OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Quality School Development Policy

Administrative Regulations

BP 6005

v4.4

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Rev; 2/7/15

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POLICY HISTORY

The Quality School Development Policy was approved by the Board of Education in April 2013 and revised by the Board in August 2014. The Policy memorializes the levers necessary to support the continuous improvement of all Oakland Public Schools. These levers, outlined in the Policy, were intended to provide the infrastructure necessary to develop high quality community schools.

Original Policy: March 2013

Section 1: Standards and Goals
Section 2: Assessing Schools Based on Standards and Goals
Section 3: Collaborative Site Planning Process
Section 4: 3-Year Strategic Site Plan
Section 5: Establishment of an Oakland Innovation Fund for Intensive Catalyze Implementation of Improvement Plans
Section 6: Use of Facilities by Charter Schools

The Policy, as revised in August 2014, combines the goals of the previous Sections 2 and 3. The *revised* Policy introduces a new Section 3 focused on calling for the establishment of a process to provide intensive support of high needs schools. The policy, as revised, also re-directs the goals of Section 5 (now Section 4) the establishment of an Oakland Innovation Fund, to support the intensive supports for High Need Schools. The Policy, as revised deleted the facility use section because it is included in the Board's Asset Management Policy. (BP 7555)

Revised Policy: August 2014

Section 1: Standards and Goals
Section 2: Assessing Schools, Strategically Planning, Developing a School Improvement Plan
Section 3: Collaborative Process for Intensive Support of High Needs Schools
Section 4: Establishment of an Oakland Innovation Fund for Intensive Supports of High Needs Schools

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OAKLAND UNIFIED SCHOOL DISTRICT

Board Policy

BP 6005
Instruction

Quality School Development

The Board of Education is responsible for ensuring that the Oakland Unified School District (OUSD) is a high-quality full-service community school district that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day.

The Board of Education is committed to providing all students a continuum of high-quality schools, including schools that are directly operated by the OUSD; public charter schools authorized by the Oakland Unified School District; and schools funded by, but are not exclusively operated by the Oakland Unified School District.

Toward realizing this promise, the Board of Education shall:

1. Establish performance quality standards and student outcome goals, toward which all schools are expected to make steady progress.

2. Establish a school quality review process in which all schools, through their school governance team and in collaboration with District leaders, are accountable for:

    a. Assessing the state of their school in relation to established performance quality standards and student outcome goals.

    b. Identifying key priorities for school improvement.

    c. Establishing a school improvement plan.

3. Based on findings from the school quality review process, provide intensive support to schools most in need to facilitate their achievement of performance quality standards and student outcome goals. Intensive support to highest-need schools shall include establishing a collaborative leadership team of district, school, and community leaders to envision, research, and plan a systemic approach to school improvement, including thorough consideration of replicating and/or expanding existing high-performing school and program models.

4. Approve and authorize the implementation of school improvement plans, which have been recommended for approval by the Superintendent.

5. Establish a “Quality School Development Innovation Fund” to support the provision of intensive support to highest-need schools.

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OAKLAND UNIFIED SCHOOL DISTRICT

Administrative Regulation

AR 6005
Instruction

Quality School Development

PREAMBLE

Every student deserves the right to attend a quality community school in their neighborhood.

The Oakland Unified School District will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, everyday

Quality School Development Administrative Regulations (QSDAR)

The primary purpose of the QSDAR is to provide standards, rules and procedures for the implementation of continuous and differentiated improvement practices under the Board Policy 6005, as amended. Specifically, they are intended to:

a) provide all school communities, and District, with clear standards and goals to guide their exercise of leadership and decision making as it relates to continuous school improvement;

b) establish the responsibilities of the Board, the Superintendent and central office staff to provide the necessary resources, tools and support to the sites to enable them to continuously improve, and where necessary accelerate dramatic improvements; and

c) set forth a system of accountability for schools and the District--including the methods by which individual sites, central office, the Superintendent and the Board measure school quality; develop and implement plans for improvement; intervene and provide intensive supports to high need schools; and resource those supports.

Review and Revisions

The District shall annually review and revise the Quality School Development Administrative Regulations (QSDAR) to ensure that up-to-date and accurate information, tools, and supports are available to members of each school community and the District.

Purposes and Principles of Quality School Development

Definition of Quality

For the purposes of these Administrative Regulations, **Quality** is defined by the **inputs and outputs** of a school. The school's program implementation, climate, environment, operations, and leadership define the inputs. The **outputs** are defined by the outcomes, performance and achievement of the students enrolled in the school. These **inputs and outputs** are measured using two types of metrics: quantitative and qualitative. Quantitative metrics are those indicators that can be quantified numerically, such as student test performance

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or a school's rate of suspensions. Qualitative metrics are those indicators that adhere to a set of standards, such as the quality of student essays, or the fidelity of an instructional strategy.

Inputs
The **inputs** for school quality are defined by an established set of School Quality Standards. The District must develop accompanying rubrics and tools to assist schools, site-based stakeholders and central services staff in the application of these standards, as well as work to ensure alignment across various methods and tools for measuring the inputs for school quality.

Outputs
The **outputs** for school quality are defined by an established set of goals and targets for student performance. The District must establish goals and targets that fully contemplate and align with the following accountability systems:

I. **Federal Accountability,** including any active Federal Waivers, such as the School Quality Improvement System (est. 2013) and accompanying School Quality Improvement Index (See Appendix C);

II. **State Accountability,** including the Local Control Accountability Plan requirements and Priorities established by the State (See Appendix D).

The definition of **quality** must take into account a "whole child-whole school" approach and must include environmental factors, school budgeting, and staff retention Which influence both inputs and outputs.

Purposes
The purpose of **quality school development** is to provide support, structure, and direction to achieve the results of student success in college, career and community. To realize this purpose, the school district must focus on continuous improvement, using established District tools and those under development, including:

1. The Balanced Scorecard;
2. School Performance Framework;
3. Continuous School Improvement Process;
4. The School Quality Standards and School Quality Review (SQR) process;
5. Intensive School Support Strategies; and
6. School Site Plan (currently, the Single Plan for Student Achievement)

Strategic Regional Analysis
Central to the process of identifying need and providing rich data and information to inform ongoing improvement in quality school development is an annual Strategic Regional Analysis. The Strategic Regional Analysis considers a robust set of factors including:

- School Performance
- Enrollment Trends
- Facilities Capacity and Utilization
- Demographic Trends
- School Choice Trends

The **Strategic Regional Analysis** will support community engagement and decision-making to identify:

- Intensive Support Schools
- Expanding or changing grade configurations

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- Development of program and enrollment feeder patterns
- Magnet school-type programming offerings
- Program placement for programs such as special education, newcomer, language programs, and alternative education programs

Principles for Quality School Development Policy (QSDP)

The following principles guide QSDP:

- The QSDP will drive improved student performance at all levels of the school system.
- Student achievement, using the whole child-whole school approach as defined in appendix, is the primary measure of performance of all schools and departments under the QSDP.
- The District will align incentives and interventions for students, employees, schools and departments based on the standards set by the QSDP. *(These may include such things as career ladder opportunities, District-sponsored professional growth opportunities, certificates of recognition, as well as targeted academic coaching, or implementation of tutoring programs for identified students.)*
- Principals, teachers, managers and other employees will use the QSDP to guide the setting of goals and objectives for schools, classrooms, and departments..
- The QSDP sets high expectations for students and schools, and offers a model of open and transparent reporting of progress for student achievement.
- The Superintendent will make an annual report to the Board of Education based on progress toward the standards set by the QSDP. and other reports as needed.
- Annual reports and other District accountability tools shall be concise and simple in order to be easily understood and readily available to the public.

The QSDAR sections that follow set forth the implementation strategies for each of the four goals in BP 6005, as amended by the Board of Education in August 2014. (See page 7 for list of goals in BP 6005)

DEFINITIONS

Quality School Development Administrative Regulations (QSDAR)

Definitions

1. **Balanced Scorecard** -- Beginning in 2011-12 school year, the District established a Balanced Scorecard for schools based on the District's Thriving Students Strategic Plan and research into the indicators most likely to correlate to student achievement. As part of the development of the Local Control Accountability Plan (LCAP) in the spring of 2014, the Board of Education adopted a revised District Balanced Scorecard aligned to the LCAP. (See Appendix E)

2. **Effective Practices Database --** A ***database*** of effective practices that support the sharing of effective practices in and among schools

3. **Extended Site Visits --** Extended Site Visits are ongoing annual assessments of school quality conducted once a year in all District-run schools and all District-Authorized charter schools. Extended Site Visits include4 hour visit by a team of trained individuals; classroom observations; interviews with key staff; focus groups with students and teachers; review of data and relevant documents; and observations of other relevant activities within the school.

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4. **Quality** -- the inputs and outputs of a school. The school's program implementation, climate, environment, operations, and leadership define the inputs. The outputs are defined by the outcomes, performance and achievement of the students enrolled in the school. These inputs and outputs are measured using two types of metrics: quantitative and qualitative. Quantitative metrics are those indicators that can be quantified numerically, such as student test performance or a school's rate of suspensions. Qualitative metrics are those indicators that adhere to a set of standards, such as the quality of student essays, or the fidelity of an instructional strategy. The definition of quality must take into account a "whole child-whole school" approach and must include environmental factors, school budgeting, and staff retention which influence both inputs and outputs.

