



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OUSD Blueprint

What | How | Why



Vision for OUSD

Challenges

Solving for challenges

Blueprint addressing part of the challenge

Quality, Equity and Sustainability

Theory of action and goals for the work

Understanding full service schools

Cost and enrollment for full service schools

Current resourced schools

Timeline

Considerations

Proposed Timeline



Mission

Oakland Unified School District (OUSD) 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, every day.

Vision

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.



My Story - A Lifetime with OUSD

I was born and raised in Oakland, within OUSD, where I have built my career.

1990



Finishing OUSD middle school, about to leave the district for high school

What has changed in 30 years?

What problems did I face as a student that I now see as a superintendent?

2020



Serving OUSD as Superintendent, working to fix decades-old problems

We must break the decades-old **vicious cycle** holding us back.

OUSD inefficiently runs too many under-resourced schools



Low state funding; not enough local funding

OUSD students receive less and less support



Increasing Inequities



Schools lack wrap around services and instructional enrichment, etc.

Families choose out of OUSD (and Oakland altogether)



1980-2020
OUSD's
Vicious Cycle



Great teachers, leaders, and staff have to do more with less

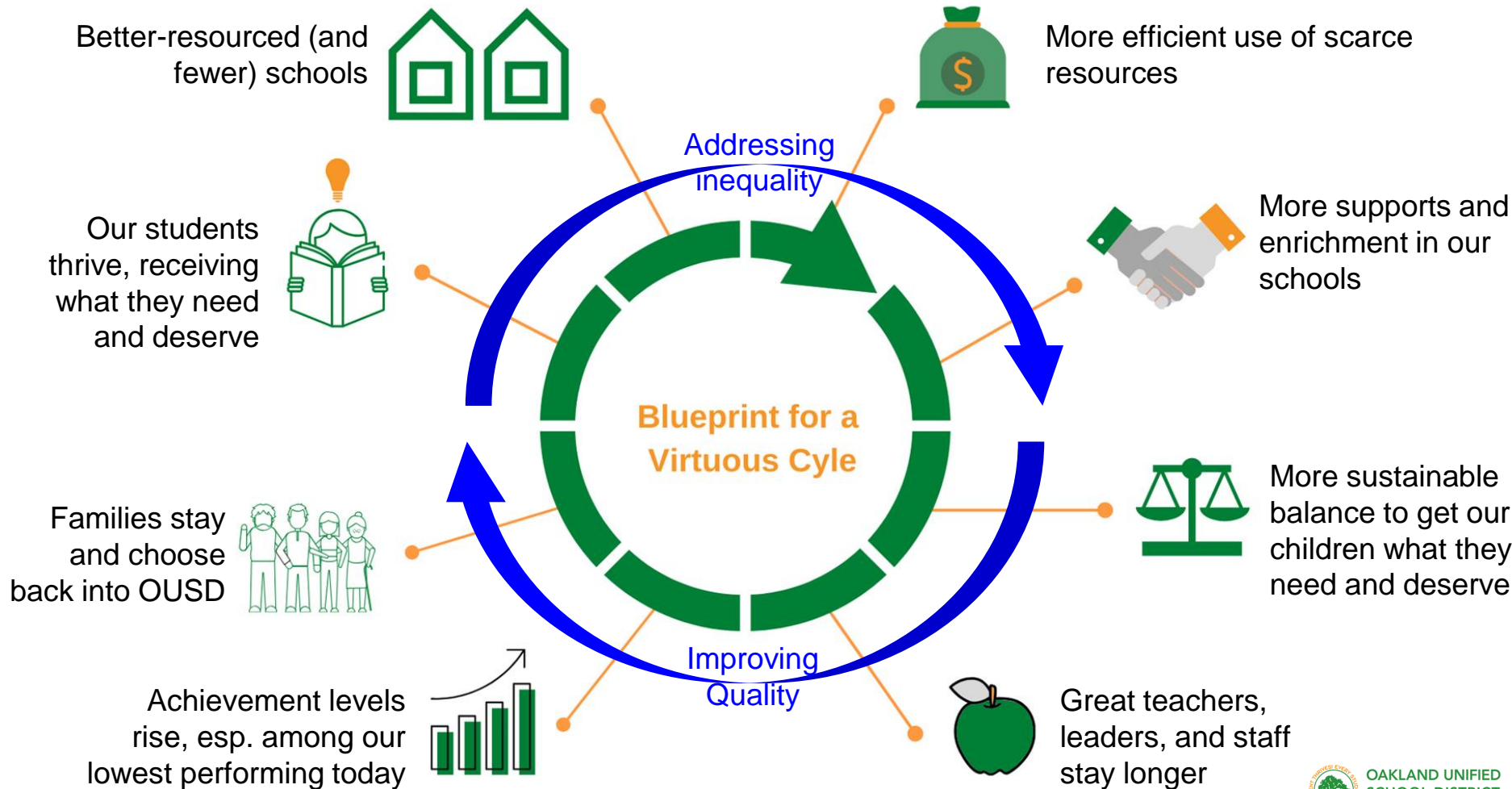
Achievement levels are unacceptable, esp. for our most vulnerable



