



OAKLAND UNIFIED
SCHOOL DISTRICT

expect **Success**

School Portfolio Management

Tiered Accountability & Support And 2008-2010 Focus Schools

October 29, 2008



School Portfolio Management

I. School Portfolio Management Framework

II. Tiering Accountability and Support System

- Tiering Framework and Methodology
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III. Focus Schools

- Overview of process and criteria
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School Portfolio Management Framework

Coherent Governance Policy (OE-14)

- The Superintendent shall assure the availability of a diverse portfolio of high quality schools (traditional, new small schools, charter schools, etc) for students and families both within neighborhoods and district-wide
- The Superintendent shall:
 1. Assure that all district quality standards apply equally to all schools regardless of size and type
 2. Regularly monitor all schools to assure their cost-effectiveness and compliance with quality standards
 3. Assure the sustainability of all schools and programs, especially in a declining revenue environment
 4. Create meaningful partnerships between district and charter schools that improve the conditions for both and that enhance choices for students and their families
 5. Review school attendance boundaries annually to assure reasonable balance in student enrollment



School Portfolio Management Framework

School Portfolio Management: Managing the Success and Quality of Schools

The District will provide a diverse portfolio of high quality schools for students and families both within neighborhoods and district-wide

Quality

Enrollment / Capacity

**Programmatic
Diversity**

OUSD is continually managing its dynamic portfolio of schools across these three dimensions

SUPPLY

**High quality and
diverse educational
options**

DEMAND



Tiered Accountability & Support System



Tiered Accountability & Support System

In order to accelerate achievement in every school, OUSD must **differentiate the supports and interventions** provided based on where schools currently exist along the continuum from needing intervention to having demonstrated a capacity to accelerate achievement. This differentiation also allows for innovation while increasing accountability across the system

Tiering Criteria:

i) Absolute Performance ii) Accelerated Student Level Growth iii) Closing the Achievement Gap

BLUE Tier

GREEN Tier

YELLOW Tier

ORANGE Tier

RED Tier

Increased Monitoring and Support

Increased Flexibilities awarded through application process

Accountability for Results



Tiering Criteria: Methodology

- System combines three categories of performance:
 - **Absolute Performance.** How is the school performing against Adequate Yearly Progress Targets?
 - **Cohort Matched Student Level Growth (value added).** How is the school accelerating growth for students who have been in the school over time (measured for both ONE and THREE years)?
 - **Closing the Achievement Gap.** Is the school closing the gap between school wide performance and that of the lowest performing subgroup?
- A school is first tiered based on Program Improvement Status
- The school can then move up or down based on either growth or achievement gap