5. **School Performance Framework –** Allows the District to use the indicators contained in the Balanced Scorecard, compared alongside additional relevant indicators, such as enrollment, facilities utilization, stakeholder surveys, and other demographic information. The result would be the following:
   a) A set of indicators for measuring school quality
   b) A process for applying those indicators to determine whether schools have *no progress, some progress, met, or exceeded* each of the targets set for each indicator
   c) The results are then aggregated into ratings for each subcategory, such as Quality Instruction, Safe and Supportive School, and/or Meaningful Family and Student engagement
   d) The aggregate performance of schools in these subcategories results in an overall rating of school performance or tier for each school

6. **School Quality Reviews** -- In 2011-12, the District began conducting School Quality Reviews (SQR) of District schools, using the established School Quality Standards (see Appendix B). 15-22 schools have been assessed annually. A total of 50 School Quality Reviews have been completed as of December 2014. SQRs include: multi-day visit by a team of trained individuals; classroom observations; interviews with key staff, focus groups with students, parents, teachers, and staff; review of data and relevant documents; and observations of other relevant activities within the school. Other forms of quality reviews include all District-run schools participating in Instructional Rounds, which occurs two to three times annually for every school. This is a half-day process where small groups of District staff principals visit a selected school and follow a common protocol for conducting classroom observations as a group, gathering, discussing and analyzing the observation data together with the principal and selected staff of the school. The observations and data are then incorporated into each school's ongoing continuous improvement planning.

7. **School Quality Standards --** As part of the 2011 Board Adopted Thriving Students Strategic Plan, the Board of Education adopted a set of School Quality Standards. (See Appendix B. The standards include:
   a. Leadership Dimensions rubric used to guide the development of principals and other key leaders;
   b. The Oakland Effective Teaching Framework Dimensions, used to guide the development of teachers; the Social & Emotional Learning Framework;
   c. The Family Engagement Standards;
   d. The structure of the School Site Plan;
   e. The processes by which the District conducts ongoing reviews of school quality

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8. **SQR Evaluation Report --** School Quality Review evaluation reports are made public documents and are posted on the District website.

9. **Strategic Regional Analysis –** An analysis that considers a robust set of factors including: school performance, enrollment trends, facilities capacity, and utilization, demographic trends, and school choice trends in supporting decision-making to identify Intensive Support Schools, changing school grade configurations, enrollment patterns, program placement and alternative program needs.

10. **Tiered Intervention** – A standard approach to differentiating the supports provided to students based upon an assigned Tier or level of a school having met established quality standards.

Bodies set forth in the Regulations

Site-based Committee (Phase One): body convened within each Intensive Support School setting undergoing Call for Quality Schools. The function of this body is to they elevate students and community need and to evaluate proposals submitted through the Call for Quality Schools Process.

The composition of 10-15 members will include at least two of the following; parents of current students, staff of the school, current secondary students, community-based partners, and community members. Committee may also include prospective parents and prospective secondary students. Committee selection will occur through a "Letter of Interest" process.

Proposal Writing Team (Phase One): body convened from within an Intensive Support School or among individuals outside of the school, including individuals representing a charter school operator. The function of this body is to generate a school design proposal consistent with on guidelines and rubric set forth in the current year's Call for Quality Schools.

The composition of a Proposal Writing Team may include community members, teachers and other educators, parents of current or prospective students, students, and other interested parties. Proposal Writing Teams will be required under any guidelines of the Call for Quality School to implement substantial engagement with parents, students, and community members associated with the Intensive Support School in order to inform and develop their proposal, and provide evidence of this engagement.

Academic Review Board (Phase One): body established by the Superintendent on an annual basis, whose function is to contribute to the ongoing review of charter school petitions as part of the District's authorizing obligations, as well as review Proposals submitted under the Call for Quality Schools process.

The composition of the Academic Review Board shall include senior leadership within the District who possess expertise in areas of school culture and climate, curriculum and instruction, language development, special education, family engagement, school leadership, including representation of successful principals in Oakland, as well as other areas of relevant content and expertise.

Development Plan Implementation Team (Phase Two): body set forth in these regulations that is charged with participating in year-long Program Development Process where they detail an implementation plan for Intensive Support Schools.

The composition of the Development Plan Implementation Team and its formation can be found on page 26.

Design Community (Phase Two): body convened by the Development Plan Implementation Team, whose function is to provide monthly feedback and input to the Development Plan Implementation Team in their development of a detailed implementation plan.

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The Design Community is an informal, broad cross-section of stakeholders, comprised of representative parents, staff, community members and students.

Site Governance Team (Phase Three): body, set forth in the Site Governance Policy that represents the School Site council that will provides ongoing monitoring and oversight of the implementation of the Intensive Support School's School Quality Improvement Plan for five years.

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I. BP 6005 Goal 1 -- Establish performance quality standards and student outcome goals, toward which all schools are expected to make steady progress.

Overview
The District shall establish and maintain quality standards for all schools and students and measure progress towards meeting these standards.

A. School Quality Standards

As part of the 2011 Board Adopted Thriving Students Strategic Plan, the Board of Education adopted a set of School Quality Standards. (See Appendix B) These standards are incorporated into this administrative regulations. The standards include:

1. Leadership Dimensions rubric used to guide the development of principals and other key leaders;
2. The Oakland Effective Teaching Framework Dimensions, used to guide the development of teachers; the Social & Emotional Learning Framework;
3. The Family Engagement Standards;
4. The structure of the School Site Plan;
5. The processes by which the District conducts ongoing reviews of school quality.

B. Balanced Scorecard

Beginning in the 2011-12 school year, the District established a Balanced Scorecard for schools based on the District's Thriving Students Strategic Plan and research into the indicators most likely to correlate to student achievement. As part of the development of the Local Control Accountability Plan (LCAP) in the spring of 2014, the Board of Education adopted a revised District Balanced Scorecard aligned to the LCAP. (See Appendix E)

C. School Performance Framework

1. History

Tiered Intervention is a standard approach to differentiating the supports provided to students based upon an assigned "Tier" or level of having met established quality standards. In 2007 - 2009, the District implemented a "Tiering Process." At that time, the District contemplated only a limited set of indicators, initially focusing almost exclusively on State test scores. That process, while driven by similar goals to differentiate support, lacked the balance of a broad range of indicators necessary to more effectively measure school quality. Additionally a systematic Continuous School Improvement Process was lacking to organize and facilitate the differentiated supports schools needed.

To provide much needed intensive supports to the highest need schools, as well as differentiated supports to all schools, the District must develop a system for Tiering schools.

2. Current Status

District staff has begun the process of developing a ***School Performance Framework,*** which will serve as a process for Tiering schools.

A ***School Performance Framework*** will allow the District to use the indicators contained in the Balanced Scorecard, compared alongside additional relevant indicators, such as enrollment, facilities utilization, stakeholder surveys, and other demographic information. The result would be the following:

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1. Establishing a set of indicators for measuring school quality
2. Implementing a process for applying those indicators to determine whether schools have *no progress, some progress, met, or exceeded* each of the targets set for each indicator
3. The results are then aggregated into ratings for each subcategory, such as Quality Instruction, Safe and Supportive School, and/or Meaningful Family and Student engagement
4. The aggregate performance of schools in these subcategories results in an overall rating of school performance or tier for each school

3. **Ongoing Work**

The Superintendent will ensure the development of differentiated School Performance Framework indicators that take into account grades spans served, alternative education programs, continuation schools, and schools serving unique populations.

The Superintendent shall aggregate District-authorized charter school performance indicators into a similar or identical School Performance Framework for purposes of ongoing monitoring and evaluation of charter school performance.

4. **Timeline for School Performance Framework**

The Superintendent will work in collaboration with key stakeholders in a process of working groups, focus groups, and feedback in order to develop a draft School Performance Framework not later than June 2015 for Board adoption. The Superintendent shall provide to the Board of Education a report on any recommended adjustments to the School Performance Framework on an annual basis, in order to ensure alignment to changes in Federal and State accountability requirements, as well as to ensure alignment with ongoing feedback from stakeholders.

5. **Uniform Standards and Metrics for District-run and Charter Schools**

In 2007, the District established a set of Quality Charter School Standards. These standards were immediately applied to a rigorous process of evaluating charter school quality for purposes of re-authorization decision-making. Schools underwent a School Quality Review beginning in 2007 that included both District-staff and a 3rd Party Review organization conducting a multi-day site visit and generating an evaluation of the school based on the Quality Charter School Standards. The review was incorporated into the over-all staff evaluation of the school and subsequent recommendation for charter renewal or nonrenewal to the Board of Education.

As part of charter law in California, each charter petition must include a set of Measurable Pupil Outcomes (MPO's). These metrics are included in the approved charter. Charter applicants propose the metrics they will be accountable for achieving, which must include performance on State assessments required of all public schools. The District, as the authorizer, determines if the MPOs need to be revised in order to effectively evaluate the school's performance, as well as ensure that the school is adequately *improving pupil learning* as set forth in the legislative intent of CA charter law. The final approved metrics are then established when the charter is approved and used as part of the process of evaluating charter schools for purposes of re-authorization.

