Quality Community Schools Action Plan

June 27, 2018
Presentation to the Board of Education

Today's Outcomes

*Board approval of the final version of the Quality Community Schools Action Plan as directed in the* Blueprint Work Plan Resolution.

❖ Share timelines for a Three-Phased Approach to the Quality Community Schools Action Plan

❖ Share the considerations for selecting school sites for board approval

❖ Share enrollment & financial impact analysis is applied in the Quality Community Schools Action Plan

❖ Share the overall Blueprint budget for the 2018-19 school year and steps for developing an ongoing budget for the next several years

❖ Share next steps for the next iteration of the Quality Schools Action Plan that includes vetted Equity Principles and a 10 Year Vision for a System of Quality Schools

Our Vision And Mission Ground Us

Vision: All OUSD students will find joy in their academic learning 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.

Mission: To become a **Full Service Community District** focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.
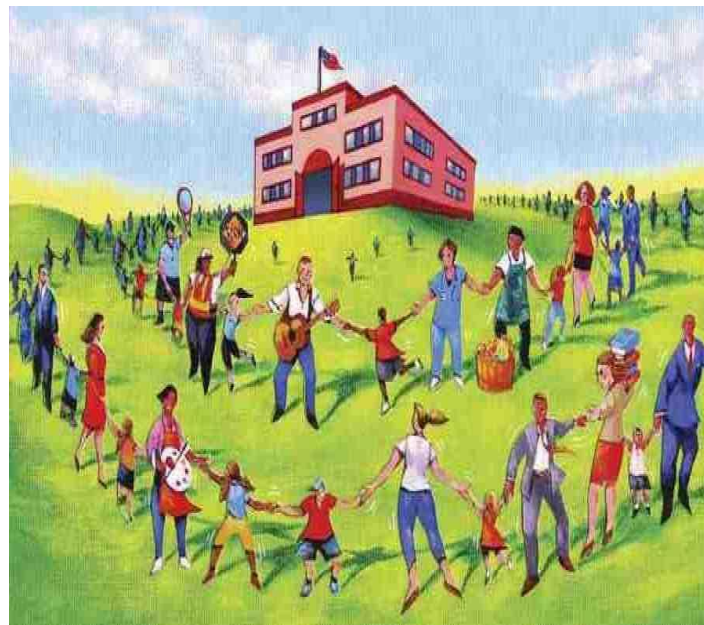
Focused on Quality:

Equity, Access and Sustainability

Our Journey: Learning From The Past
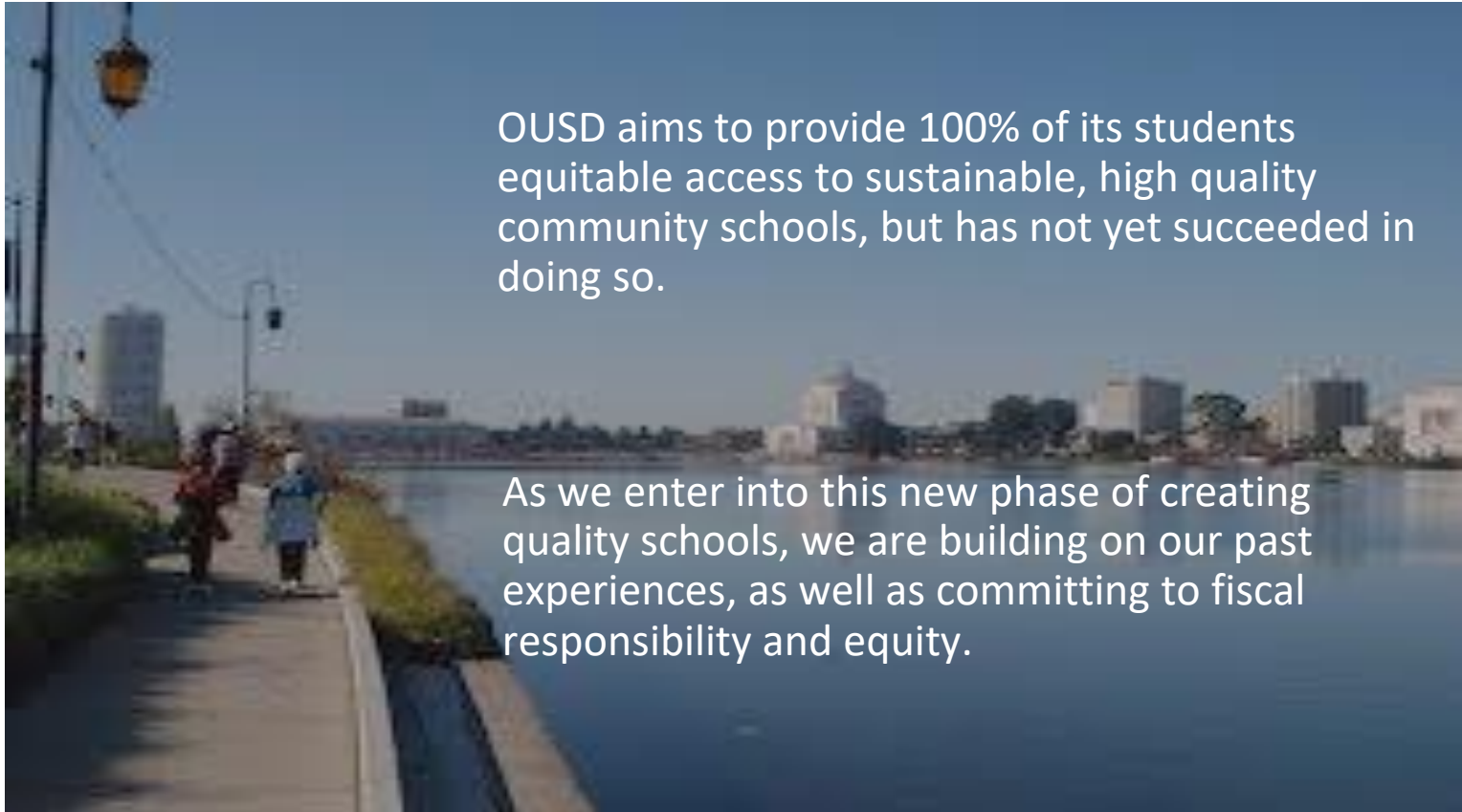
OUSD aims to provide 100% of its students equitable access to sustainable, high quality community schools, but has not yet succeeded in doing so.

As we enter into this new phase of creating quality schools, we are building on our past experiences, as well as committing to fiscal responsibility and equity.

Addressing Our Challenges

- Significant and pervasive structural budget troubles

- Significant achievement challenges with 16 of 87 schools rating successful on state accountability matrices

- Implementation of Board-approved strategies for improving student outcomes is being stymied by budget troubles.

- Recent analysis of assets and capacities demonstrate significant variation across communities that coincide with patterns of racial segregation, and systemic community disinvestment.
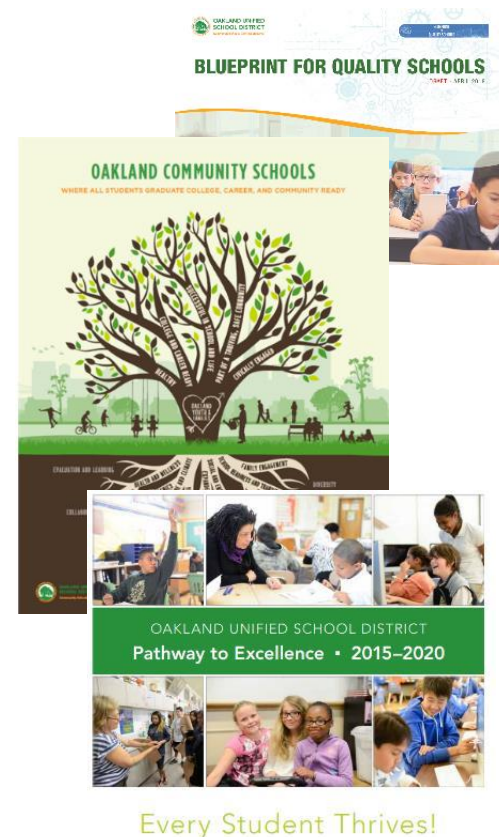
Compelling Data Impacting Quality & Sustainability

- OUSD does not have the enrollment for all 87 schools.

- OUSD does not have the dollars to resource 87 Full Service Community Schools
  - District would be subsidizing 23 schools that are currently below sustainability for even the basic set of expectations.
  - District employs more central office administrators than like-size districts.

- According to recent reports the district has about 12,414 empty seats.

- City of Oakland produces an additional 11,000 students not captured by either district-run or charter-run public schools.