Tiered Accountability & Support System

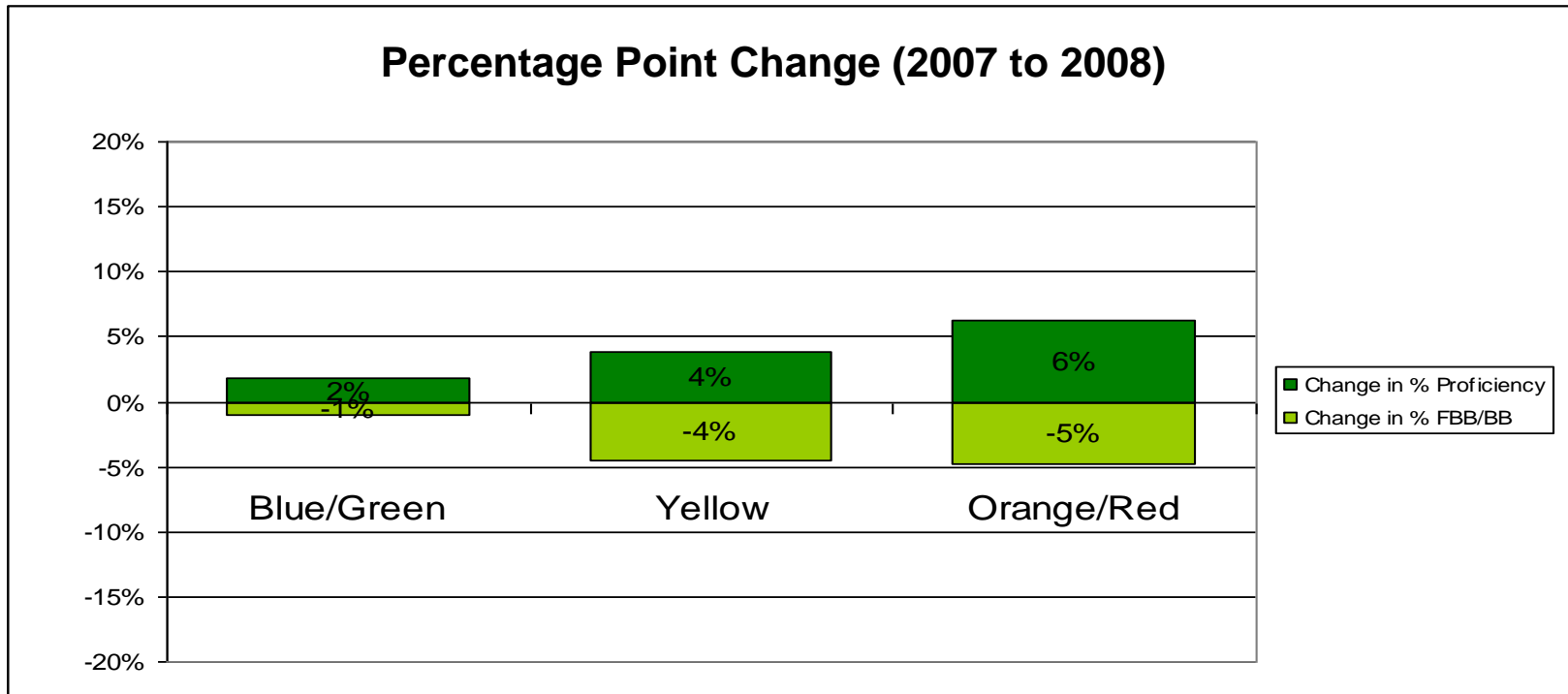
Year over Year results 07-08 data for 08-09 Tiers

- We saw a significant increase in the number of Blue and Green schools last year, largely attributed to the academic gains made by elementary schools
 - The number of Blue schools increased from 4 to 9
 - The number of Green schools increased from 10 to 18
- The number of Yellow schools decreased by 13 from 35 to 22 this year. The schools moving out of Yellow spread across all tiers, with the most in Blue and Green (14) and 8 into Red and Orange.
- We also saw an increase in Red schools from 13 to 20 and Orange schools from 15 to 17, primarily in secondary schools.

Tier	Elementary	Middle	High	Total
BLUE	9			9
GREEN	17		1	18
YELLOW	16	5	1	22
ORANGE	6	5	6	17
RED	5	6	9	20
New	7	2		9
ALT	1		8	9