6. **District Continuous School Improvement Process**

The District has borrowed many of the lessons learned through its charter authorizing practices. The Continuous School Improvement Process for District-run schools. This includes:

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1. Establishing School Quality Standards for District-run schools, as referenced earlier in this report, in 2011.
2. Establishing a School Quality Review process in 2011 for District-run schools, whereby a third party team of District staff conduct a multi-day site visit and generate an evaluation report based on the School Quality Standards.
3. Establishing specific measurable outcomes used to determine the extent to which schools are improving pupil learning. These are embedded in the District's Balanced Scorecard goals.

These developments, however, have produced some variances in the standards and metrics used for evaluating the quality of District-run schools and charter schools.

7. **Ongoing Continuous School Improvement Process – Development of Common Metrics**

The Superintendent will develop uniform standards and metrics for both District-run schools and District-authorized charter schools aligned to the District's Balanced Scorecard. Doing so will result in more rigorous side-by-side comparisons of performance. It is understood that charter schools operate under differing statutory and policy conditions. Nonetheless, having more uniform standards and metrics will only improve the analysis of the implications of these differences on student and school performance.

Charter schools may additionally have unique goals aligned to any unique program elements or philosophies contained in their charter petition. Existing charter school petitions would need to undergo a mutually agreed-upon material revision, and future charter petitions approvals shall incorporate the common Measurable Pupil Outcomes into the final document, as of July 1, 2015.

8. **Timeline for Development of Common Metrics**

The Superintendent will work in collaboration with key stakeholders to develop a draft version of Common Measurable Pupil Outcomes for use not later than June 2015 for Board adoption. Adopted Common Measurable Pupil Outcomes shall be incorporated into all charter petitions and charter school accountability systems for charter schools authorized by the District to begin operation as of July 1, 2016.

For charter schools that begin operation as of July 1, 2016, including charter schools that begin a renewal term as of July 1, 2016, the Superintendent will include evaluation of charter school performance based on standards and metrics that include the adopted Common Measurable Pupil Outcomes.

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II. BP 6005 Goal 2 -- Establish a school quality review process in which all schools, through their school governance team, are accountable for:

J. Assessing the state of their school relevant to established performance quality standards and student outcome goals.

K. Identifying key priorities for school improvement.

L. Establishing a school improvement plan.

Overview

In 2011-12, the District began conducting School Quality Reviews of District schools, using the established School Quality Standards (see Appendix B). 15-22 schools have been assessed annually. A total of 50 School Quality Reviews have been completed as of December 2014.

In addition, other forms of quality review are taking place throughout the district. Examples of these include all District-run schools participating in Instructional Rounds, which occurs two to three times annually for every school. This is a half-day process where small groups of District staff principals visit a selected school and follow a common protocol for conducting classroom observations as a group, gathering, discussing and analyzing the observation data together with the principal and selected staff of the school. The observations and data are then incorporated into each school's ongoing continuous improvement planning.

A. School Quality Review Process

The Superintendent will establish procedures, tools and guidelines for a School Quality Review Process that includes:

- multi-day visit by a team of trained individuals;
- classroom observations;
- interviews with key staff;
- focus groups with students, parents, teachers, and staff;
- review of data and relevant documents; and
- observations of other relevant activities within the school.

1. SQR Evaluation Report

Each site visit shall culminate into an evaluation report of the findings. School Quality review evaluation reports shall provide an executive summary of findings along with supporting documentation and/or narrative.

School Quality Review evaluation reports shall be made public and posted on the District website. The SQR reports will be available for analysis, inquiry, and planning and disseminated to school leadership teams, staff, and school site councils.

2. Frequency of SQR

a) School Quality Reviews shall be conducted in each District-run High School one year prior to the school's scheduled WASC: Western Association of Schools and Colleges accreditation.

b) School Quality Reviews shall be conducted within 6 months following the designation of a school as an Intensive Support School through the School Performance Framework Tiering structure.

1) The findings will be analyzed in collaboration with school governance teams and recommendations from school governance teams as to the priorities for improvement, as well as

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the likelihood of success for any selected strategies to support dramatic improvements to be implemented by the Superintendent and Central Office staff.

c) School Quality Reviews shall be conducted within one year of the Board of Education decision-granting the Charter for all District-authorized charter schools. The findings from the review shall be incorporated into the charter re-authorization rubrics and shall inform charter re-authorizing decision-making.
d) For District schools that are not in categories 3a and 3b, see Extended Site Visits immediately below.

A.1 Extended Site Visits

1. Extended Site Visits shall serve as the ongoing annual assessment of school quality to be conducted once a year in all District-run schools.
    a. Extended Site Visits shall include at a minimum;
        i. 4 hour visit by a team of trained individuals;
        ii. classroom observations;
        iii. interviews with key staff;
        iv. focus groups with students and teachers;
        v. review of data and relevant documents; and
        vi. observations of other relevant activities within the school.
    b. Extended site visits shall increase in frequency for schools that receive rating that fall below standard. Schools receiving ratings of 25% or more indicators below standard shall be visited twice a year. Schools receiving ratings of 50% or more below standard shall be visited four times a year.
    c. Extended Site Visits shall occur, at a minimum, annually in all District-Authorized charter schools. Charter schools may be visited more frequently at the discretion of the District, in the interest of adequately monitoring performance.
    d. Findings based on Extended Site Visits shall culminate into a written report. Findings shall be disseminated to school leadership and site-based staff.
    e. Findings based on Extended Site Visits shall include specific recommendations for improvement with measurable actions.
2. The Superintendent will monitor the implementation of recommendations for improvement associated with Extended Site Visits.

A.2 Effective Practices Database

The District shall establish and maintain a ***database*** of effective practices that support the sharing of effective practices in and among schools.

Over the last three years, the District has conducted 50 School Quality Reviews and developed an Oakland Effective Practices Database. This database is now online and available to support schools in their continuous school improvement efforts. The site is linked to the Continuous School Improvement department's website. The database is organized around each Quality Standard and provides actual examples from Oakland schools found to be effective in specific practices based on the School Quality Review evaluations.

B. Improvement Planning[ii]

Overview and History

Over the past several years, the District has created greater alignment across networks and schools to support the Continuous Improvement Process. This has included creating a protocol for schools to identify their

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priorities for improvement. The priorities are often referred to as their "Big Rocks." The District has worked to build school leaders' capacity to collaboratively develop a Theory of Action that guides the school's improvement strategies. Additionally, the District has worked to ensure that every school has a functioning Instructional Leadership Team and School Site Council to lead, support and manage the Continuous School Improvement Process.

1. Continuous School Improvement Process

The District will implement support structures for schools to ensure that there is a clear Continuous School Improvement Process for all schools.

2. Networks

The District established **networks** for school support. Schools of similar type have been grouped in the same network, for example K-8 schools are in the same network, and dual language schools are in the same network.

3. Cycles of Inquiry

All schools in every network will incorporate a **Cycle of Inquiry** process to implement Continuous School Improvement. That process includes:

- Reviewing data and information to assess what is working and not working;
- Identifying focus areas;

Planning strategies for improvement;

- Monitoring the implementation of those improvement strategies; and
- Reflecting on the results to make adjustments to the improvement plans

4. Guide

The Superintendent shall maintain a **Continuous School Improvement Guide**. This guide will incorporate input and feedback from site-based stakeholders. The guide should consider the key questions to be analyzed by schools on a regular basis across all District run schools.

5. Inquiry & Planning

The Superintendent shall develop an **Inquiry and Planning Tool**. This tool shall be designed to support schools in documenting their analysis of data and information about student performance; record likely root causes; and action plan any changes they intend to make to their improvement plans as a result of their analysis.

6. Data Access

The Superintendent shall prioritize the **accessibility of data** to all stakeholders. Data will be available to all schools and the district. This data shall link back to the Balanced Scorecard and provide an information about student and school performance.

7. Communities of Practice Strategies and School Pairing Strategies

Communities of Practice are small groups of 3-4 schools that have a common focus area of improvement. Communities of Practice work together over the course of the year to collaborate on school improvement. A focus area for a Communities of Practice may be the improvement of reclassification rates of English Language Learners; or an increase in the active engagement of African American families; or developing common practices for the use of evidence in student writing.

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Communities of Practice meet in teams comprised of teachers, leaders, site support staff, and possibly parents. These Communities of Practice will have opportunities to meet in teams at events sponsored by the District, such as the Site Governance Summits. Additionally, principals of schools working together in a Community of Practice will meet to get additional support and guidance. Beginning 2014-15, all networks are sponsoring time and supports within their Monthly professional learning structures so that every school is a member of a Community of Practice focused on at least one of their Priority improvement areas.

Pairing Strategies

Additionally, resources permitting, school teams will schedule additional opportunities to come together as Communities of Practice in order to work collaboratively on a common focus of improvement. This can include a shared reading; a presentation by an expert; and protocol to look at common data or student work; or conduct structured site visits at one another schools or a model school. Communities of Practice is one of the strategies outlined in the CORE Waiver to be used with Focus Schools and Schools not meeting for Annual Measurable Outcomes – as provided in the CORE Waiver.[iii]

8. **School Improvement Partners**

Each school will be assigned a School Improvement Partner. Two School Improvement Partners will be assigned to each network. The role of the School Improvement Partner is to support schools based on a collaborative analysis of needs to ensure all schools are developing on pace towards becoming high quality community schools.