Definition of Quality Community Schools

Quality Community School Standards

- **Quality Indicator 1:** Quality Learning Experiences for All Students

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

- **Quality Indicator 3:** Learning Communities Focused on Continuous Improvement

- **Quality Indicator 4:** Meaningful Student, Family & Community Engagement/Partnerships

- **Quality Indicator 5:** Effective School Leadership & Resource Management

- **Quality Indicator 6:** High Quality Central Office That Is in Service of Quality Schools

Building and Realizing a Ten Year Vision

Enrollment
Projections over the next 10-12 years

Fiscal Reality
Financial health of OUSD

+

Facilities
Health and Capacity of our Buildings (schools and offices)

Program
Student outcomes reflect our ability to meet their needs and demands of families
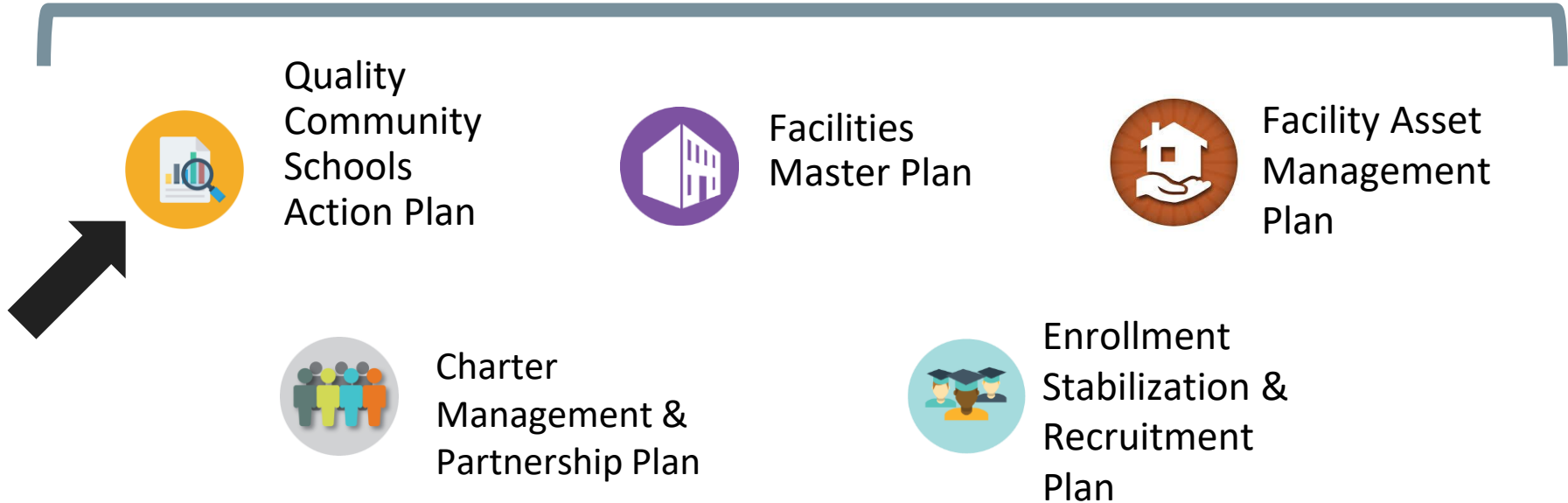
Every Student Thrives!

Guiding Equity Principles for School Changes

These are proposed lenses through which conflicts will be managed in the planning for changes including consolidations, expansions, replications and closures.

- **Principle #1:** Reduce the overall district footprint to cut costs and better leverage resources to expand access to quality school programs.

- **Principle #2:** Increase excellence in achievement & program effectiveness for low income students of color, English language learners, and students with disabilities.

- **Principle #3:** Don't take without giving something in return.

- **Principle #4:** Build upon parent, school staff and community program interests.

- **Principle #5:** Prioritize neighborhood schools as a means of nurturing community.

- **Principle #6:** Decrease transportation time for Special Education students.

- **Principle #7:** Expand access to high demand school programs and specialty schools for communities without them by considering replication of a successful school program.