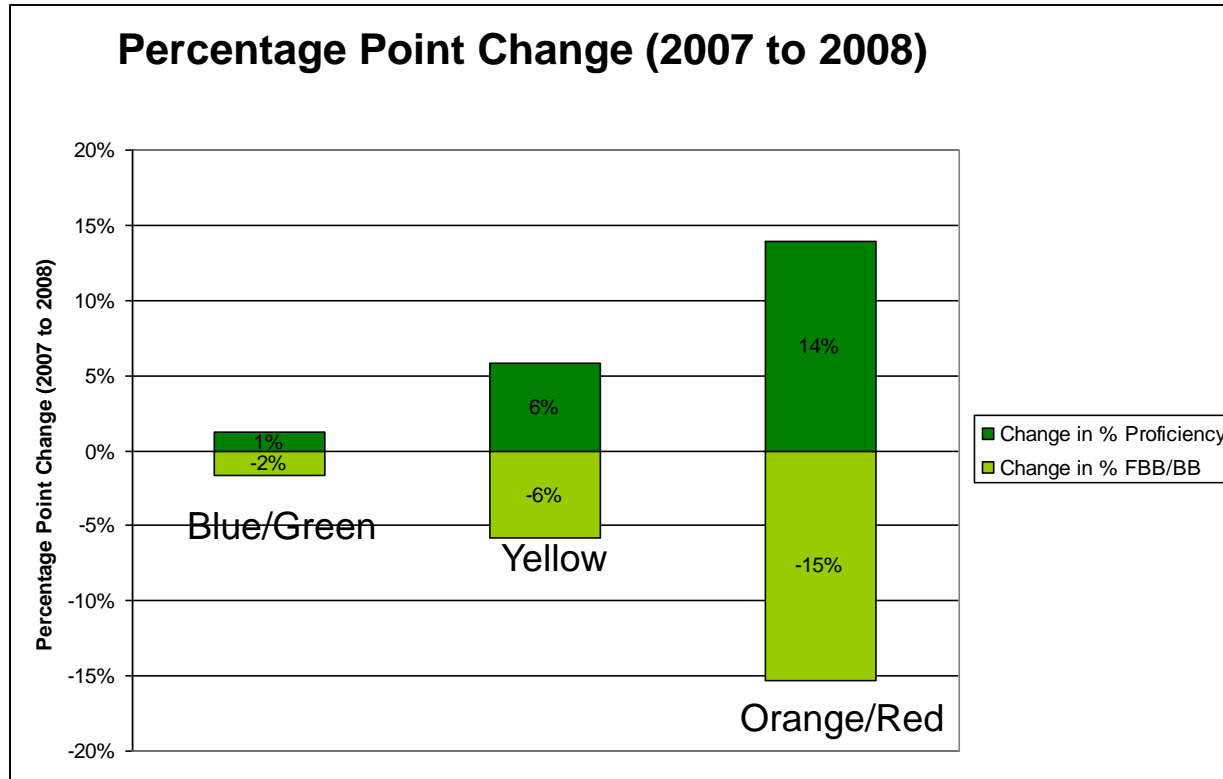
Red/Orange ES Show Highest Gains in ELA CST



	# Schools	2007 P/A	2008 P/A	Change in % Proficiency
Blue/Green	14	56%	58%	2%
Yellow	28	39%	43%	4%
Orange/Red	6	23%	29%	6%



Red/Orange ES Show Highest Gains in Math CST



Key	# Schools	2007 P/A	2008 P/A	Change in % Proficiency
Blue/Green	14	66%	67%	1%
Yellow	28	48%	54%	6%
Orange/Red	6	32%	46%	14%



Focus Schools



What is a Focus School?

- Per Board direction at the 10/8 Board meeting, the District has used the existing School Portfolio Management process to determine Focus Schools for 2008-2010 that are identified for significant intervention.
- A Focus School is identified based on academic performance (Red/Orange/Yellow schools), enrollment trends, or a combination of both.
 - Per Board direction, the District will also add consideration of financial viability and equity to the academic and enrollment considerations.
- All Red schools have been identified as Focus Schools this year based on academic performance.
- In addition, some Orange and Yellow schools were identified as Focus Schools based on enrollment trends or a combination of enrollment loss and academic performance.



