at stake – your children’s future. The perspective of those closest to the situation is the most valuable and we hope you will use this form to share your thought on each option.

We don’t agree with the schools the government has selected as targets for School Improvement Grants, but we need to move forward to ensure the best outcome for students. Superintendent Tony Smith and the Oakland Board of Education are looking to you for guidance as they consider these important questions. Please take part in this process and help us move closer to the day when we provide a high-quality education for every student and equitable outcomes for all.



ALLIANCE ACADEMY

Do Not Apply for School Improvement Grant (SIG) (Mike Kinne will present this option to the community)

Pros	Cons
1) School keeps current administration and staff which knows the students and can make improvements as see fit as well as be given the chance to improve test scores 2) Most consistent and continuous option for students and community	1) Loss of monetary gain for the school and the district 2) Chance of test scores not meeting standards – we may be in this position again

Transformation Model (Jeffrey Hilliard will present the option to the community)

Pros	Cons
1) Potential funding for an improvement plan, including stronger professional development support, more community outreach, and improved instructional strategy (this will be outlined later) 2) Out of the 4 proposed models, this one will keep the school the most consistent next year for students - students, parents, and community will continue to be supported by a dedicated staff they know, respect, and trust	1) Loss of administration and possibly staff under new administration 2) New administration may reject vision of the school

Turnaround Model (Jane Kaufmann will present this option to the community)

Pros	Cons
1) Revised and improved program including increased instructional accountability	1) Loss of administration 2) Loss of at least 50% of dedicated and motivated staff 3) This model is too detailed

Restart / Charter Model (David Ramirez will present this option to the community)

Pros	Cons
<p>1) Possibility of keeping administration</p> <ul style="list-style-type: none">• some charter schools offer excellent academic and enrichment programs• teachers may receive higher pay• charter schools often require high parent participation <p>2)</p>	<p>1) There is not enough time given to build a new successful charter school from scratch</p> <p>2) Teachers would lose tenure privileges, union benefits, and would have to reapply for their positions – many dedicated teachers would choose to leave</p> <p>3) Unclear which charter organization would be taking over the school – potential of little or no community voice in creation of charter</p> <p>4) Potential loss of current extra curricular programs, intervention, and special education instructor</p>

School Closure

Cons - Students will have to bus to different schools far from the Elmhurst Community

Recommendation of the Teacher Committee (Seema Sharma and Akilah Byrd will present the recommendation to the community)

- 1. DO NOT APPLY FOR THE SCHOOL IMPROVEMENT GRANT (SIG) is our first recommendation. Both the Teachers and Community agree that our Administration and Staff should remain unchanged, and be given the opportunity to design and implement improvement strategies to further raise achievement and test scores.**
- 2. TRANSFORMATION MODEL is our second recommendation. This model allows the school to receive grant money while keeping the school the most consistent. Students, parents, and community, will continue to be supported by a dedicated staff they know, respect, and trust.**

Outline for Proposed School Improvement Strategies

Teachers have collaborated and created an outline of ideas for next year for staff to improve student achievement, or for the new administration under the transformation model.

PDs: Developing and increasing teachers and school leader effectiveness.

Mentor teachers for new teachers and peer coaching

Observations (peer & informal)

Leadership team

Opportunities to attend conferences etc. (STIP Sub) networking and resources

Collaboration on student work

Teacher inquiry lesson study design

Instruction and Assessments: Comprehensive instructional reform strategies

Project-based learning and student work exhibitions

Student portfolios

Multi-cultural curriculum

Creative and conceptual electives that are intervention for academic standards

Small classes school wide

Longer classes: intervention and extension scheduled into class period

Extended Day/Family Center: Increasing learning time & creating community oriented schools

Community service requirements

GATE Program

Family center (family nights for movies, counseling etc., health and fitness)

Community outreach: hosting events on our campus (ex. sports tournaments)

Adult student speakers (raising cultural and political awareness, making use of college student volunteers)

Research based after school programs

Consultants and Support: providing operational flexibility and sustained support

Networking – same subject matter and experts; partnering with another school and team teaching