A System Of Quality Schools

BLUEPRINT *FOR* **QUALITY SCHOOLS**

Quality Community Schools Action Plan

Facilities Master Plan

Facility Asset Management Plan

Charter Management & Partnership Plan

Enrollment Stabilization & Recruitment Plan

A Comprehensive Strategy

Quality Community Schools Action Plan: A Three Phased Cycle

Quality Community School Action Plan

Purpose: Define the process and support structures for making school changes in order to:

- reduce the overall district footprint to better leverage resources to expand access to quality

- increase excellence in achievement & program effectiveness for low income students of color, English language learners, and students with disabilities.

Quality Community School Action Plan: A Three Phased Cycle

Phase 1: Selection

Phase 2: Planning

Phase 3: Implementation
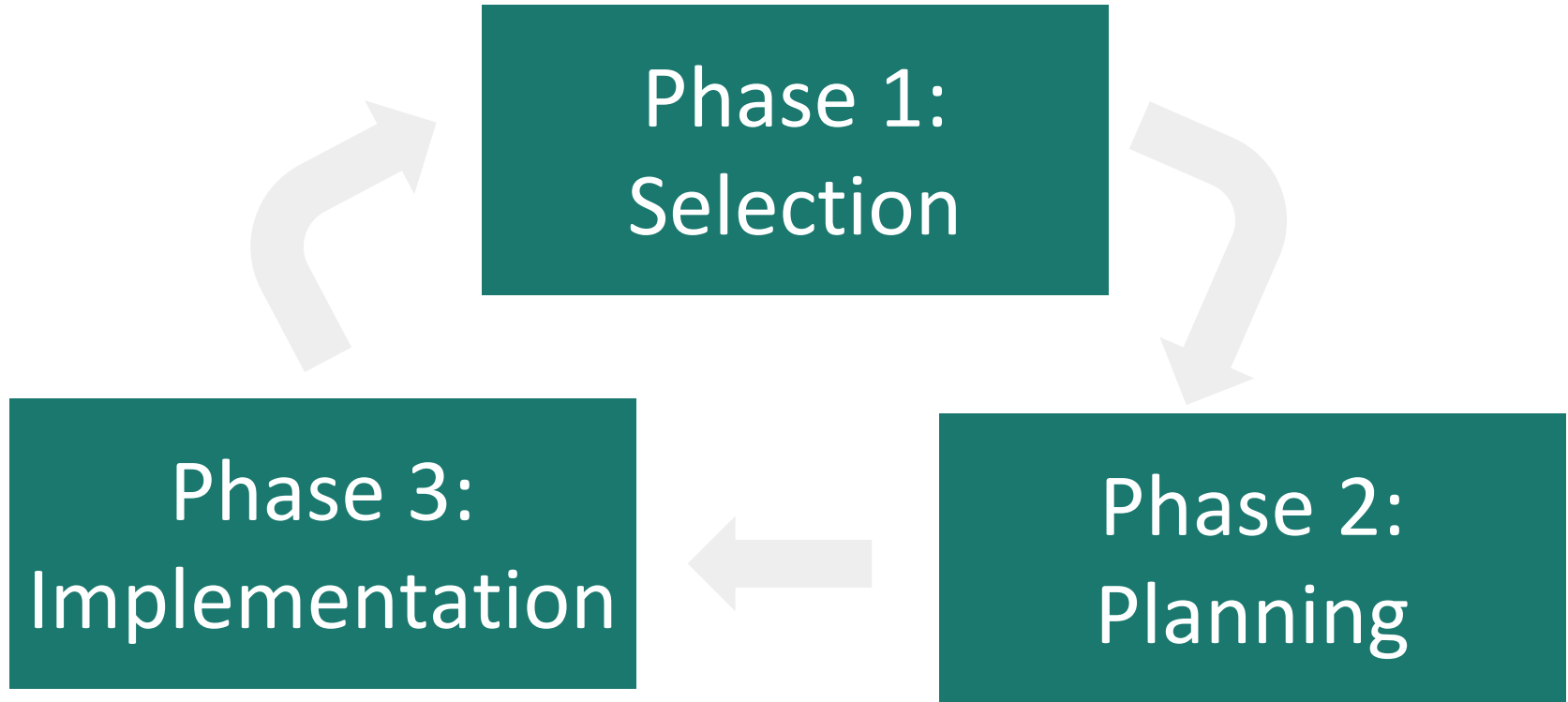
Selection Phase Timeline

*Engage with external stakeholders (Montessori, Big Picture, etc…) interested in partnering with the district regarding a change to program, facilities, or school configuration

*Assess site principal interest in possible changes to program, grade configuration or facilities updates

*Analyze a school's candidacy for implementing a change to ensure that all changes are aligned and do not conflict with other priorities and programs

*Analyze Qualitative Considerations

August

September

October

Mid October

*Assess our fiscal needs and capacity in order to set the parameters for the scope of changes we can make.