Intervention Alternatives

There are several possible intervention alternatives identified for Focus Schools

Restructuring	<ul style="list-style-type: none">• District and school staff develop a plan that has the capacity to accelerate student achievement• PI 4 and 5 schools are required to do restructuring plans under NCLB
Redesign	<ul style="list-style-type: none">• A new school is created through a school incubation process
Reduce	<ul style="list-style-type: none">• Reduce school configurations in order to increase focus and support of school
Phase Out	<ul style="list-style-type: none">• Reduce grade levels each year to phase out the school
Closure	<ul style="list-style-type: none">• School is closed and the facility will be used for another purpose

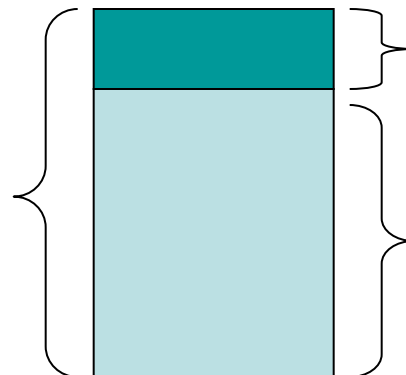


2008-2010 School Portfolio Management Process

- **Phase 1:** Given the short timeframe this year (due to community forums to solicit feedback), two Focus Schools (which were part of a continued discussion from last year) have been identified for possible significant interventions this year, with a Board decision December 2008.
 - In addition, Red schools in PI 4 and 5 will be going through a restructuring process.
- **Phase 2:** A set of Focus Schools have been identified for continued engagement, monitoring and support over the next year in which staff asks the Board to make a decision about intervention alternatives in December 2009.

2008-2010 SPM Process

List of schools identified as
2008-2010 Focus Schools



Considered for significant intervention this year; Superintendent and Chief of Community Accountability to present recommendations; Board decision December 08

Continued monitoring and support (Cambridge School Quality Reviews, Review of progress in May 08 and Sept 09, etc.); Superintendent/CCA intervention recommendation to Board Fall 09



School Portfolio Management Criteria 08-10

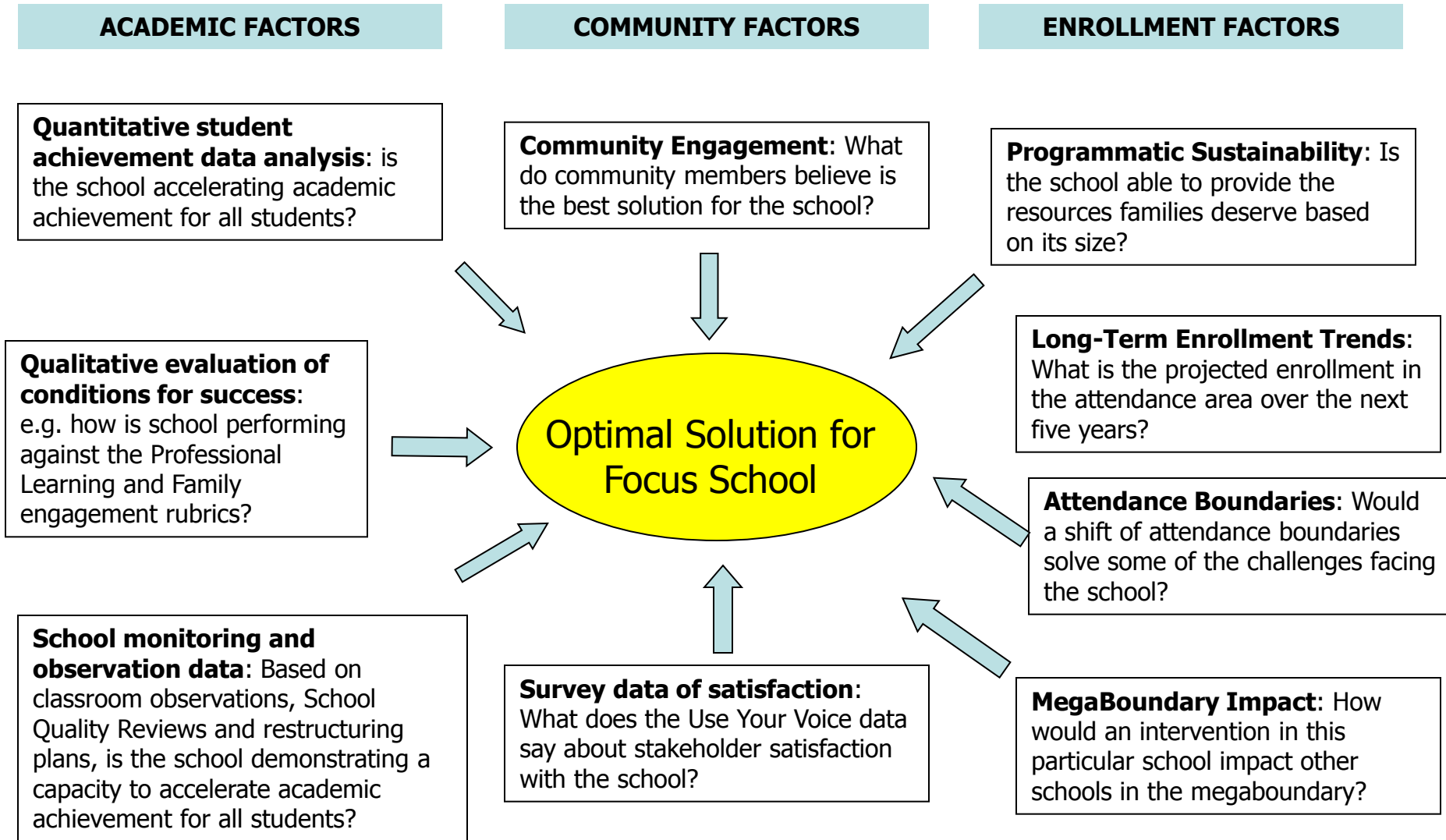
School Portfolio Management Process Criteria