Parent/student conferences: mandatory contracts, behavior and volunteer

STIP Sub for observation coverage

On-campus suspension staff member

School autonomy on decision use of outside consultants

Creative scheduling (Example: during class period having intervention set up for students)

OCO/Alliance Family Committee

Monday, April 5, 2010

5:00 pm

Alliance Family Participants:

Manuel Morales
Tajada Scarbrough
Maria Sanchez
Carmen Rodriguez
María Rodríguez

OCO Participants:

Hae Sin Thomas
Jesús Rodríguez
Liz Sullivan

Pro and Con Analysis

Transformation (Manuel Morales will present this option to the community)

Pros	Cons
<ul style="list-style-type: none">1. Evaluating teachers base don student growth2. Rewarding (not necessarily with \$) teachers for student growth3. Removing teachers whose students show no growth4. Autonomy <i>and</i> support from the district5. Vertically aligned curriculum	<ul style="list-style-type: none">1. Losing the principal2. It's difficult to design a system to measure teacher effectiveness3. Change to teacher evaluation system must be negotiated with the union4. No evidence that OUSD has the capacity to provide intensive support to an autonomous school

Close the School (Maria Rodriguez will present this option to the community)

Pros	Cons
None	<ol style="list-style-type: none">1. No plan for students: what happens to them?2. No SIG \$ to support students as they transition to new schools3. No higher performing school in this area4. It's too late to implement because the options process is over and potential receiving schools like Montera are full.

Question: Whose definition of higher performing school would be used? Would the determination be based on the API score, or on the tiered system of OUSD's school portfolio management? Schools with a higher API may be doing worse with kids from our neighborhood.

Turn-Around (Carmen Rodriguez will present this option to the community)

Pros	Cons
<ol style="list-style-type: none">1. Longer school day or longer school year2. More rigorous professional development3. Data driven instruction4. Social-emotional supports for students	<ol style="list-style-type: none">1. We would need to negotiate with the teachers union to be able to hire the teachers we wanted without regard to seniority2. Firing the principal:<ul style="list-style-type: none">• She is always in the classrooms, hallways & cafeteria, very visible• She knows the kids and is accessible to parents• She knows the performance level of the students3. Firing ½ the staff<ul style="list-style-type: none">• It would destabilize the school• The staff are a team that has been together for 2 years

Restart (Tajada Scarbrough will present this option to the community)

Pros	Cons
<ol style="list-style-type: none">1. We could keep the principal2. We would not be forced to fire half the staff, but could be strategic and keep the teachers whose vision is aligned to the school vision3. We could flexibly pick and choose among the best parts of other options4. We could get a lot of start-up money	<ol style="list-style-type: none">1. Timeline is short for starting a charter school2. We want to keep most of the teachers, and we don't know if they would want to work in a charter3. The OUSD board doesn't like charter. It will be a fight to get them to approve it.

Don't Apply (Tajada Scarbrough will present this option to the community)

Pro	Con
<ol style="list-style-type: none">1. We keep what we've got in terms of our principal and teachers2. We can weed out the people we don't want without the government telling us what to do3. We can go to the principal and ask for changes that will improve the school4. Keeping the staff we have is worth more than getting a federal grant	<ol style="list-style-type: none">1. No guarantee that we could apply later for the SIG grant2. We don't know what is happening at the district level with the budget cuts and school closures. It could leave us vulnerable to consolidation3. The district won't respect this choice and will impose what they want4. We don't know what is going to happen with the state law. We might be forced to implement an option down the line.5. ECP probably will apply for the SIG \$, so there will be an imbalance in resources between the two school on the campus.

Recommendation from the Family Committee

- 1. Not applying is the second best option for Alliance, but families will accept this only if teachers agree ahead of time to the restart model if the state comes back and insists that we implement an option. We need to have a charter petition ready to go.**
- 2. Restart is the best option for Alliance because it allows the school to receive the SIG money, to keep the principal and the teachers that we want, to have maximum flexibility in terms of how we improve student outcomes, and it protects us from consolidation during OUSD “right sizing” of the district.**

SIG Community Engagement Feedback Form

School Improvements Grants (SIG) and the reforms they fund have the potential to dramatically impact the school experience in ways that affect students, families and staff. Because of this, we need to work as a community to consider:

- The merits of the reform methods the state and federal government have prescribed
- Whether we will apply for School Improvement Grant money to fund reforms at this time
- What reforms we might list and pursue at each site in an application for funds

OUSD is asking for your input in this process. As a student, parent, or staff member, your participation is critical. You are involved with the school on a daily basis and you have the most at stake – your children’s future. The perspective of those closest to the situation is the most valuable and we hope you will use this form to share your thought on each option.