Declining Quality



We have a turnover problem at every level



THRIVING STUDENTS THRIVING SCHOOLS THRIVING DISTRICT

With the quality public school system Oakland students and families deserve.



Changing school size and location is one way to increase quality, equity and sustainability across OUSD

Areas to be addressed



Sustainability

OUSD has too many schools that our funding levels cannot support. We have far more schools than similar school districts which has stretched our resources over too many schools.



Quality

Stretching our resources means we can neither deliver the academic quality, nor the community schools our students need.



Equity

Our most underserved students are not getting what they need.

Addressing Systematic Failures

Pre-Blueprint

Post-Blueprint



Today (2020): Too many schools with insufficient and unsustainable resources.

2025 (post Blueprint): Stronger and fewer schools with greater resources.

Unsustainable

Not efficient, Resources are locked up in small buildings



Sustainable School Size

Sustainable

Enrollment targets met, size increases stability and efficiency



Have to fill in any gaps from low staffing.

Grade level teachers are Isolated

Limited Programming

Has to use combo classes because enrollment targets not met

Spending more resources on maintenance and cleaning

Principals

Teacher Collaboration

Enrichment

Combo Classes

Facilities

Can be focused on instruction




Increased collaboration with peers and best practice sharing

Offering more extracurriculars and enrichment classes to more students.

Can avoid combo classes with efficient cohort sizes.

Target resources to larger buildings full of students.

Blueprint Process Long Term Goals

| | What does success look like? | Measurement Tools |
|--|--|--|
| Sustainability  | <ul style="list-style-type: none"> ● There are fewer, better resourced, more sustainably-sized schools. ● Staff retention improves because educators have a more sustainable workload and better supports. | <ul style="list-style-type: none"> ● # schools at target enrollment ● Facilities utilization ● Staff Retention and supports |
| Quality  | <ul style="list-style-type: none"> ● Student outcomes improve in both blueprint schools and districtwide. ● We are able to more fully create community schools. | <ul style="list-style-type: none"> ● Demand rate ● CA Dashboard ● Core Growth Data |
| Equity  | <ul style="list-style-type: none"> ● Our most underserved students attend higher performing schools AND demonstrate positive growth/outcomes. ● Schools are located in areas that allow for equitable access. | <ul style="list-style-type: none"> ● Tracking student placements ● Comparison pre-post BP school performance |