Red, Orange, Yellow schools only

Academic	Absolute Performance	Program Improvement Status and Adequate Yearly Progress targets
	Lack of Student Growth	% of students moving from one performance band to the next, evaluated over one, two and three year periods
	Lack of Closing Achievement Gap	Change in the difference between School and Lowest performing subgroup API
Enrollment	Enrollment	School size based on 21 st day count, % loss of students over 1 year, % loss of students over 4 years
	Megaboundary Excess Capacity	The sum of the excess facilities capacity within all of the schools in a particular megaboundary. Comparing the number of students who live and go to school in their neighborhood (07-08 data) with the excess facilities capacity within its megaboundary will determine whether it can be absorbed if closed/phased out.
Financial Viability	Cost Per Student	Includes General Purpose (GP) and TIIG only and takes everything into consideration except for utilities, which is an expense that is not under the control of schools
	School Budget Health	Schools with budgets in "the red," or negative balances
Equity	% of Free/Reduced	% of Free/Reduced Lunch population at a school
	% of African American students	% of African American students at a school (since many of the school closure considerations in the past have been schools with significant AA populations).



Focus Schools: Factors incorporated into recommendations



Phase 1: December 2008 Decision Focus Schools

- Two focus schools have been identified for this year, in which decisions regarding significant interventions will be made December 2008.
- In November, NExOs will lead 2-3 engagements for these schools to gather feedback.
- Superintendent, CCA and Network Officers will evaluate appropriate solutions for each focus school based on input from community engagement and close review of quantitative AND qualitative data.
- On December 10th, the Superintendent and CCA recommendations will be presented to the Board.
- On December 17th, the Board will be asked to make a decision regarding the recommendations



Phase 1: December 2008 Decision Focus Schools

	Schools	Challenges for Discussion
Enrollment & Academic (2)	Peralta Creek (Orange)	<ul style="list-style-type: none"> • Identified as Focus School last year • Low academic performance (13% ELA, 6% Math proficiency; 519 API; Red school) • Reduced to 8th grade only in 08-09 (Decline of -9 8th grade students from 77 to 68) • 110 (of 161 students) out of 1177 neighborhood students attended Peralta Creek in 07-08
	BEST (Orange)	<ul style="list-style-type: none"> • Identified as Focus School last year • Low academic performance (8% ELA CST, 1% Math CST proficiency; 490 API; Orange school; 26% ELA CAHSEE, 24% Math CAHSEE proficiency) • Reduced to no 9th graders in 08-09 to help school focus and support • 150 (of 186 students) out of 814 neighborhood students attended BEST in 07-08 • Saw enrollment declines (-12 students in the last year and -141 students in last 4 years (adjusted for not having 9th graders this year)