We don’t agree with the schools the government has selected as targets for School Improvement Grants, but we need to move forward to ensure the best outcome for students. Superintendent Tony Smith and the Oakland Board of Education are looking to you for guidance as they consider these important questions. Please take part in this process and help us move closer to the day when we provide a high-quality education for every student and equitable outcomes for all.



**SCHOOL IMPROVEMENT GRANTS
COMMUNITY ENGAGEMENT FEEDBACK**



School: _Roots International Academy_

Needs Assessment

	Strengths	Areas to Improve / Change	Obstacles to Change / Growth
Families / Community Input	<ul style="list-style-type: none"> ✓ Uniforms ✓ Advisory ✓ Teacher contact ✓ Student of the Month ✓ Personal phone calls about events ✓ After school program ✓ Saturday School ✓ Tutoring ✓ History of Gangs/ gang prevention programs ✓ PE program ✓ Special Education program 	<ul style="list-style-type: none"> ✓ Large class sizes ✓ Increase student learning ✓ Need more teachers ✓ Want teachers to treat all students equally ✓ More security ✓ Clinic/ nurses office ✓ More awards ✓ More student incentives ✓ More counseling ✓ Cultural studies ✓ More student engagement in class ✓ Better lunches ✓ More parent participation ✓ More training and preparation for teachers ✓ More funding for after school program ✓ Link parents with community resources ✓ Neighborhood security ✓ 	

Staff Input

<ul style="list-style-type: none">✓ Elevate partnership✓ Special Ed. Resources✓ Gardening✓ Site Based Professional Development✓ Student led conferences✓ Single subject teachers	<ul style="list-style-type: none">✓ Increased access to academic interventions (ELD, READ 180, SPED)✓ Parent Outreach✓ Improve advisory, elective, intervention classes✓ More positive reinforcements✓ More opportunities for teachers leadership (committees)✓ Implement RTI model✓ More data driven coaching✓ Home visits	<ul style="list-style-type: none">✓ Time for teacher training✓ Staff Capacity✓ Need for increased cultural competency of staff.✓ Community violence✓ Negative stereotypes that already exist about the school and community✓ Need for more school structures that promote parent involvement✓ School environment – older building, graffiti, cleanliness✓ Gang influences✓ Physical location of school – high traffic area (66th and International)
---	--	--

Turnaround Model: (list not exhaustive)

- Replace the principal
- Replace at least 50% of staff
- Implement longer school day/calendar
- Recruit and retain effective teachers

- Quality professional development
- Using data to inform teaching
- Provide social-emotional supports for students

Pros

*How does this build on strengths?
How does this facilitate change?
How does this reduce obstacles?*

Cons

*How does this negate strengths?
How does this impede change?
How does this reinforce obstacles?*

Families / Community Input

- ✓ Social-emotional support
- ✓ More of Intervention (already in place)
- ✓ Mandatory extended day
- ✓ No cambien todos los maestros – Do no change all the teachers
- ✓ Mantener maestros por mas tiempo – Keep teachers for longer time
- ✓ –Making changes based on exams’ results
- ✓ More time at school
- ✓ Emotional support

- ✓ A more involved and strong committee
- ✓ Implement calendar only for students with low grades

- ✓ More school days
- ✓ New types of programs
- ✓ After school programs

- ✓ Having to change the principal is very bad
- ✓ To lose the teachers is not good.
- ✓ To loose the establish relationship with the teachers

- ✓ Replacing the principal

- ✓ There is no time

- ✓ More new teachers
- ✓
- ✓ Replace teachers and principal in 3 months

Staff Input

- ✓ Flexibility re: calendar day
- ✓ PD w/data and site-based
- ✓ Social-emotional support for students
- ✓ Not much is opposed by OEA so we wouldn't have to go through them
- ✓ We could continue to build an effective/high-quality staff
- ✓ Longer school day/school calendar (OEA approved)
- ✓ Recruiting/retention teachers
- ✓ Quality PD w/data
- ✓ Social emotional support for students
- ✓ Implementing longer days – extended after school for tutoring or academic support