Long Term Goals for Blueprint

**Pre COVID-19 with a need to modify as we learn more*



Sustainability



Quality



Equity

Appendix shows measurement for each focus area

- **Facilities:** All Blueprint Schools will meet or exceed a utilization rate of 90% by year 2.
- **Teacher retention:** By year 3, all Blueprint Schools will meet OUSD’s average one year teacher retention rate; By year 5, all Blueprint Schools will meet OUSD’s average 3 year retention rate.
- **Academic Growth & Achievement:** In ELA and Math, all Blueprint Schools will demonstrate moderate to high positive change and/or green/blue status on the CA Dashboard 5x5 or will achieve a CORE growth ranking of 51% or higher in 2 of 3 years of implementation
- **Culture & Climate:** All Blueprint Schools will demonstrate moderate to high positive change and/or green/blue status on the CA Dashboard’s suspension and chronic absenteeism measures in 2 of 3 years of implementation
- **Equity:** 50% of the school’s equity groups will demonstrate moderate to high positive change and/or green/blue status on the CA Dashboard 5x5 in ELA, Math, Suspension, and Chronic Absenteeism in 2 of 3 years of implementation.
- **Increased Growth:** 90% of students who participate in a merger and/or change school locations will demonstrate positive DFM growth in ELA and Math by the end of their 2nd year at new school

Blueprint Theory of Action

High Quality, Sustainable Neighborhood Schools

Center Our Most Vulnerable Students

Well-Supported Design Process

Outcomes

If we have fewer,
sustainably sized
schools in the right
locations

And ensure our
**most underserved
students** are placed
in higher-quality
programs designed
to meet their
needs...

And support school
leaders and
communities with a
design process that
sets **clear vision,
goals, and strategies
for improving
student growth and
achievement...**

then...our better
resourced, more
sustainable, and
higher quality
schools will serve all
students well.

Understanding full service schools

- The size and number of schools impacts the services and resources students receive.
- When collecting the following information we focused on quality and the need for more sustainable set of schools.
- We are addressing the cost of a quality community school and the number of students needed to support this school.

Approach to calculate a full service school

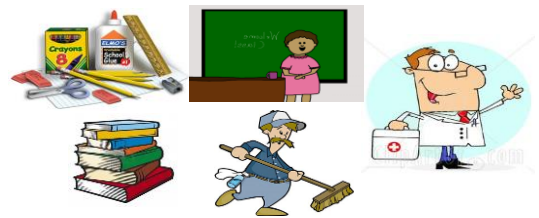
People, services, and things that we want for a quality community school

All the revenue streams we receive per student

How many students enrolled to cover the cost of the model



$$\text{TOTAL COSTS PER SCHOOL} / \text{REVENUE PER STUDENT} = \text{BREAK EVEN ENROLLMENT}$$



Per BP 6005: Quality Schools 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.



Thresholds for level of resources

| School type | Base school (meets state/federal/contractual obligations & allows for teacher collaboration) | Base + (includes 2 quality community schools staff) | Quality community school |
|-------------|---|--|--------------------------|
| Elementary | 304 | 397 | 590 |
| Middle | 381 | 645 | 939 |
| High | 519 | 585 | 636 |

If we maintain the status quo, we will not be able to afford all of the staff we want to support a quality community school using state funding.

*As defined by Blueprint Committee meetings

Note: A range to the minimize size should be applied given fluctuations in timing of data sources, fluctuations in salary data, fluctuations in the staffing matrix, etc.. Revenue/student above includes LCFF base, supplemental, concentration, Measure G, Lottery; these revenue numbers have accounted for a variety of fixed costs, including our State loan, Audit findings, Infrastructure, SPED, Buildings and grounds, Food services, and Deferred maintenance.

Cost of maintaining all of our schools

| School type | # of schools with enrollment less than base scenario | Enrollment gap to sustainability (e.g. enrollment gap to base) | Revenue/student | Total revenue needed for schools to reach sustainability |
|-------------|--|--|-----------------|--|
| Elementary | 16 | 844 | \$9,469 | \$8,484,224 |
| Middle | 4 | 279 | \$9,522 | \$2,656,638 |
| High | 2 | 408 | \$10,839 | \$4,217,934 |
| Total | 22 | | | \$15,358,796 |

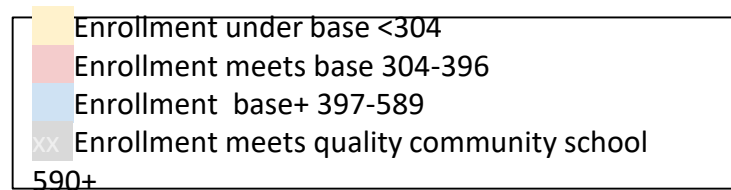
Larger schools are subsidizing >\$15 M/year to pay for unsustainable schools