Additional Considerations Due to Facilities Challenges

	Schools	Challenges for Discussion
Facilities (3)	Tilden (Relocation)	<ul style="list-style-type: none"> • Need to address long-term facilities issues that are inappropriate for Tilden • Proposing creation of a task force to examine possible relocation options to provide board recommendation by Jan-Feb 09
	Life (Yellow - Relocation)	<ul style="list-style-type: none"> • Need to address long-term facilities issues • Current task force examining possible relocation options and will provide board recommendation by Jan-Feb 09
	La Escuelita (Blue - new construction)	<ul style="list-style-type: none"> • School improvement coach needed for design of school • New school opens 2011



Phase 2: December 2009 Decision Focus Schools

- From now until Fall 2009, NExOs will lead **regional engagements** across elementary and secondary levels to identify and discuss **regional solutions** for these schools.
- In May 2009 and September 2009, progress for these schools will be reviewed and the Focus School list refined.
- Several Red schools identified as Dec. 2009 Focus Schools will be going through the restructuring process under the PI requirements of NCLB.
- In addition, 9 additional schools have been identified as Focus Schools for a decision in December 2009.
- In November 2009, Superintendent, CCA and Network Officers will evaluate appropriate solutions for each focus school based on input from the community and close review of quantitative and qualitative data.
- In December 2009, these recommendations will be presented to the Board by the Superintendent and CCA and the Board will be asked to make a decision.



December 2009 Decision Focus Schools: Restructuring

There will be several Red schools that will be going through a Restructuring process in the next year based on PI requirements under NCLB. This will include Cambridge School Quality Reviews and developing and implementing a restructuring plan and budget that may involve redesigning the programs at a school.

	Schools	Restructuring Process
Academic (16)	<p>Red School Restructuring:</p> <ul style="list-style-type: none"> • Garfield (PI 4) • MLK (PI 4) • Roosevelt (PI 4) • Lafayette (PI 4) • Brookfield (PI 5) • Horace Mann (PI 5) • Madison (PI 5) • Claremont (PI 5) • Frick (PI 5) • Urban Promise (PI 5) • Westlake (PI 4) • Robeson (PI 4) • Media College Prep (PI 4) • Oakland High (PI 5) • Oakland Tech (PI 4) • Skyline (PI 4) 	<p>The Restructuring Process:</p> <ol style="list-style-type: none"> 1. Starts with "State of the School" community conversations with Board Members. 2. At the same time, conduct School Quality Reviews with Cambridge Education to identify strengths and challenge areas for continuous school improvement. 3. Continue community engagement with 2-4 "Focus Schools" meetings co-led by Network Officers and Principals. 4. Based on findings from School Quality Reviews and feedback from community meetings, develop draft of restructuring plan due by December 19th. 5. Review and modify restructuring plans and budget priorities based on feedback from OUSD peer review process. Plans reviewed by Superintendent, Cabinet and NExOs. 6. Submit final restructuring plans as part of Single Plan for Student Achievement due by April 30th. 7. Approve restructuring plans at June Board of Education meeting.