*Analyze Quantitative Considerations

*Conduct a careful review of the proposed change to become a quality community school with school teams.

*For schools requesting a change, ensure staff is engaged in creating a recommendation for Board approval.

Selection Phase Timeline Continued

*Series of ongoing engagements with school communities to discuss and further define the proposed changes.

*These engagements include:

    Regional meetings

    Site-based meetings

    Possible school tours

    Board Meeting Updates

    Professional development on the change process

    Development of a proposal to bring to the Board

*Submit a package of proposed changes to the Board of Education that includes analysis of:

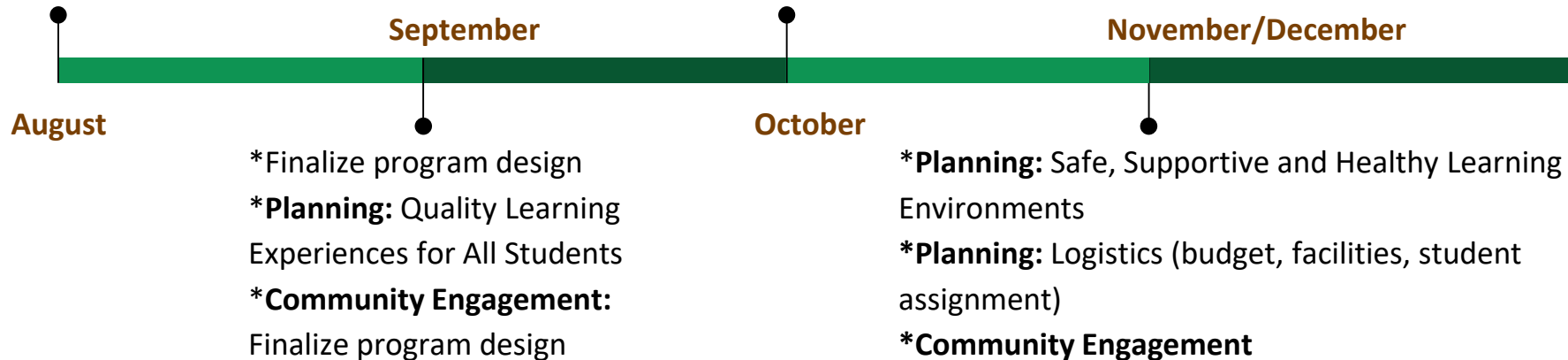Impact on enrollment, Budget,Facilities modification costs (if appropriate), School and community feedback

April

November -May

*Preview initial proposals for board review and feedback before a final vote in June.

June

Planning Phase Timeline

*Form design team
*Identify and review possible program designs
***Community Engagement**: Needs, assets, priorities, special considerations

***Planning Finalized:** Quality Learning Experiences for All Students
***Planning:** Logistics (staffing and program needs)
***Community Engagement:** Context-specific needs and considerations

August

September

October

November/December

*Finalize program design
***Planning:** Quality Learning Experiences for All Students
***Community Engagement:** Finalize program design

***Planning:** Safe, Supportive and Healthy Learning Environments
***Planning:** Logistics (budget, facilities, student assignment)
***Community Engagement**

Planning Phase Timeline Continued

*Planning: Learning Communities Focused on Continuous Improvement

*Planning: Logistics (Budget & School Plan)

*Community Engagement: Program priorities and goals

*Planning: Effective School Leadership and Resource Management

*Planning: Logistics (Staff hiring)

*Community Engagement: Honoring and recognizing the past, hiring committee

*Planning:Implementation Plan for 2019-20

*Planning: Logistics (supports moving forward)

•Community Engagement: Celebrations

February

April

January

March

May/June

*Planning: Meaningful Student, Family and Community Engagement

*Planning: Logistics (Facilities and Central Supports)

*Community Engagement: Finalize Plans

*Planning: High Quality Central Office in Support of Schools

*Planning: Logistics (details--textbooks, furniture, moving)

*Community Engagement: Preparing for the new design, establish ongoing structures