17/18 vs. 19/20 Comparisons

| School type | 19/20 vs. 17/18 # of schools with enrollment less than base scenario | 19/20 vs. 17/18 Enrollment gap to sustainability (e.g. enrollment gap to base) | Revenue/student | 19/20 vs. 17/18 Total revenue needed for schools to reach sustainability |
|-------------|---|---|-----------------|---|
| Elementary | 16/13 | 896/638 | \$9,469 | \$8,484,224/ \$6,041,222 |
| Middle | 4/8 | 279/806 | \$9,522 | \$2,656,638/ \$7,674,732 |
| High | 2/2 | 406/468 | \$10,839 | \$4,217,934/ \$5,072,652 |
| Total | 22/23 | | | \$15,358,796/\$18,788,606 |

Blueprint changes have resulted in >\$3M decrease of subsidies needed to fund small schools.

19/20 Elementary School Enrollment



CENTRAL

CLEVELAND 402
FRANKLIN 649
LINCOLN 730

EAST

BROOKFIELD 217
RISE 217
KOREMATSU 255
MPA LOWER 270
PARKER 274**
HORACE MANN 283
ACORN 281
ICS 282
TCN 294
EAST OAKLAND PRIDE 346
FUTURES 347
MARKHAM 323
FRUITVALE 324
ENCOMPASS 343
ESPERANZA 367
CUES 321

NEW HIGHLAND 348
MCS 378
REACH ACADEMY 406
ALLENDALE 400
MANZANITA SEED 419
GLOBAL FAMILY 448
BRIDGES 435
BELLA VISTA 468
GREENLEAF 636**
GARFIELD 645

NORTHEAST

HOWARD 177
CARL MUNCK 232
BURCKHALTER 222
GRASS VALLEY 254
REDWOOD H 360
SEQUOIA 442
LAUREL 481
GLENVIEW 461

NORTHWEST

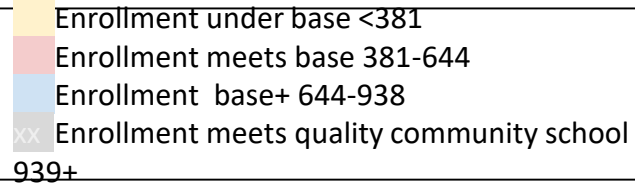
PERALTA 325
PIEDMONT 341
HILLCREST SCHOOL 400
JOAQUIN MILLER 436
CROCKER HIGHLANDS 458
CHABOT 572
MONTCLAIR 625

WEST

PRESCOTT 139
HOOVER 275
EMERSON 296
SANKOFA 312*
MLK JR. 385

Note: School size is not the only determinant of decisions
 Source: 19/20 official CDE enrollment; above data excludes K-8
 *MLA and Sankofa shows 20/21 enrollment projections
 ** MLA, Greenleaf, Parker, Hillcrest enrollment for all grades at these K-8 schools

19/20 Middle School Enrollment



CENTRAL

ROOSEVELT 615

EAST

FRICK/SOL 367*

UFSA 353

UPA 384

LIFE 464*

CCPA 626*

ELMHURST 696

MADISON UPPER 767

NORTHEAST

BRET HARTE 651

NORTHWEST

CLAREMONT 496

MONTERA 677

EDNA BREWER 815

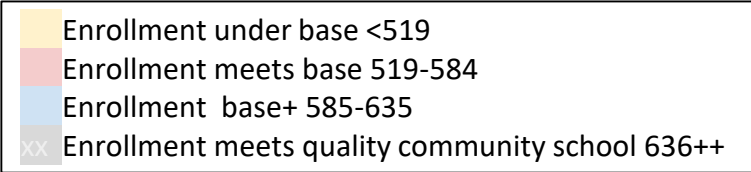
WEST

WOMS 208

WESTLAKE 317

*Note: School size **is not the only determinant of decisions**
Source: 19/20 official CDE enrollment; above data excludes K-8
*Frick/SOL and CCPA show 20/21 enrollment projections
Life is 612

