

Blueprint Cohorts 1 & 2 Update

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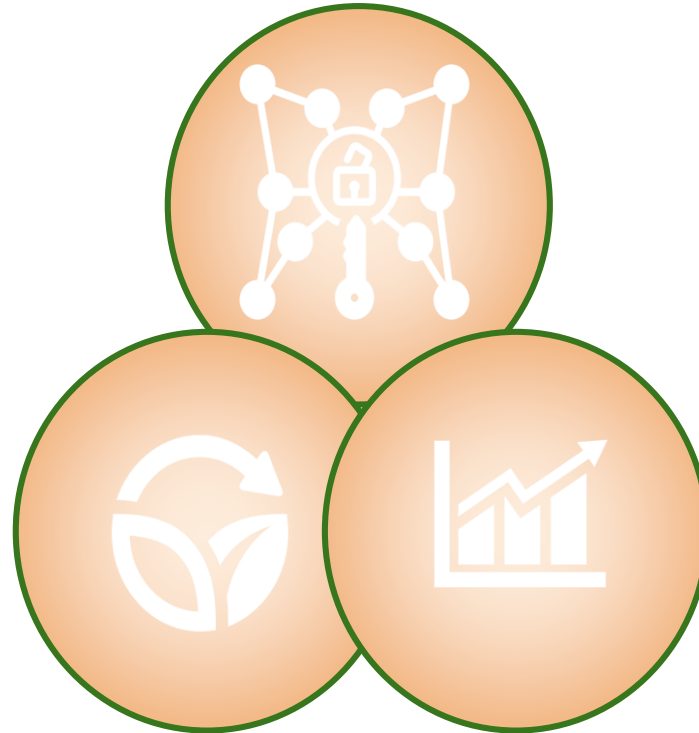
Topics to be discussed

- ▶ Blueprint Theory of Action
- ▶ Cohort 2 schools: Design Year Accomplishments and Challenges
- ▶ Cohort 2 mid-year evaluation results
- ▶ Cohort 1 schools: Implementation Accomplishments and Challenges
- ▶ Lessons Learned

Blueprint Theory of Action

Blueprint Framework

Equity



Sustainability

Quality

High Quality, Sustainable Neighborhood Schools

If we identify a set of strategic mergers, redesigns, expansions, and closures that will result in fewer, but better resourced, sustainable neighborhood schools in each region...

Center Our Most Vulnerable Students

And if we also center our most vulnerable students to ensure they are placed in higher quality programs that will meet their needs...

Well-Supported Design Process

And if we invest in the resources that enable school leaders and communities to engage in a rigorous design process that supports them to focus on their most vulnerable learners, and develop clear goals and strategies for accelerating student growth and achievement...

Outcomes

...Then...our students and families will choose from a robust number of sustainable, well resourced schools that are intentionally designed to accelerate student outcomes.

Cohort 1 Implementation Update

Cohort 1 Accomplishments and Challenges

	Accomplishments	Challenges
Elmhurst United	Increased enrollment Expanded course offerings	Need for more supports for the 40 students received from ROOTS
Futures/ CUES	STEAM focus, maker space classrooms Collaborative adult learning across the two schools Task forces: DL program, ELD, beautification, parent engagement, culture & climate, academic intervention	Cohesive instructional programming with Dual Language and Sheltered English Instruction Need to move classrooms to integrate schools and align grade levels across both schools
CCPA	Expanded access to a quality program Larger proportion of African-American students in new 6th grade class Serving SDC students previously enrolled at ROOTS	Develop a budget and staffing model that support thier growth over several years Space will be needed when CCPA is at full capacity Before CCPA reaches full capacity, space is subject to Prop 39
ROOTS	Former ROOTS students receiving fewer Ds and Fs at their new schools Lowered suspension rates for former ROOTS students	Disproportionate impact on African-American students
MetWest	Expanded access to quality program	9th grade cohort in 2019-20: slightly lower percentage of Hispanic/Latinx students, slightly higher percentage of white students.