Implementation Phase

On-going Support

- Community Engagement

- Communication

- Curriculum & Program Supplies

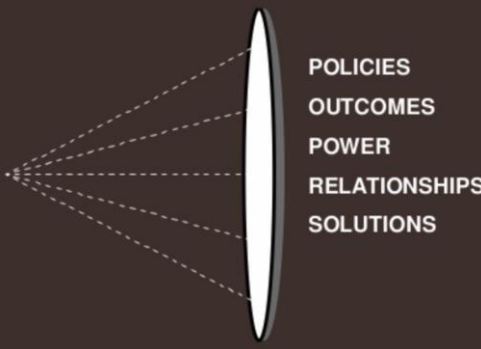- Coaching & Professional Development

Considerations & Opportunities for Increased Quality

The Board approved [Blueprint Work Plan Resolution](#) *calls for staff to present criteria for school selection for board approval.* Staff is recommending that the board use data considerations and guiding equity principles rather than criteria to inform school selection.
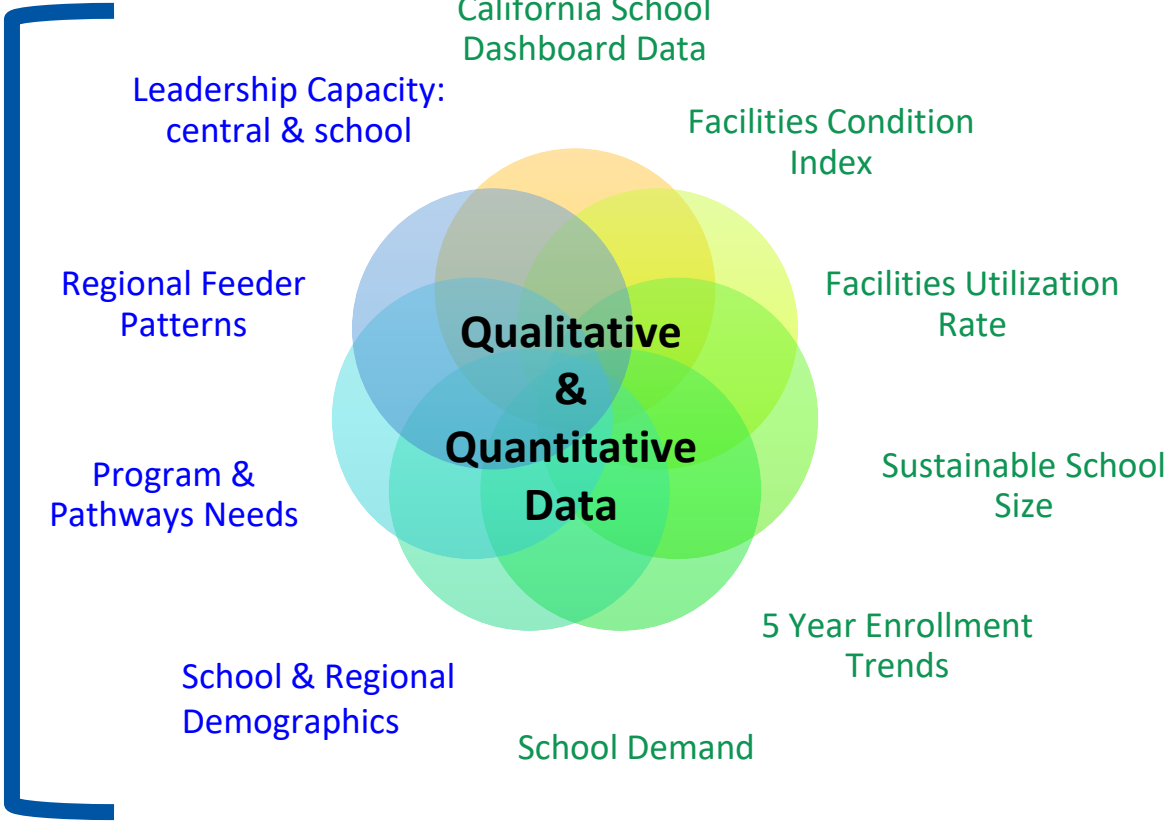
School Selection Approach Considerations