19/20 High School Enrollment



CENTRAL

METWEST 251*

OAKLAND HIGH 1,643

EAST

FREMONT 781

CASTLEMONT 876

NORTHEAST

SKYLINE 1,510

NORTHWEST

OAKLAND TECH 1,999

WEST

MCCLYMONDS 379

*Note: School size **is not the only determinant of decisions***

Source: 19/20 official CDE enrollment

**Metwest 20/21 projected enrollment due to growth*

Implementing for Quality

Redesign Schools

- Design teams support
- Extensive assessment
- Stakeholder decision making and input
- Community engagement

Merging Schools

- Design teams support
- Extensive assessment
- Stakeholder decision making and input
- Community engagement

Welcoming Schools

- Leadership support to increase enrollment
- Support to address larger school
- Support for student groups

Individual Family Choice & Support

- Family support and counseling
- Opportunity to explore choices
- Welcoming site support

Cohort 2 Supports

- Progress and student monitoring
- Participate in community and leadership engagements
- Ongoing leadership support

Cohort 1 Supports

- Progress and student monitoring
- Gather qualitative and quantitative data to inform work
- On-going leadership



What is different?

- Staff, families, community facing intense challenges as we navigate through uncharted circumstances.
- Emotional toll of schools closures might increase.
- Unable to hold large in-person meetings

What is the same?

- None of the underlying issues have changed
- The budget is projected to worsen significantly for the coming years.

Recommendations:

- Extend the timeline for decisions.
- Adjust outreach strategy to focus on families attending any impacted school (v larger community)
- Provide additional SEL supports
- Move forward with substantive decisions this year.

Timeline



Original Plan

Early March

Notify site leadership

Late March

Notify site community
Announce general public

Early April

Meet with site community

Late April

1st Read

Early May

Vote



New Timeline

Early March

Notify site leadership

Before end of 19/20 school year

Meet small site group multiple times (i.e. SSCs)

Early 20/21 school year

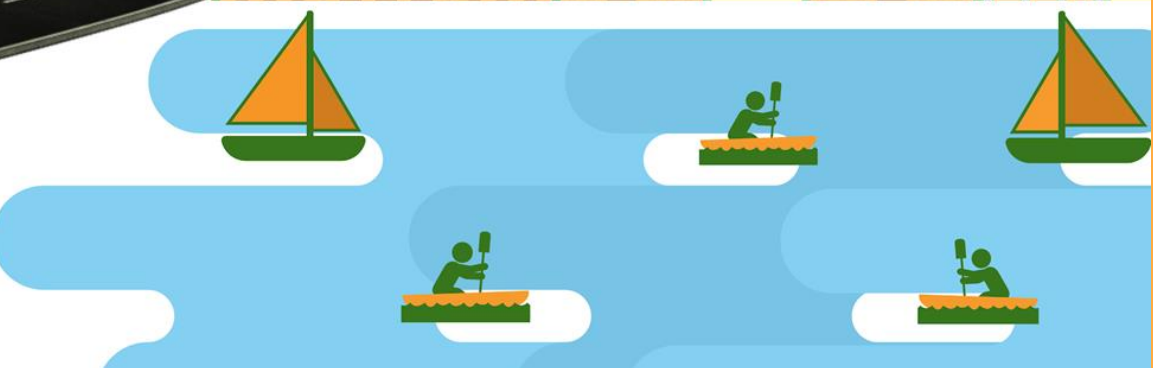
Meet with site community

Fall

1st Read and Vote

THRIVING STUDENTS THRIVING SCHOOLS THRIVING DISTRICT

With the quality public school system Oakland students and families deserve.





EVERY STUDENT THRIVES!