School improvement Partners must demonstrate the following skills:

- Strong instructional (pedagogical and curriculum) knowledge.
- Strong communication skills.
- Ability to build relationships and work collaboratively.
- Understands or has the ability to learn continuous school improvement.
- Understands the school site plan process.
- - Capacity to help schools keep track of their school site plan on the tracker, as well as think through documentation.
- Ability to think critically.
- Thought-partner to principals (and Instructional Leadership Teams) and Network and Deputy Network Superintendents.
- - Critical friends to school leaders and Instructional Leadership Teams to help them improve overall school/student performance.

9. Timeline

The District will use a newly revised School Site Planning template in the 2015-16 site planning cycle. As part of the development of various supports for schools in their continuous improvement process, the Superintendent will ensure that key priorities for improvement are addressed, including 1) A focus on students identified through the Local Control Accountability Plan, such as English Learners, Foster Youth, and Students with Disabilities, 2), addressing key aspects of the school's performance, such as attendance, teacher evaluation completions, and parent satisfaction, 3), the requirements set forth in the District's ESEA Waiver to track and monitor designated schools' performance and specific strategies within their school improvement plans, and 4), plans will serve as pathway plans for purposes of building out linked learning programs and utilizing Measure N and other relevant funding.

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III. BP 6005 Goal 3 -- Based on findings from the school quality review process, provide intensive support to schools most in need to facilitate their achievement of performance quality standards and student outcome goals. Intensive support to highest-need schools shall include establishing a collaborative leadership team of district, school, and community leaders to envision, research, and plan a systemic approach to school improvement, including thorough consideration of replicating and/or expanding existing high-performing school and program models.

Objectives
Ensure that every school offers high quality programs.

A. Theory of Action and History

The Oakland Unified School District has experienced its greatest success in ***systematically*** improving the performance of schools when it has undertaken efforts to engage and facilitate school communities in a deep and rigorous school design and planning process over an extended period of time. This has been characterized in the past as **new *school incubation***. The goal of the incubation process is to engage the community (families, teachers, admin, partner orgs) in creating a well informed road map for the school program design, grounded in principles of equity as defined by closing the achievement gap for all students, that will guide the school in its first several years of implementation. Empowering and increasing school and community capacity is a central outcome of new school incubation. The priority schools for new school incubation are persistently underperforming and located in high poverty, high stress areas of Oakland.

The identification by the Board of Education in April of 2014 of the first Intensive Support Schools and the Call for Quality Schools builds on the prior experience of incubating high quality schools in some neighborhoods in Oakland.

B. Process to Identify Intensive Support Schools

In April 2014, the Board of Education identified the first 5 Intensive Support Schools. Going forward the process with be as follows:

1. Annually, the Superintendent shall identify the priority schools designated to receive intensive support, based on performance within the School Performance Framework, Extended Site Visits and regional considerations of need. Specific designations with the School Performance Framework shall determine which schools are Intensive Support Schools. Consideration shall also be given to enrollment trends and facility utilization when identifying priority schools to receive intensive support and investment.
2. Following identification, school governance teams, staff, and principals shall be notified of their designation as an Intensive Support School. Notification shall include in-person engagement by Central Office staff. Notification shall include explanation of rationale for designation, requirements associated with the designation, overview of supports to be provided to the school, and a timeline for any further evaluation of the school's quality or performance.
3. Unless the school has undergone a School Quality Review within the prior 12 months, the school will be scheduled to undergo a School Quality Review within six months of notification.
4. If an Intensive Support School receives at least 50% SQR ratings at a level 1 or 2 ("underdeveloped" or "beginning"), the Superintendent shall determine whether to include the school in the Call for Quality Schools. The Superintendent shall include the school in the Call for Quality Schools process unless the Superintendent determines there is evidence that the school will nonetheless dramatically improve student outcomes. School will be provided with support to implement the approved Program Plan under the Call for Quality Schools for a period of at least five years.

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5. If the Superintendent determines not to include an Intensive Support School within the Call for Quality Schools Process, every other year that the school remains under the Intensive Support School designation, the Superintendent shall evaluate whether to include the school in a subsequent Call for Quality Schools cycle.
6. Schools identified for Intensive Support that are not included in the Call for Quality Schools shall develop, in collaboration with the school's management, assigned central office staff and the school's site governance team a School Quality Improvement Plan addendum to their School Site Plan that considers all additional funds allocated to the school as a result of the Intensive Support School designation.

C. Empowering Intensive Support Schools

In order to achieve the school improvement "Big Rocks" priorities, Intensive Support Schools will require certain autonomies and flexibilities. The District is committed to working with union partners and key stakeholders to provide the necessary autonomies and flexibilities to these schools. The flexibilities include:

Staffing: Intensive Support Schools should have the freedom to select staff in order to create a school culture which support the successful implementation of the Continuous Improvement Plan.

Budget: Decisions on the optimal use of site budgets should be made at the school level. Intensive Support Schools should be given budgetary autonomy to make decisions about school resources that maximize student achievement, as approved in their school quality improvement plans. Intensive Support Schools should have a budget in which the school has discretion to spend in the manner that provides the best programs and services to students and their families.

Curriculum and Assessment: Intensive Support Schools should have the freedom to structure their curriculum and assessment practices to best meet students' learning needs. While acknowledging that all schools are expected to administer any state- and district-required assessment, these schools will be given the flexibility to best determine the school-based curriculum and assessment practices that will prepare students for state and district assessments.

Governance and Policies: Intensive Support Schools should have the freedom to create their own governance structure, in alignment with the District's School Governance Policy.

School Calendar and Schedule: Intensive Support Schools should have the freedom to set longer school days and calendar year.

Contiguous Space Identifiable as "Our School": Intensive Support Schools should have the freedom to create physical space that is supportive and stimulating for students and teachers. In the case of schools sharing a site, this is particularly important in order to create a sense of place and purpose for learning. Examples includes:

- Remodeling and decorating to establish a distinctive community feel and
- Physical modifications (within budget) that create space conducive to the vision of learning and teaching the school holds.

The School Quality Improvement Plan Addendum to the School Site Plan for each Intensive Support School shall include the requested autonomies. The Superintendent or designee, working with key stakeholders and complying with union contract terms shall decide within 4 weeks of the submitted request if the flexibilities or autonomies are granted and approved. When a school's request for autonomy is denied, the Superintendent must provide the school a written explanation as to why the request was denied. The school may renew the request in subsequent years.

D. Guidelines for Intensive Support School Budget

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1. The District Intensive Support School budgeting process, to begin the first year of implementation is shaped by four overarching objectives:

a. Empowering Intensive Support Schools with the autonomy to use their budget dollars to best serve the needs of their students, while holding the schools accountable for academic, operational, and financial results.

b. Intensive Support School funding will continue to reflect the District's commitment to provide more resources to schools that serve students with greater needs while ensuring the district provides adequate resources to all schools to meet the needs of all students

c. Ensuring the health and safety of all students, particularly those with special needs.

2. Targeting Funding for High Need Students

To accomplish the District's shared goals of closing the achievement gaps and significantly increasing the number of students who graduate from high school prepared for college, career and community, the District will make targeted adjustments to the weighted student-based budget formula for Intensive Support Schools to ensure students with greater needs receive additional resources.

Additional funding is targeted to support programs that serve students with greater needs (e.g., English language learners, special education, alternative education, credit recovery, dropout prevention, summer programs, gifted and talented, etc.).

3. School and Central Office Accountability for Health and Safety

d. In addition to the basic requirement of complying with all applicable federal, state and local law and not exposing the schools or district to liability risk, schools must use their budgetary choices in ways that protect the health and safety of all their students, particularly those students with greater needs.

e. Protecting the health and safety of students includes providing for appropriate mental, physical, cultural and emotional health supports, security services, appropriate communications and escalation procedures for serious situations, and environmental safety. The District will work with schools and exercise oversight to ensure that schools provide appropriate health and safety protections for students.

E. District Review

The Superintendent will present a written report to the Board of Education in February and August of each year that reflects all Intensive Support School budget autonomy decisions, including budget autonomies approved and implemented, along with any appeals from schools. Once a year, the Board of Education will review the Superintendent's explanations for granting and denying autonomies a) to understand the impact on: 1) the health and safety of students; 2) compliance with federal, state, and local law; or 3) the ability to successfully serve students with greater needs and b) to ensure the reasoning is consistent with the spirit of the Quality School Development Policy.

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IIIA Call for Quality Schools Guidelines

A. These guidelines will facilitate the implementation of the Call for Quality Schools Process:

1. Superintendent notifies schools of the criteria for the Call for Quality Schools and the schools that are in the Call for Quality Schools

2. For at least two months after the Superintendent's announcement, schools in a Call for Quality School shall convene meetings of stakeholder groups – students, staff and parents to ensure full understanding of the implications for inclusion in the Call for Quality Schools process.

3. No sooner than 100 days after the Superintendent's announcement, the District shall seek Program Development Proposals for each school in the Call for Quality Schools.

4. The District shall convene and maintain an Academic Review Board and Site-based Committees in each of the selected schools participating in the Call for Quality Schools. The Site-based Committee will review and evaluate the proposal(s) that are submitted for each designated school, based on the priorities established by the Committee. Members of the Academic Review Team shall attend the final analysis or debrief session conducted by the Site-Based Committee for each submitted proposal. Each proposal evaluation by the Site-Based Committee will be submitted to the Academic Review Board.