Using an Equity Lens

POLICIES
OUTCOMES
POWER
RELATIONSHIPS
SOLUTIONS

Key:
GREEN = Initial Considerations
BLUE = Secondary Considerations

California School Dashboard Data

Leadership Capacity: central & school

Facilities Condition Index

Facilities Utilization Rate

Regional Feeder Patterns

Qualitative & Quantitative Data

Sustainable School Size

Program & Pathways Needs

5 Year Enrollment Trends

School & Regional Demographics

School Demand

Quantitative Data

Consideration	Key Question(s)
California School Dashboard data	What is the SBAC performance & change over time in Math and English Language Arts? What percentage of English language learners are making annual progress toward English proficiency? What is the suspension rate? What is the graduation rate for high schools?
Facilities Condition Index	What is the condition of the school buildings?
Facilities Utilization Rate	What is the utilization rate for each school? Is the school under-enrolled or overenrolled? What percentage of enrollment capacity is in portables?
Enrollment Trends/Demand	Is the school in demand (greater than 70% first-choice applicants for available seats)?

*GREEN = Initial Considerations for School Selection

Qualitative Data

Consideration	Key Question(s)
Leadership Capacity	Has the principal been in place for greater than 2 years? Does the leader have prior experience that would enable him/her to lead major change? Has the principal demonstrated capacity to take on additional responsibilities for leading change (e.g., building teams, engaging with parents and community, etc.)?
School & Regional Demographics	Does the school draw a large % of students living in the attendance area? Is there a nearby charter school or district school that is drawing students? If so, does it have a specialized program that is attractive to families, or does it have higher academic performance? What are the demographics in the community? What is the recent history of movement of families into and out of this neighborhood?

Qualitative Data

Consideration	Key Question(s)
Program & Pathway Needs	Does the school have special programs and pathways that draw students? Is there a need or community demand for a specialized program or pathway in school(s) serving this part of the city?
Regional Feeder Patterns	What schools feed the most students into this school? What would be the impact on those feeder schools if a change is made to the receiving school? Do greater than 80% of the students at the school live in the school's attendance area and immediately adjacent attendance areas?

BLUE = Secondary Considerations for School Selection

Financial and Enrollment Impact Analysis

Background

BP 3650 was adopted on April 12, 2017.

Per BP 3650, "The Board of Education is charged with the financial sustainability of Oakland Unified School District. Student enrollment is the main driver of revenue for the school district. Numerous decisions made by the Board annually have significant impact on district student enrollment."

BP 3650 Purpose: "The Board of Education shall require the Superintendent or designee to produce an Enrollment Impact Analysis...to accompany any documents furnished to the Board regarding changes in school programs in the District to assist the Board in informed decision-making."

What is an Enrollment Impact Analysis?

Per BP 3650:

The Enrollment Impact Analysis shall include information regarding the rationale for the proposed change, demographic trends in the attendance area, history of the relevant site (enrollment, where the students live/come from and go to), trend analysis (how many neighborhood kids attend, particularly in the entering grades), anticipated housing projects in the area, funding sources and analysis of funding sustainability, whether the program change under consideration was budgeted for in preparation for the change, and what the financial outcome is anticipated to be, if enrollment changes are expected as a result of the change."

Blueprint for a System of Quality Schools Budget

Additional Staffing & Non-Labor for 18-19

Additional Staffing (repurposed positions dedicated to this work):

- Deputy Chief of Innovation
- Director of Continuous Improvement
- Coordinator of Continuous Improvement

School Site Support:

- $5000 per proposal for cohort 2 selection phase
- $50,000 per proposal for cohort 1 planning phase*
- ($5000 per proposal for implementation phase- starting 19-20)

* SIG funds will be used for school transformation work by the design teams for the CUES/Futures Proposal. In addition, the central SIG allocation will be used to support the Design Team planning.

Projected School Site Support: Menu of Options

Selection Year	Planning Year	Implementation Year (s)
Community Engagement Communication	Community Engagement Communication Design Team Meetings Model Site Visits Coaching & Professional Development Custodial/Building & Grounds Costs	Community Engagement Communication Curriculum & Program Supplies Coaching & Professional Development Additional Staffing for school sites

Next Steps:

July - August: Hire Deputy Chief of Innovation;

September: Provide an update on the Blueprint for Quality Schools Action Plan with the inclusion of:

- Initial draft of a multi-year budget
- 10 year vision for the number of schools, types of programs and facilities improvements for a system of quality schools
- Vetted Equity Principles for making decisions about future school change proposals

September-June: Implement the Planning Phase for Cohort 1 and the Selection Phase for Cohort 2.

i am OUSD

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Community Schools, Thriving Students

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