- ✓ Instability
- ✓ Research show it's ineffective
- ✓ The pool of applicants may not be better able to serve the students
- ✓ We already replaced a significant number of teachers and haven't had enough time to show gains
- ✓ Not enough time to thoroughly plan all these things
- ✓ Who is the new principal?
- ✓ How will he/she be hired?
- ✓ When will staff know if they can return?
- ✓ Destabilizing
- ✓ Who will the new principal be?
- ✓ Who manages grant?
- ✓ A lot of work
- ✓ The process may be too rushed for it to have good results
- ✓ Who would be the people to replace teachers and principal
- ✓ OEA seniority rights will influence who is placed at the school

Restart Model: (list not exhaustive)

- Convert or Close the school & Restart it as a charter public school
- Charter pathway may occur one grade level at a time, or whole school
- Charter through CMO (charter management organization), EMO (education management organization,), or charter operator

Pros

How does this build on strengths?
How does this facilitate change?
How does this reduce obstacles?

Cons

How does this negate strengths?
How does this impede change?
How does this reinforce obstacles?

Families / Community Input

- ✓ Same principle
- ✓ Get more money
- ✓ More flexibility
- ✓ Potential for smaller class sizes (ex. 20 students per class)
- ✓ Greater creativity in decision making
- ✓ Freedom to make choices
- ✓ Keep same teachers and principal
- ✓ Possibilities of having a set of different rules

- ✓ Maybe teachers might choose to leave
- ✓ Hard to run
- ✓ Time is too short

Staff Input

- ✓ Students continue with the school
- ✓ Roots students having priority to attend
- ✓ Potentially more control
- ✓ Potential to keep current staff/principal
- ✓ Potential for no union – bypass rules
- ✓ Hire whom ever school feels best
- ✓ Gives principal and parents more power to make decisions
- ✓ Can work outside of district
- ✓ Flexibility
- ✓ Still serving the community
- ✓ Potentially more community involvement
- ✓ More opportunities to have our voices heard
- ✓ Could have lots of support
- ✓ Attracts more experienced teachers
- ✓ Could potentially provide more staff consistency for students than some other options
- ✓ Implement a plan that helps students achieve
- ✓ Increase parent involvement

- ✓ A lot of work
- ✓ Limited time frame to implement
- ✓ Space/could we keep our current space?
- ✓ Limited/not enough time to research
- ✓ No union contracts
- ✓ Lack of clarity around how ELD, SPED, intervention operate in charters
- ✓ Charter may select a different group of
- ✓ Still have lots of questions
- ✓ All staff would have to re-apply
- ✓ Unknown and risky
- ✓ Who would write the charter? (Parents, teachers, students)
- ✓ Existing charters may or may not fit our philosophy

Close/Consolidate Model:

- Close the school completely
- Enroll the students in other, higher-performing schools

Pros

*How does this build on strengths?
How does this facilitate change?
How does this reduce obstacles?*

Cons

*How does this negate strengths?
How does this impede change?
How does this reinforce obstacles?*

Families / Community Input

- ✓ To make this change in other schools and hope is good is fine
- ✓ .N/A
- ✓ Nothing good

- ✓ The difficulties for parents – where to send our children to other school?
- ✓ The different requirements could not be met by the students
- ✓ It is very difficult for the students to have to move them from school when they feel fine here
- ✓ Students' losing the relationship they have with teachers and students
- ✓ Will send students farther away
- ✓ Over crowded schools
- ✓ Psychological and emotional impact
- ✓ Transportation (buses)
- ✓ Losing excellent teachers and principal
- ✓ Larger classes
- ✓ May lead to lower student grades

Staff Input

- ✓ Nothing good
- ✓ May or may not attend a closer school
- ✓ May or may not perform higher