5. The Academic Review Board will submit an evaluation, which must include the analysis of the Proposals by the Site-based Committee, along with its documentation and any recommendation of the Site based Committee to the Superintendent regarding the strengths and weaknesses of the Program Development proposal(s) submitted, including any recommendations regarding preferred proposal(s).

6. The Superintendent will make the final recommendations of the Program Development Proposal to be implemented. The Superintendent's recommendation must be approved by the Board of Education.

7. For the 2015-16 school year, the final recommendations by the Superintendent must be made no later than June 10, 2015. The Superintendent shall present the recommendation to the Board at the next available Board of Education meeting. After the 2015-16 school year, final decisions must be made before April 1.

8. After the final decision is made by the Board of Education, Phase One of selected Program Development begins. Except for 2015-16 school year, Phase I is March 1 through June 30th. Phase Two of selected Program Development is July 1 through August of the subsequent year. Implementation of the selected Program Development begins following a period of 18 months of preparation. Program Development implementation for the first cohort of schools begins September 2016.

9. Schools undergoing the Call for Quality Schools will be supported to implement their plans with an expectation of improvement as defined within the School Performance Framework for a period of at least five years.

B. Key Supporting Conditions

1. Flexibility in the design and implementation of school plans
2. Shared decision-making among site and central stakeholders
3. Participation by stakeholders currently within as well as outside the school
4. Program design guided by pillars or proven practices
5. Inclusive school planning process, that meaningfully engages families, students, and staff
6. Focused attention on feeder patterns and prospective family contribution to planning and enrollment
7. Ensure high quality central supports and services that are differentiated
8. Consideration of the physical environment conducive to learning and beauty

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9. Articulate the lessons learned from past practice, naming what has worked and what has not
10. Establish logical timelines that consider the necessary balance of capacity and urgency
11. Identify the gaps in previously implemented strategies with plans to avoid future shortcomings
12. Identify clear, measurable goals; monitor progress frequently and consistently adjust plans if progress is not being made
13. Maintain stable and united central office administrative team that maintains a coherent plan for the intensive support schools and high priority schools for a period of five to ten years

C. Program Development Proposal Criteria and Evaluation

Program Development Proposals must include the following**:**

- Roster of all participating members of the proposal writing team
- Calendar of all proposal-writing meetings
- Calendar of all engagements with stakeholders, as defined by parents of current or prospective students, current or prospective students, and staff currently employed in the school.
- Contact information for Proposal Writing Team Lead
- All required sections of Proposal complete
- Proposal submitted must remain within specified page limits, but may include attachments reference within the Proposal
- Proposal criteria shall be provide in multiple languages

D. Proposal criteria shall align to the following priorities:

- Pathways to Excellence or successor District strategic plan
- District Academic Guidance Document
- Common Core State Standards
- Local Control Accountability Plan Priorities
- Federal School Quality Improvement System Waiver
- Measure N Criteria, where applicable for high schools
- Voluntary Resolution Plan (VRP)
- Programs for Exceptional Children Strategic Plan
- School Quality Standards

E. Priority Strategies for School Improvement: Quality School Development Pillars

The following research-based strategies represent the priority improvement areas to be incorporated into Proposals for all designated Intensive Support Schools. These strategies represent Quality School Development Pillars:

❒ **Educator Development Pipelines**
Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success. {See Appendix G.) Successful schools embed thoughtful plans for succession.[1]

❒ **Strong School Culture**
Successful schools will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well-being of students. This emphasis must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture.

❒ **Increased Time on Task**
Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers'

[1] Competence at Work, Spencer and Spencer (1993)

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time for planning, collaboration, and professional learning.

- ❒ **Rigorous Academics**
  Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards. Rigorous academics includes a commitment of district support for personalized learning, technology infrastructure support, support with building design needs, and 21st century library/media center integrated into the educational program to promote strong literacy and research development.

- ❒ **Linked Learning/Personalized Learning**
  Students will be exposed to different educational options that go beyond the "four walls" of the school in effective schools. This will include allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools. Plan must involve plan for 100% of freshmen in pathways to grow each year to get to 100% of all students. Same growth to entire school for personalized learning in lower grades. Additionally, all pathways must be equivalent in rigor of academic program and classroom expectations. Must have clearly articulated expectations for student responsibility, plans to embed accountability for students' behavior and academic effort, as well as robust plans for supporting students with meeting expectations and reaching mastery.

F. Additional Requirements

1. Proposal-writing teams must fulfill minimum engagement requirements prior to submission. Failure to do so may significantly reduce the ratings of the quality of the proposal. Engagement must include District central office sponsored engagements, as well as engagements convened by Proposal Writing Teams.
2. The District must include minimum engagement requirements within the Call for Quality Schools Guidelines to be produced by the Superintendent and updated annually. Minimum engagement requirements will include at least three stakeholder engagements that include students (current or prospective), staff and parents (current or prospective).
3. The Call for Quality School proposals will outline if there are specific populations that need to be considered, or if specific grade configurations are being prioritized.
4. Proposals may be submitted by teams comprised mainly of staff at the Intensive Support School site, teams convened by interested educators and leaders outside of the school seeking to propose a district operated school, or charter school operators.
5. Proposal-writing Teams shall be encouraged to strive for innovation, while at the same time grounding programs in practices that have been proven to get results.

G. Evaluation

1. Evaluation teams shall be comprised of Site-based Committees established within two months following school notification, and an Academic Review Board to be established by the Superintendent.
2. Evaluation teams shall collaboratively and thoroughly review and rate the quality of proposals based on established rubrics, to be included in the Call for Quality Schools Guidelines.
3. The summary of ratings will be presented to the Superintendent along with any comments or statements supporting or opposing any proposal generated by either the Site-based Committee or the Academic Review Board. All non-confidential records of the evaluation shall be made public in advance of Board of Education presentation or decision-making.

H. Development Program Implementation Teams

There shall be at each school a **Development Program Implementation Team.**.

9. **Development Program Implementation Team Membership (District-run Proposals)**

The Development Program Implementation Team for District sponsored Development Programs shall consist of at least: three parents or legal guardians of students enrolled in the school, one school-based educator who

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provides instruction at the school, the principal or the Superintendent's designee – to be referred to as the Development Program Implementation Team leader, one person from the community or a community-based organization or one community member at-large, one adult member of the School Site Council, elected by the School Site Council to serve on the Development Program Implementation Team. In the case of a Development Program Implementation Team for a 6-12, at least one student. The teams shall also include a representative of the supervising Network Superintendent and the School Improvement Partner. If the Development Program is a non-District sponsored Program, the make-up of the Development Program Implementation Team shall include representatives of the Proposal Team.

The number of members of each Development Program Implementation Team shall be no less than seven and no more than fifteen. A process for replacement of Development Program Implementation Team members, consistent with these regulations shall be established by the Superintendent.

A person may not serve more than one of the required membership categories, such as a teacher who is also a parent, may only qualify for either a staff membership or a parent membership, but not both. If, after making good-faith efforts, a principal/designee or an organization of parents, school-based educators and students is unable to find a sufficient number of persons who are willing to serve on the Development Program Implementation Team, the principal/ designee, in consultation with the school's School Improvement Partner and Network Superintendent, may establish an alternate membership plan for the Development Program Implementation Team. Such alternate plan shall reflect the required representation stated above, as much as practicable.

To the extent practicable, each Development Program Implementation Team shall represent a cross-section of the school community that it represents in terms of sex, race, age, occupation, socioeconomic status, geographical location and other appropriate factors.

10. **Selection of Members**

Each school shall solicit membership and establish a Development Program Implementation Team within the first two weeks of the primary school year of Program Development in order to ensure selection of the parent/guardian and teacher members to the Team. The other members of the Development Program Implementation Team shall appoint the community member. The Superintendent shall establish detailed guidelines for Team membership that considers the time commitment expectations and intent to establish a Team representative of students who attend the school. Interested parents, staff, secondary students and community members will complete an Interest Form. Parents, staff and secondary students of the designated school shall be convened and provided orientation on the membership criteria and rubric.

If a vacancy arises on the Development Program Implementation Team, the remaining members shall fill the vacancy by majority vote.

11. **Duties**

The Development Program Implementation Team shall:

1. Act as the school quality improvement planning committee for the school.

2. Collaboratively establish a comprehensive needs assessment based on evaluations of school quality, including at a minimum the findings of the School Quality Review, School Performance Framework, and the Strategic Regional Analysis, as well as any relevant engagement and planning.