Cohort 2 Update

Design Year - Programmatic activities

Aug/Sept	Oct/Nov	Dec-Feb	March/April	May/June
<p>Leader Readiness</p> <ul style="list-style-type: none"> → Change management → Design Team recruitment 	<p>Launch Design Teams</p> <ul style="list-style-type: none"> → Leading and designing for equity → Team development <p>School Quality Reviews</p> <ul style="list-style-type: none"> → Deep dive into qualitative and quantitative data → Observations, interviews & focus groups → Identify assets and challenges <p>Inclusive community process to develop School Mission, Vision, Values, and Graduate Profile</p> <p>Identify Priorities and Goals</p>	<p>Instructional Program</p> <ul style="list-style-type: none"> → Standards-based curriculum, instruction & assessment → Support for special populations, including English Learners and students with IEPs → Budget & staffing → Request curriculum waivers as needed 	<p>School Culture</p> <ul style="list-style-type: none"> → Social-emotional learning, behavior expectations and systems → Supports for students → Budget & staffing 	<p>Conditions for Adult Leadership & Learning</p> <ul style="list-style-type: none"> → Family & community engagement plan → Professional development → Shared decision-making → Budget & staffing

Design Year - Operational activities

Aug/Sept	Oct/Nov	Dec-Feb	March/April	May/June
<p>Day 20 counts and staffing → Determine staffing for the current year</p> <p>September/October →Begin planning for your facilities walkthrough</p>	<p>Enrollment projections → Understand your enrollment projections with the school change (and how this impacts newcomer, SPED, and gen ed populations)</p> <p>Marketing & Recruitment → Prepare online and print materials for prospective families → Submit information for Options guide</p> <p>Identify Facilities and IT upgrades that may be needed</p>	<p>Budget → Work with the budget department to understand how many teachers and classrooms will be at your school based on enrollment projections → Use this information to make decisions around master scheduling, facilities design, programming (e.g. how many classrooms will be needed, what facilities improvements are needed, special programs)</p> <p>Recruit students to attend your school</p>	<p>Staffing → Begin recruiting and hiring for anticipated vacancies</p> <p>Recruit students to attend your school</p> <p>SPSA development</p>	<p>Move → Determine how classrooms will be moving and finalize move quote → After boxes arrive, ask teachers to pack and label their boxes to prepare for the move → Determine your furniture needs (identify additional furniture to be moved from warehouse, for example)</p> <p>Staffing → Assemble hiring committee and implement hiring process</p> <p>Recruit students to attend your school</p> <p>Finalize teacher assignments</p>

Cohort 2 Accomplishments and Challenges

	Accomplishments	Challenges
Kaiser-Sankofa	Mission, Vision, Core Values ELA Curriculum Pilot and MTSS plan Relationship building among families	Opposition from some members of Kaiser community
SOL-Frick	Mission, Vision, Core Values, Portrait of a Graduate Course offerings for differentiated Spanish learning Staff relationship building	Staffing challenges (current year at both schools) Instability and transitions
Melrose Leadership Academy	Decision to locate K-2nd at Sherman campus and 3rd-8th at Maxwell Park	4th/5th grade expansion to Sherman this fall: implementation challenges Facility maintenance needs
Fruitvale	Mission and Vision Recruitment efforts (website)	Reluctance to be associated with the Blueprint

Cohort 2 Mid-year Evaluation Findings

- Design teams have formed positive relationships. Members feel valued and a sense of belonging.
- Design teams believe that their work will lead to improved student growth, achievement, and positive school cultures.
- Design Team members appreciate the support they receive from the Office of Innovation and view the Office of Innovation staff as responsive advocates.
- The mid-year Design Teams retreat hosted by the Office of Innovation was viewed by Design Team members as well-planned and well-facilitated. Participants were able to build connections both within and across teams.
- Design Team members express concern about whether their school communities understand the work they are doing.
- Design teams express a need for more support and resources in order to achieve their goals.
- Design Team members believe that their teams are doing good work that will benefit students, but they do not understand how the Blueprint for Quality Schools will improve student outcomes across the district.

Lessons Learned

Welcoming Schools

Support for the Design Process

Enrollment Policy Changes to
Increase Access to High-Quality
Programs