- ✓ Over crowd – another school – big classes – bad teaching
- ✓ Travel to new schools (far) gang issues/neighborhood issues/inconvenient for parents
- ✓ All schools in the area are struggling – no need to burden
- ✓ Push parents to charter
- ✓ Not enough time

- ✓ Teachers are not going to have jobs
- ✓ Other schools would have more students than other one's
- ✓ Other school might be farther away than Roots

- ✓ Where will students go?
- ✓ Where will staff/teachers go?
- ✓ Destabilizing
- ✓ facility may be misused
- ✓ . Location of higher performing schools is too far
- ✓ Disenfranchising for students and families
- ✓ Doesn't value/acknowledge the progress we made
- ✓ Doesn't address the problem of low achievement – nothing is improved/fixed
- ✓ Current 7th graders would go to a new school for one year then on to high school–too disruptive
- ✓ Doesn't support community

Transformation Model: (list not exhaustive)

- Replace the principal under certain circumstances
- Implement longer school day/calendar
- Implement an evaluation process that utilizes measure of student growth
- Implement a system where staff is rewarded for student achievement and removed if students are not achieving
- Recruit/retain effective teachers
- Quality professional development
- Use data to inform teaching
- Engage the community
- Provide teacher collaboration time
- Use vertically aligned curriculum
- Provide schools flexibility over staffing, calendar, schedule, budget

Pros

*How does this build on strengths?
How does this facilitate change?
How does this reduce obstacles?*

Cons

*How does this negate strengths?
How does this impede change?
How does this reinforce obstacles?*

Families / Community Input

- ✓ We could compensate good teachers and laid off bad teaches
- ✓ Recruit good teachers and keep competent teachers
- ✓ More quality professional development for teachers
- ✓ Longer school year
- ✓ Work with the community
- ✓ Evaluation process
- ✓ Use data to plan better

- ✓ The union needs to approve this transformation model
- ✓ Loose the principal
- ✓ Laid off teachers because of exams' results

Staff Input

- ✓ Flexibility – More \$ (in theory)
- ✓ Flexibility: Staff calendar, schedule, budget
- ✓ Longer school day/calendar
- ✓ Recruit/retain effective teachers
- ✓ Vertically aligned curriculum
- ✓ Community engagement
- ✓ New Principal
- ✓ Collaboration time
- ✓ Evaluation process that utilizes measures of student growth (what to learn more)
- ✓ PD site based
- ✓ Collaborative time
- ✓ Evaluation redesign
- ✓ Data driven instruction
- ✓ Teachers to stay

- ✓ Not much difference from restart model
- ✓ As a teacher not much power / not much input
- ✓ Replacing the principal
- ✓ This is still a newer model
- ✓ Contract Negotiations
- ✓ Who manages grant?
- ✓ New principal?
- ✓ OEA will not allow this and CDE said all “issues” need to be negotiated before the application
- ✓ Evaluation redesign
- ✓ Again this plan sounds to risky

Applying for Funds at this Time: (list not exhaustive)

- Submitting an application: 2010-11 vs. 2011-12 vs. Not at all
- Considering the gains to date and likelihood of further improvements
- Considering unified vs. opposing goals of community

- Timeline for change / implementation
- Consideration of alternatives to SIG grant
- Add value of resources / change strategy

Pros

Cons

Families / Community Input

- ✓ Keep staff
- ✓ Time to evaluate current program
- ✓ Maintain stability
- ✓ Timeline is too short to make changes adequately
- ✓ Less interruption to students

- ✓ How will we improve without money
- ✓ School Site Council has a limited budget
- ✓ If we do not apply we may lose our priority on the list
- ✓ We may lose our opportunity

Staff Input

- ✓ Time to wisely consider, research, plan, engage community
- ✓ Try out
- ✓ No disruption for students / staff
- ✓ Less work over summer
- ✓ More time to show growth
- ✓ The least disenfranchising and destabilizing option
- ✓ Build solidarity among teachers and students
- ✓ Continue what's working and change/improve what's not
- ✓ We could get the support we need instead of trying to fit into the constraints of a particular model

- ✓ No Money
- ✓ No additional support from district
- ✓ Not taking immediate action
- ✓ Potentially lose out on grant opportunity
- ✓ Would the district provide enough support for us to make the changes we need to?