3. Participate in regularly scheduled meetings.

b) The adopted proposal shall serve as the base template for the school quality improvement planning.

c) Conduct no fewer than one Development Program Implementation Team meeting every two weeks for a period of no less than two hours each, guided by an agenda developed in advance through the

support of Development Program Implementation Team coaching to be provided by the District to coordinate and guide the school design and School Quality Improvement Planning process.

d) Advise the Superintendent concerning the preparation of a school quality improvement plan, and submit recommendations to the Superintendent concerning the contents of the school quality improvement plan.

e) Schedule and facilitate Community events no less than once a month to solicit input and feedback from representative stakeholders on key components of the school quality improvement plan. **Design Community** shall be defined as broad base of stakeholders representative of the school community including parents of current and prospective students, teachers and staff in the school, as well as students.

f) Increase the level of parent engagement in the school quality improvement planning process, especially the engagement of parents of students in the populations described in the Local Control Accountability Plan. The Development Program Implementation Team's activities to increase parent engagement must include, but need not be limited to:
    i. Publicizing opportunities to serve and soliciting parents to serve on the Development Program Implementation Team or participate in the Design Community. In soliciting parents to serve on the Development Program Implementation Team, the Development Program Implementation Team shall direct the outreach efforts to help ensure that the parents who serve on the Development Program Implementation Team reflect the student populations that are significantly represented within the school;

g) Elect representatives from the Development Program Implementation Team to serve on a School Staffing Committee or other similar body to advise staffing decisions for the first year of school quality improvement plan implementation. In subsequent years, the School Site Council shall determine School Staffing Committee membership.

h) Ensure that the school quality improvement plan adheres to the Pillars of Quality School Development, as well as to all other guidance and rubrics provided to the Development Program Implementation Team as part of the established curriculum.

5. The Development Program Implementation Team will not

- participate in the day-to-day operations of the school;
- be involved in issues relating to individuals (staff, students, or parents) within the school; or

6. Meetings

- Development Program Implementation Team meetings shall be publicly noticed and open to the public.
- Development Program Implementation Team meeting agendas, minutes, and supporting documents should be available in both print and electronic copy.
- Development Program Implementation Team rosters should be maintained and publicly accessible.

I. Guidelines for School Quality Improvement Plan

The District affirms its commitment to support the development, approval, and implementation of school quality improvement plans for schools identified as Intensive Support Schools to dramatically improve academic achievement. OUSD is committed to supporting Intensive Support School that are identified under the Quality School Development Policy.

In supporting the creation, preparation, and evaluation of the School Quality Improvement Plans, the District shall be guided by the following;

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- Demonstrates evidence that the school quality improvement plan will ensure the school meets or exceeds academic standards. Provide evidence that the autonomies proposed in the school quality improvement plan will lead to improved student performance.
- Demonstrates strong leadership capacity necessary to effectively implement the school quality improvement plan based on the analysis of the school's plan
- Provides a detailed leadership succession plan which engages the school's parents and teachers to ensure consistency and stability in implementing the mission and vision of the school quality improvement plan
- Ensures that a robust and participatory school governance structure will provide accountability and support to the school quality improvement plan
- Describes how the school culture and school management structures will support the professional growth of all teachers
- Provides evidence that the school quality improvement plan will be leveraged to improve qualitative factors like school culture and parental involvement
- Provides evidence that the school quality improvement plan will ensure that the school policies and procedures promote the health and safety of the students.
- Provides evidence that the school quality improvement plan demonstrates strong financial management practices that ensure operational and fiscal sustainability, including ensuring compliance with all state, federal and local laws.
- Promotes equity of access to high quality support services for all students including English language learners, special education students, and African American and Latino students experiencing disproportionate discipline incidences
- Demonstrates a spirit of collaboration to promote the dissemination of innovation and best practices throughout the district

J. School Quality Improvement Plan Submission and Approval

A school quality improvement plan submitted to the Superintendent should meet all applicable requirements, which include the guiding principles for school quality improvement plans outlined above. The District's review and recommendation processes shall provide an analysis of each school quality improvement plan based on guiding principles for quality outlined above.

Specific components of the school quality improvement plan shall be completed, pursuant to these guidelines, prior to the annual budget and hiring cycle to ensure maximum support in implementing school quality improvement plan. However, additional components of the school quality improvement plan shall remain under development until May of the year prior to implementation, when it must be submitted to the Superintendent for review and recommendation

i. **Review of School Quality Improvement Plans**

The Board of Education shall review School Quality Improvement Plans every year, including all requested autonomies. Staff, parents and students shall conduct a survey annually that contemplates the effectiveness of the school quality improvement plan, and the specific autonomies contained within the plan. The results of the survey, along with an assessment of the Intensive Support Schools performance, based on the School Performance Framework shall be provide to the Board of Education by the Superintendent annually.

L. Response to Persistent Underperformance

The District shall conduct a School Quality Review in the Spring of the third year of implementation. Intensive Support Schools must evidence improvement in no less than 50% of all indicators. Success in meeting these standards will result in ongoing monitoring based on the School Performance Framework. Failure to do so will result in probationary status for a period of two years. At the close of the two years, the school must evidence meeting standard based on the School Performance Framework in no less than 50% of all indicators. Success in meeting these standards will result in ongoing monitoring based on the School Performance Framework. Failure to do so will result in the Superintendent making a recommendation to the Board for another Call for Quality School for any school that over a five year period has not met the School Performance Framework in at least 50% of all indicators. In all, schools that undergo the Call for Quality Schools process will have a period of at least five years to implement their plans.

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IV. Establish a "Quality School Development Innovation Fund" to support the provision of intensive support to highest-need schools.

The Superintendent shall ensure that the necessary resources are accounted for and available within the annual budget recommendation to the Board of Education to implement Section III of this policy.

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APPENDICES

A. Related Policies and Standards
B. School Quality Standards
C. School Quality Improvement Index
D. Local Control Accountability Plan Priorities
E. District Balanced Scorecard 2014-15
F. Turnaround Leader Competencies and Definitions
G. Quality School Development Pillars Bibliography

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APPENDIX A: Related Policies and Standards

Site Governance Policy (BP 3625)
The Board of Education is responsible for fostering conditions that enable every school in the Oakland Unified School District (OUSD or the District) to create learning environments that make more effective teaching and learning possible. The Board of Education believes that those closest to students at a school - employees, parents, students, community members - are generally in the best position to know the specific academic, social, and emotional needs of their students, and how best to address those needs. The Board of Education, within the context of established OUSD strategic priorities, performance accountability standards, and collective bargaining agreements, believes that empowering school governance teams to align and manage resources to effectively address the specific needs of their students is a necessary and fundamental condition to enable every school to make more effective teaching and learning possible.

OUSD Strategic Plan: Pathways to Excellence (2015)
The District's 5-year strategic plan update (2015), establishes three clear goals towards the vision that *all OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.* These goals are: (1) Effective Talent Programs; (2) Accountable School District; (3) Quality Community Schools.

Quality School Standards and School Quality Review (SQR) Process:
The District has issued a set of School Quality Standards to support district-wide consistency, transparency and accountability. Schools will participate in an on-going cycle of inquiry based on these standards to support continuous improvement and engage with District staff in a SQR process designed to build school site capacity to achieve their strategic goals in alignment with District priorities. This process is implemented both universally through Extended Site Visits, and in a targeted manner through supporting High Schools undergoing WASC (Western Association of Schools and Colleges) accreditation, and as a diagnostic for identified Intensive Support Schools.

Balanced Scorecard – School Performance Framework:
The Balanced Scorecard is a tool to measure progress towards strategic goals at the school site and District levels. The District adopted this management tool to include broad stakeholder participation in the assessment of school performance based on the school's strategic goals. The School Performance Framework is a tool outlined in these QSDAR that provides a structure for measuring school quality and tiering schools for purposes of differentiated supports, rewards, interventions, accelerations, and recognition.

Standards for Meaningful Family Engagement (Board Resolution No. 1112-0730, 2012)
The Standards for Meaningful Family Engagement describe six expected areas of development for all school sites including:

- **Standard 1:** Parent/Caregiver Education Program – Families are supported with parenting and child rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
- **Standard 2:** Communication with Parent/Caregiver – Families and school staff engage in regular, two-way, meaningful communication about student learning.

- **Standard 3:** Parent Volunteering Program – Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.
- **Standard 4:** Learning at Home – Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.
- **Standard 5:** Shared Power and Decision Making – Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.
- **Standard 6:** Community Collaboration & Resources – Coordinate resources and services for families, students and the school with businesses, agencies, and other groups, and provide services to the community.

Student Engagement Standards (2007)

Student Engagement Standards were created and adopted by the Meaningful Student Engagement Collaborative in 2007 and thereafter implemented by OUSD. The standards detail expectations for students, sites and the District for supporting student engagement in all OUSD schools.

The standards for sites are:

1. Have mechanisms to support student engagement in key school planning decisions
2. Participate in district-wide student engagement efforts
3. Facilitate student leader access to and relationship with decision makers
4. Facilitate strong student leader relationships to constituents, student body

The standards for the District are:

1. Support District-wide student engagement body
2. Involve students in District level policy making
3. Involve a broad and diverse group of students in District-wide engagement body
4. Support adults to lead processes and participate in youth-adult decision-making
5. Support student School Board representatives
6. Support site-based student engagement efforts

Parent Involvement Policy (BP 6020, 2004, 2006, 2007, 2014)

The Parent Involvement Policy establishes a framework for how the District will meet statutory requirements to engage parents at the site and district levels and support them as full partners in their children's education. The policy identifies actions the District will take to involve parents in the process of school review and improvement; to build schools' and parents' capacities for parent involvement; to provide materials and training to help parents work with their children to improve academic achievement; to provide parents with a range of opportunities for involvement; and to provide professional development for staff to enhance understanding of effective family engagement.