**OAKLAND UNIFIED
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Community Schools, Thriving Students

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



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Appendix

Sustainability

of students enrolled & % of underutilized classes

- OUSD has a sustainable # of schools for Oakland's current student population
- School facilities are in good condition
- School facilities are sustainably sized

of Students enrolled

Sustainability

| | <50% of classrooms utilized | 51-80% of classrooms utilized | 81-99% of classrooms utilized | >100% of classrooms utilized |
|----------------------------------|-----------------------------|-------------------------------|-------------------------------|------------------------------|
| Student Enrollment 500 and above | Yellow | Yellow | Green | Green |
| Student Enrollment 400-499 | Yellow | Yellow | Green | Green |
| Student Enrollment 251-399 | Red | Red | Yellow | Yellow |
| Student Enrollment below 250 | Red | Red | Yellow | Yellow |

**No utilization data available for Glenview, MetWest, Piedmont Ave

% of underutilized Classrooms

Quality

School Performance Assessment over 3 years

| | | |
|---------------------------------------|--|--|
| Top tier all 3 years | | |
| 2 years in the top tier | | |
| 1 year in the top tier | | |
| Middle tier 3 years | | |
| Mix of top tier and bottom tier years | | |
| Bottom tier 1 year | | |
| Bottom tier 2 years | | |
| Bottom tier 3 years | | |

Equity

LCFF Population & Disaggregated Groups in [School Performance Assessment](#)

- Schools equitably serving students are expanded
- Schools not equitably serving students are supported to improve.
- School locations allows equitable access for all students

| | | |
|---------------------------------------|--|--|
| Top tier all 3 years | | |
| 2 years in the top tier | | |
| 1 year in the top tier | | |
| Middle tier 3 years | | |
| Mix of top tier and bottom tier years | | |
| Bottom tier 1 year | | |
| Bottom tier 2 years | | |
| Bottom tier 3 years | | |

Revenue assumptions for a full service school

Reference for Slide 16

(full assumptions included in appendix)

Total Revenue/ student

- ❑ Elementary - \$9,469
- ❑ Middle - \$9,522
- ❑ High -\$10,839

*Includes LCFF base, LCFF supplemental, LCFF concentration, LCFF Measure G, LCFF Lottery

Fixed Costs (per Board Policy 3150)

- ❑ State loan (\$6M/yr)
- ❑ Audit findings (1M/yr)
- ❑ Infrastructure (\$43M/yr)
- ❑ SPED (\$60M/yr)
- ❑ Buildings & grounds routine maintenance (\$13M/yr)
- ❑ Food services (\$1.5 M/yr)
- ❑ Deferred maintenance (\$7.6M/yr)

Revenue/ student left for schools

- ❑ Elementary: \$5,864.48
- ❑ Middle: \$5,918.01
- ❑ High: \$7,234.88

Note: Please refer to list of all assumptions in the appendix; only unrestricted revenue included above; restricted revenue is not included as part of the breakeven calculation because it can not reliably be used for other means. Revenue sources include LCFF base, LCFF supplemental, LCFF concentration, LCFF Measure G, LCFF Lottery. Revenue remaining for schools is the difference between the district revenue and district fixed costs. All fixed costs assumptions are based on current costs, except for SPED (which assumes 5% YOY growth given historical growth).

Drivers for a full service school

Reference for Slide 16

Contractual Agreements

- ❑ Teachers, principals, assistant principals, attendance clerks, noon supervisor, general clerk, teachers prep, school nurse, other clerical

Local Overhead

- ❑ SSOs
- ❑ Utilities
- ❑ Custodial staff

Community Schools Staff* (benefits included)

- ❑ Restorative justice (\$109K/yr)
- ❑ Community schools manager (\$132K/yr)
- ❑ Counselor (\$103K/yr)
- ❑ Family engagement (99K/yr)
- ❑ Social worker (\$101K/yr)
- ❑ Athletic manager (\$153K/yr)

Note: Please refer to list of all assumptions in the appendix. **This model represents what we afford with unrestricted base funding. Other restricted costs such as librarian, SDC teachers, art teachers, music teachers, and after-school managers, are restricted revenue and accounted for separately.**

*Additional program costs often associated with these staff

Current assumptions to cost of quality model (pg. 1 of 4)