December 2009 Decision Focus Schools: Academic

Given that some potential Focus schools may require longer-term planning (i.e. regional impact on several schools or areas like North Oakland, East Oakland), following are a list of possible schools that warrant follow up discussions for decisions to be made next year

	Schools	Challenges for discussion
Additional Academic (4)	<u>Castlemont Regional Engagement Conversations:</u> <ul style="list-style-type: none"> • Leadership Prep (Red) • EOSA (Red) • CBIT (Red) • YES (Red) 	<ul style="list-style-type: none"> • All schools are Red and are experiencing slow academic growth • May need to examine phasing out/closing a school on the campus - challenging to provide effective programmatic and resource support due to enrollment/budget constraints



December 2009 Decision Focus Schools: Enrollment

Given that some potential Focus schools may require longer-term planning (i.e. regional impact on several schools or areas like North Oakland, East Oakland), following are a list of possible schools that warrant follow up discussions for decisions to be made next year

CONSIDERATION FOR 09-10 GIVEN SHORT TIMEFRAME THIS YEAR

	Schools	Challenges for Discussion
Enrollment (3)	Sankofa (Yellow)	<ul style="list-style-type: none"> • Identified as Focus School last year for Enrollment • School is not fiscally sustainable at 110 students • Last year, only 23 out of 115 students were from the attendance area
	Burckhalter (Yellow)	<ul style="list-style-type: none"> • Identified as Focus School last year for Enrollment • Last year, only 81 out of 160 students were from the attendance area • Not fiscally sustainable at 151 students; budget in the red
	Howard (Yellow)	<ul style="list-style-type: none"> • Identified as Focus School last year for Enrollment • Decline of -61 students last year and -51 students over last 4 years • Last year, only 100 out of 242 students were from the attendance area



December 2009 Decision Focus Schools: Enrollment & Academic

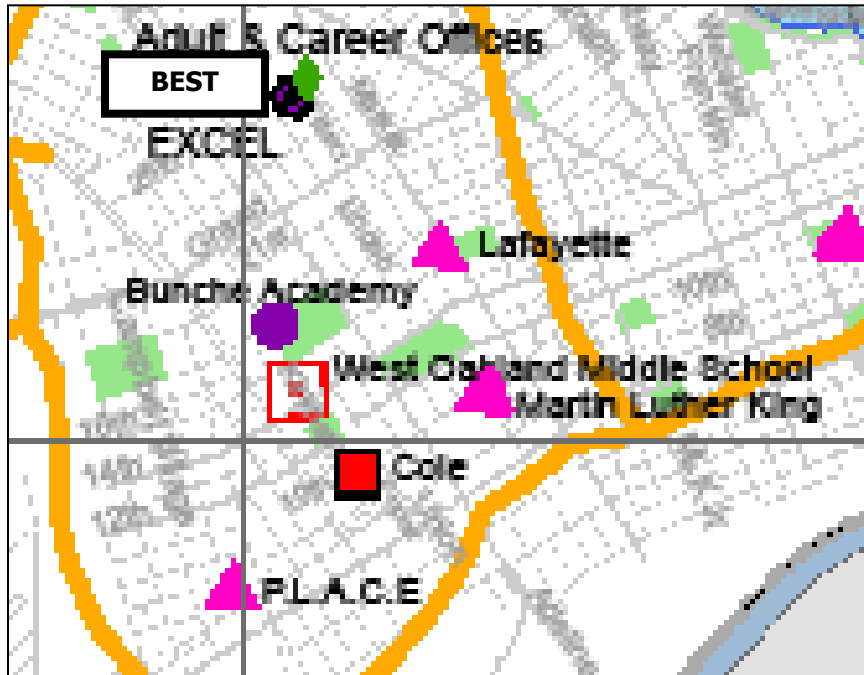
Given that some potential Focus schools may require longer-term planning (i.e. regional impact on several schools or areas like North Oakland, East Oakland), following are a list of possible schools that warrant follow up discussions for decisions to be made next year