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APPENDIX B: Oakland School Quality Standards

OUSD School Quality Standards
Developed in collaboration with the Oakland community and the OUSD Quality Community Schools Development team (2011)

Quality Outcomes: Ensuring Thriving Students & Healthy Communities

1. a quality school sets and achieves clear and measurable program goals and student learning objectives
2. all students demonstrate progress on academic and social goals each year and across years
3. all students achieve at similarly high rates and any gaps in achievement are substantially
4. all students achieve at levels that compare positively with state and national averages and with similar schools
5. all students demonstrate critical thinking skills and apply those skills towards solving complex tasks
6. all students demonstrate skills in and knowledge of the arts and literature
7. all students demonstrate an ability to understand and interact with people from different backgrounds
8. all students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest
9. all students demonstrate the attributes and skills of emotional health and well□being
10. all students demonstrate the skills, knowledge, and dispositions needed in the world of work
11. all students demonstrate the skills, knowledge, and dispositions of engaged citizens

Quality Indicator 1: Quality Learning Experiences for All Students
A quality school…

1. provides students with curriculum that is meaningful and challenging to them
2. provides safe and nurturing learning environments
3. ensures that the curriculum follows state and district standards, with clear learning targets
4. uses instructional strategies that make learning active for students and provide them with different ways to learn
5. uses different kinds of assessment data and evidence of student learning to plan instruction
6. ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best
7. ensures that students know what they're learning, why they're learning it and how it can be applied
8. provides academic intervention and broader enrichment supports before, during, and after school
9. uses leadership and youth development curriculum and extra□curricular content to keep students engaged
10. provides and ensures equitable access to curriculum and courses that prepare all students for college
11. has a college□going culture with staff and teachers who provide college preparedness resources
12. provides opportunities to learn skills and knowledge of specific career pathway and prepare for future careers

Quality Indicator 2: Safe, Supportive, & Healthy Learning Environments

A quality school…

1. is safe and healthy center of the community, open to community use before, during, and after the school day
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

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3. defines learning standards for social and emotional development and implements strategies to teach those standards
4. adopts rituals, routines and practices that promote achievement so it is “cool to be smart”
5. identifies at□risk students and intervenes early, to help students and their parents develop concrete plans for the future
6. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences
7. has staff that is committed to holding students to high expectations and helping them with any challenges they face
8. has clear expectations and norms for behavior and systems of holding students and adults accountable to those norms
9. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning
10. supports students to show initiative, take responsibility, and contribute to the school and wider community
11. helps students to articulate and set short and long term goals, based on their passions and interests

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

A quality school…

1. makes sure that teachers work together in professional learning communities focused on student progress
2. ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning
3. has staff that continuously engages in a broad variety of professional learning activities, driven by the school’s vision
4. provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice
5. ensures professional learning has demonstrable impact on teacher performance and student learning/social development
6. provides adult learning opportunities that use student voice and/or are led by students
7. provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions
8. provides adult learning opportunities that uses different instructional strategies to meet needs of individual adult learners
9. has a collaborative system, involving all stakeholders, for evaluating the effectiveness of its strategies and programs

Quality Indicator 4: Meaningful Student, Family and Community Engagement/ Partnerships

A quality school…

1. builds relationships and partnerships based on the school and community vision/goals, needs, assets, safety and local context
2. shares decision□making with its students, their families, and the community, as part of working together in partnership
3. tailors a specific approach and mix of services through a process of understanding and addressing the inequities identified

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4. partners with students by listening to their perspectives and priorities, and acting on their recommendations for change
5. works with students, their families, and the community, to know how the student is progressing and participating in school
6. provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
7. builds effective partnerships by using principles of student and family/community engagement

Quality Indicator 5: Effective School Leadership & Resource Management

A quality school has leadership that…

1. builds the capacity of adults and students to share responsibility for leadership and decision-making
2. shares decision-making with its students, their families and the community, as part of working together in partnership
3. provides student leaders access to adult decision-makers, and supports them to be strong representatives of students
4. ensures that the school's shared vision is focused on student learning, grounded in high expectations for all
5. creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities
6. guides and supports the development of quality instruction across the school
7. develops and sustains relationships based on trust and respect
8. perseveres through adverse situations, makes courageous decisions, and assumes personal responsibility
9. collaboratively develops outcomes, monitors progress, and fosters a culture of accountability
10. develops systems and allocates resources in support of the school's vision
11. is distributed through professional learning communities, collaborative planning, and individuals and teams

Quality Indicator 6: High Quality Central Office In Service of Quality Schools

A quality central office…

1. monitors each school, provides supports, and holds staff accountable, based on standards for school quality
2. provides coordinated and integrated fiscal, operational and academic systems and supports that have a demonstrable impact
3. models the planning and action strategies that result in the greatest improvement in school and system-wide performance
4. equitably allocates resources to achieve higher and more equal outcomes
5. ensures that each school is a safe and healthy center of the community, with high quality facilities, open and integrated into community life
6. governing board and administration are effectively focused on student learning and support schools' efforts to raise student academic and social outcomes
7. builds capacity of adults and students to share responsibility for leadership and decision-making, to create and sustain FSCS
8. facilitates the collection, analysis and sharing of relevant data among partners to inform decision-making

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9. has a clear, collaborative system, involving all stakeholders, for evaluating the effectiveness of its strategies and programs
10. helps schools manage key student transitions between grades, among levels of schooling, and between schools
11. develops, supports and sustains partnerships with key public and private entities such as philanthropy, city, county, community-based organizations, higher education, business, and community and family representatives

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APPENDIX C: Federal School Quality Improvement Index – Short Metric Descriptions

Domain	Metric	Short Description
Academic Domain	Performance	Measures the percentage of students who meet grade level standards in English Language Arts and Math as measured by state standardized tests (e.g., the Smarter Balanced assessments starting in SY 2014-15).
	Growth	Measures of academic growth examine individual student performance over time. For the purposes of the Index, the CORE Growth model will be designed to look at the extent to which schools have helped students move from point A to point B relative to students who started the school year in a similar place (e.g., in terms of prior achievement and potentially in terms of observable demographics like English Learner status or socioeconomic status). *(The specific method for calculating this metric is in development).*
	High School Readiness*	The high school readiness indicator measures the percentage of eighth graders who meet a set of criteria that estimate their readiness for the rigors of high school. A draft set of criteria include: • GPA of 3.0 or higher in 8th grade • Proficient on their most recent state test in Math • Attendance rate in 8th grade of 96% or higher
	Graduation	Every student entering high school is automatically placed into a 4-year cohort. Students who transfer out are subtracted from the cohort. New enrollees are added to the cohort as they transfer in. The number of graduates four years later is used to calculate the 4-year cohort graduation rate (graduates divided by students in the cohort). Similarly, the number of cumulative graduates five and six years later is used to calculate the 5-year and 6-year cohort graduation rates, respectively.
Social-Emotional & Culture Climate Factors	Chronic Absenteeism	A student is considered to be chronically absent if that student has an attendance rate of less than 90%. The number of chronically absent students is then aggregated to the school level to determine the number and proportion of chronically absent students for each school.
	Student/ Staff/ Parent Culture-Climate Surveys	Students in grades five to twelve, teachers and staff, and parents, guardians and caregivers will participate in surveys to assess their perceptions of school culture-climate. (The specific method for calculating this metric is in development).
	Suspension/ Expulsion Rates	The percent of students suspended and/or expelled.
	Social Emotional Skills	Students in grades five to twelve will be asked to self-report on a series of behaviors (e.g., coming to class prepared, following directions) and

		beliefs (e.g., whether it is more important to be talented or to put forth a lot of effort), that, taken together, have been validated as indicators of social-emotional skills such as self-management and growth mindset.
	ELL Re-Designation Rate	The CORE districts have included a re-designation metric specifically to attend to the reclassification of English Learners as fluent English proficient before youth become Long-Term English-Learners. We are therefore examining re-designation rates in terms of the percentage of English Leaners with five or more years of instruction in U.S. schools who have re-designated within their current school.
	Disproportionality in Special Education Identification (info only)*	This indicator compares each subgroup's representation in the special education population at a particular school to that subgroup's representation in the overall school population, identifying cases where a particular subgroup is over-represented in special education at a level that is statistically meaningful (99% confidence level).

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APPENDIX D: State LCAP8 Priority Areas

There are eight areas for which school districts, with parent and community input, must establish goals and actions. This must be done both district-wide and for each school.

1.	**Basic Services Williams**	Provides all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2.	**Common Core State Standards**	Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3.	**Parent Involvement**	Parent involvement and participation, so the local community is engaged in the decision- making-process and the educational programs of students.
4.	**Student Achievement**	Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5.	**Student Engagement**	Supporting student engagement, including whether students attend school or are chronically absent.
6.	**School Climate**	Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7.	**Access to a Broad Curriculum**	Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8.	**Other School Outcomes**	Measuring other important student outcomes related to required areas of study, including physical education and the arts.

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APPENDIX E: District Balanced Scorecard 2014-15

Parent Involvement is based on two indicators as a pilot. 1) Parent Participation in a survey to be developed that looks at opportunities to provide input and make decisions. 2) Percent of schools that annually offer a minimum of three workshops, activities or trainings for parents focused on Academics and/or meeting the needs of target population students.

Chronic Absence means missing 10% or more of school days, for any reason. Research shows that 10% is a "tipping point" that has an impact on student learning and achievement.

Linked Learning career academies allow high school students to complete industry-themed courses and to experience work-based learning in fields such as engineering, green energy, health and bioscience, law, architecture, and more.