This size of schools breakeven calculation should not be used as the only source to make decisions about school portfolio. It is only a snapshot of the costs that need to be considered when making decisions about the size of the school needed to support costs.

| Assumption | Description |
|------------|--|
| 1 | <p>The model assumes revenue from LCFF base, LCFF supplemental, LCFF concentration, LCFF Measure G, LCFF Lottery for elementary, middle, and high school. Grade span revenues are calculated by using the per student revenue and CBEDS enrollment. Per student revenue totals are:</p> <p>Elementary - \$9,469 Middle - \$9,522 High - \$10,839</p> <p>The district unrestricted revenue (less incidentals) totals \$ 361,251,639.</p> |

Current assumptions to cost of quality model (pg. 2 of 4)

This size of schools breakeven calculation should not be used as the only source to make decisions about school portfolio. It is only a snapshot of the costs that need to be considered when making decisions about the size of the school needed to support costs.

| Assumption | Description |
|------------|---|
| 2 | Fixed costs include the state loan (\$5,985,477), audit findings (\$1,000,000), a set aside of 12% of revenue for infrastructure (\$43,350,197), special education (\$59,922,494), buildings and grounds routine maintenance (\$13,048,405), food service (\$1,504,588), and deferred maintenance (\$7,600,000). These district-wide fixed costs are distributed across the elementary, middle, and high school grade spans based on their share of CBEDS enrollment. All fixed costs assumptions are based on current costs, except for SPED (which assumes 5% YOY growth given historical growth). Fixed costs total \$ 132,411,161. This means there is only \$ 228,840,479 left for schools. |
| 3 | Revenue remaining for schools is the difference between the district revenue and district fixed costs, and to be used for school expenses. After taking out each grade span's share of fixed costs, the revenue per student for elementary, middle, and high school in a unified district is: Elementary: \$5,864.48 Middle: \$5,918.01 High: \$7,234.88 |

Current assumptions to cost of quality model (pg. 3 of 4)

| Assumption | Description |
|------------|---|
| 4 | <p>Minimum base funding for a unified school district collaborative model include the following staffing model for teachers: Elementary: 12 Middle: 14 High: 24</p> <p>This is based on a collaborative model of instruction.</p> |
| 5 | <p>Staffing matrix data from 2/26/18 is used for Elementary, Middle, and High; contractual agreements are for teachers, principals, assistant principals, attendance clerks, noon supervisor, general clerk, teachers prep, school nurse, other clerical, and subs (admin).</p> |
| 6 | <p>Enrollment data is from P1 CBEDS.</p> |

Current assumptions to cost of quality model (pg. 4 of 4)

| Assumption | Description |
|------------|---|
| 7 | The following assumptions are made about per classroom costs: Classroom Supplies: \$1,600 Subs (teachers): \$1,400 Subs (admin): \$1,400 |
| 8 | Local overhead costs are the average of elementary, middle, and high school overhead for SSOs, utilities, and custodial services. |
| 9 | Multiple iterations of breakeven are considered to account for breakeven numbers that meet contractual obligations. |

Current limitations to cost of quality model

| Assumption | Description |
|------------|---|
| 1 | One time costs and revenue are not included as part of this analysis; this analysis only looks at sources of costs and revenue that can be reliably counted upon. |
| 2 | We are considering unrestricted revenue for this model; restricted dollars are not included as part of the breakeven calculation because they can not reliably be used for other means. Dollars such as Title I funds are excluded: this model looks at building a sustainable school community with only base funding. |
| 3 | The model calculates the breakeven for a quality community school in Elementary, Middle, and High School; K-8 and 6-12, along with alternative schools are excluded from this initial version of the model |
| 4 | A range on either end is recommended given fluctuations in timing of data sources, fluctuations in salary data, fluctuations in the staffing matrix, etc. |
| 5 | Model assumptions for staffing are based on the salary data from the 7015 and R61 reports. Averages were calculated for each position. Other restricted costs such as librarian, SDC teachers, art teachers, music teachers, and after-school managers, are restricted revenue and accounted for separately. |
| 6 | Breakeven enrollment numbers are subject to change should any of the assumptions change |