Suspension Rate is the percentage of students who received one or more out-of-school suspension during the school year.

Reading at Grade Level: Grade 1 is based on % of students meeting benchmark of 40 words per minute in Oral Reading Fluency by end of Grade 1, based on the Dynamic Indicators of Basic Literacy Skills (DIBELS) test.

Reading at Grade Level: Grades 3, 6, 9 are based on a Lexile score that indicates whether a student is reading within a Lexile range that is at or above grade level for text complexity and reading comprehension, as measured by the Scholastic Reading Inventory (SRI) test.

A-G Completion means that a high school graduate has completed a set of 15 college-preparatory courses in seven subject areas with a grade of "C" or better. This is a requirement for eligibility for admission to the University of California or California State University system. Each subject area is identified with a letter, from A to G:

A. History/Social Science: 2 years
B. English: 4 years
C. Math: 3 years (Algebra 1 and higher)
D. Lab Science: 2 years
E. World Language: 2 years
F. Visual and Performing Arts: 1 year
G. College-Prep Electives: 1 year

Cohort Graduation Rate includes students who graduated within four years of their 9th grade year. It does not include other students who graduated in the same year, but took longer than four years.

Cohort Dropout Rate is based on students who dropped out of high school within four years of their 9th grade year. It does not include students from earlier cohorts who dropped out within those four years.

Common Core Proficiency Rate is based on percent of students who meet the standard of Proficient or Advanced based on the state's annual Smarter Balanced Assessment Consortium (SBAC) tests in English Language Arts and Mathematics. SBAC testing begins in 2014-15.

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English Language Fluency is based on two indicators as a pilot. 1) Annual Reclassification Rate of English Language Learners within in grades 1 through 12. 2) Annual Reclassification Rate of Long-Term English Language Learners (students who are still classified as English Learners after more than 6 years in U.S. schools).

Grade 10 CAHSEE Pass Rate is based percent of students in the grade 10 who pass both the English Language Arts and Mathematics sections of the California High School Exit Exam (CAHSEE). Students have multiple

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APPENDIX F: Turnaround Leader Competency List and Definitions

Driving for Results Cluster – These enable a relentless focus on learning results.

- ❒ Achievement: The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
    - Initiative and Persistence: The drive and actions to do more than is expected or required in order to accomplish a challenging task.
    - Monitoring and Directiveness: The ability to set clear expectations and to hold others accountable for performance.
    - Planning Ahead: A bias towards planning in order to derive future benefits or to avoid problems.
- ❒ Influencing for Results Cluster – These enable working through and with others.
    - Impact and Influence: Acting with the purpose of affecting the perceptions, thinking and actions of others.
    - Team Leadership: Assuming authoritative leadership of a group for the benefit of the organization.
    - Developing Others: Influence with the specific intent to increase the short and long-term effectiveness of another person.
- ❒ Problem Solving Cluster – These enable solving and simplifying complex problems.
    - Analytical Thinking: The ability to break things down in a logical way and to recognize cause and effect.
    - Conceptual Thinking: The ability to see patterns and links among seemingly unrelated things.
- ❒ Showing Confidence to Lead – This competency is concerned with staying focused, committed, and self-assured.
    - Self-Confidence: A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.

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APPENDIX G: QUALITY SCHOOL DEVELOPMENT PILLARS BIBLIOGRAPHY

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End Notes

[ii] The District has employed many strategies over the past five years to support schools in their site planning processes. Developments in these areas have included reconstructing the site plan document to align to the Quality Standards established under the Strategic Plan. It has included creating an online tool so that the site plans are accessible via the web for public consumption and intended for ease of use. Many tools, graphic organizers, guides, and resources have been created over the years to further assist in the planning process and implementation of those plans.

Because different groups or departments within the District may at times develop these tools, or because of changes in staff and leadership, these tools can be developed in isolation of other existing resources; the end result can be less coherence, and more confusion. Evidence of this lack of coherence and increased confusion is present currently throughout the District.

[iii] Pairing is the program in which schools that are identified under the ESEA Waiver as Priority Schools are paired with Partner schools from other ESEA Waiver Districts. A Facilitator is identified; in the case for Oakland the facilitator is the Network supervisor for that school, who assists the school in their participation in the program. The program includes a sponsored Institute in the fall to learn strategies for effective Pairing practices. Schools are supported to have monthly interactions, typically virtually or tele-conferencing, as well as at least two site visitations at one another's schools over the course of the year

The school Program Development efforts that have been most successful have included the follow:

- **Transition from planning to implementation** within smaller school networks for a period of not less than two years, for purposes of supervision and support, guided by an approach of differentiation and personalization
- **Design team** comprised of school-based educators, parents, students, community members, and other school staff
- **Design team leaders** that are highly skilled at facilitation, community engagement, and knowledgeable about effective educational strategies
- **Design team coaches** that guide the Program Development process and provide technical support
- **Staffing additional leadership and support** within the school during the period of Program Development to ensure smooth operation while intense planning is also occurring
- **Clear deliverables** throughout the planning process guided by the components of a high quality plan that includes consideration of school vision, theory of action, school climate & culture, instructional program and curriculum, professional learning, leadership and decision-making
- **Candid and ongoing feedback** and collaboration by peers
- **Consistent engagement of a wider design community** representative of key stakeholders that provide ongoing feedback and input
- **Meaningful and substantial planning time** for Design Teams that considers available resources to ensure access and participation of key stakeholders including parents, students, teachers, support staff, and community partners
- **Regular community events** designed to socialize and build support for the emerging plan and build relationships within and across the community, including District central office representative
- **Program Development sessions** that occur consistently and frequently for both design team leaders and design teams to build capacity, provide research and resources for program planning, and introduce innovative or unique approaches to addressing persistent challenges or barriers to improving student performance.

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- **Providing school visits** of successful school models to inform school design planning
- **Providing access to research-based models**, best practices and strategies for school improvement

- **Clearly defined review process** for each component of the school design plan as well as an evaluation of the school design plan as a whole

- **Pro-active Central Office** support in budget planning, staffing and recruitment, curriculum selection, acquisition, assessments, professional development, enrollment, facilities improvements, including furnishings and amenities, and operationalizing the school design plan in advance of implementation

- **Kick-off events and activities** designed to initiate a fresh start and to support and meaningful changes in the expectations of students and adults

- **Clear measurable outcomes** that define short term and long term programmatic success

- **Provision of "priority response" support** throughout the first 2-3 years to ensure that typical challenges faced by public schools do not stall the progress of the plan implementation

Quality School Development Pillars Citations:

The competency-related definitions and major underlying competency research used here come from the ideas of David McClelland and related research documented in Competence at Work, Models for Superior Performance, Spencer and Spencer, 1993 (John Wiley and Sons).

Competencies selected from Competence at Work: Models for Superior Performance, Spencer and Spencer (1993). Leader actions from School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement, Public Impact for the Center on Innovation and Improvement (2007) and Turnarounds with New Leaders and Staff, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

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TIMELINE FOR NEW PROGRAMS DESIGNS TO BEGIN IMPLEMENTATION 2016-17

Quality School Development Timeline

June 2011	September 2011	April 2013	June 2013	April 2014	May 2014	August 2014	Oct – Dec 2014
Board approved School Quality Standards. Board established Balanced Scorecard.	District began conducting school quality reviews	Board approves Quality School Policy 6005	LCFF LCAP	Board names first 5 Intensive Support Schools	New Superintendent Appointed	Board revised Quality School Policy BP6005	Call for Quality Schools

January – February 2015	January 2105	May 21, 2015	May 2015	Early June 2015	June 2015	July 2015	August 2016
Quality School Community Meetings	Quality School Adm Regs	Quality School Development Program Plans Due	Site based committee convened for each school, evaluates proposal(s)	Academic Review Board makes recommendation to Superintendent	Superintendent announces final Development Program for each school. Board Final Decision made if necessary. If Development Program is a non District option, Superintendent makes recommendation to the Board.	Program Development Planning Phase Begins	Phased Implementation of Plan Begins

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Intensive Support Schools & Call for Quality Schools Flowchart*

** Timeline for 2015-16 school year only; timeline will vary after 2015-16 as per administrative regulations.*

April 2014
Board of Education identified first 5 Intensive Support Schools

↓

Effective 2015-16
Superintendent identifies intensive Support Schools as provided in Adm Reg – AR 6005

↓

Intensive Support Schools notified and provided timeline; community engagement commences

↓

Communities are engaged about implications and Program Design Proposals written

↓

May 21
Program Design Proposals Due

↓

Academic Review Board and Site Committee Review Proposals and make recommendations to Superintendent

↓

Is Proposal recommended a non-district provider?

↓

No.
Superintendent reviews recommendation and makes final decision on proposal.

↓

Implementation of Selected Plan

Yes.
Superintendent makes recommendation to Board for non-district Proposal.

↓

Board Decision

↓

Annual parent/student survey of Plan effectiveness

↓

Annual Review of School Quality Improvement Plan by Board of Education

↓

District will conduct SQR in Spring of 3rd year of implementation. Schools must show improvement in 50% of indicators.

↓

Yes.
Ongoing monitoring based on School Performance Framework.

No.
2 years' probation. At end of 2nd year, if school does not show improvements in 50% of indicators, Superintendent may restart Call to Quality School process.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students