CONSIDERATION FOR 09-10 GIVEN SHORT TIMEFRAME THIS YEAR

	Schools	Challenges for Discussion
Enrollment & Academic (2)	Explore (Orange)	<ul style="list-style-type: none">• Identified as Focus School last year• Currently only MS for King Estates boundary, but 97 out of 210 students are from the attendance area• Has not experienced significant student growth in last 3 years• 20% ELA, 22% Math proficiency, 588 API, PI 2
	Far West (Orange)	<ul style="list-style-type: none">• Challenging to provide programmatic resources as arts school or HS to students at 174 students• 20% CST ELA, 3% CST Math proficiency, 29% CAHSEE ELA, 12% CAHSEE Math proficiency, 548 API



December 2008 Focus School: BEST



BEST

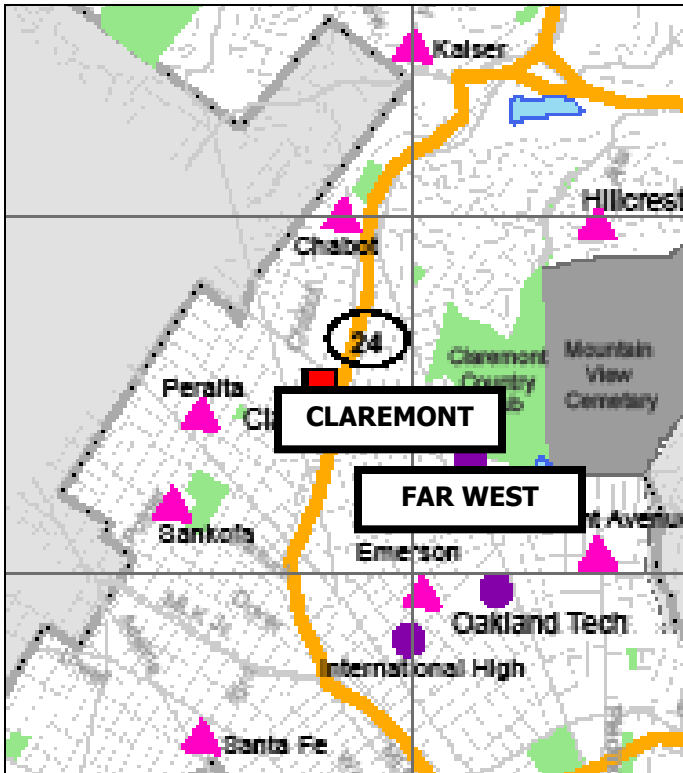
- **Academic Performance:** 8% CST ELA, 1% CST Math proficiency; 490 API; PI 2 school; Overall Tier - Orange; Growth - Red; Gap – Red; 26% CAHSEE ELA, 24% CAHSEE Math proficiency;
- **Enrollment:** 110 students in 08-09, with decline of 12 students in the last year and 141 students in last 4 years (number has been adjusted for not having 9th graders this year)
- **Reduced enrollment last year to help focus**
- **Possible Considerations**
 - Phase out? Redesign?
 - Transition of Academy programs?



Phase 2: 2009-2010 Discussion and Decisions



Possible Regional Considerations: North Oakland



CLAREMONT

- **Academic Performance**

- 28% ELA, 17% Math proficiency; 619 API; PI 5 school; Overall Tier - Red; Growth - Red; Gap - Red)

- **Only MS currently in North Oakland – Need to consider how to keep N. Oakland MS students**

- **Space in North Oakland ES over capacity except Sankofa & Santa Fe**

School	Fac Cap	21 st Day Count
CHABOT	469	477
PERALTA	213	275
SANTA FE	362	286
KAISER	192	253
SANKOFA	286	110

- **Possible Considerations**

- Phase out Claremont, conversion of some/all ES to K-8?
- Redesign or restructure?
- Lease or sell any additional facility space created (Partner with Peralta Colleges, County COE, use for District Office)?

FAR WEST

- **Academic Performance**

- 20% CST ELA, 3% CST Math proficiency; 548 API; PI 0 school; Overall Tier - Orange; Growth - Red; Gap - Red); 29% CAHSEE ELA, 12% CAHSEE Math proficiency;

- **Redesign (incubate?)**



Possible Regional Considerations: West Oakland



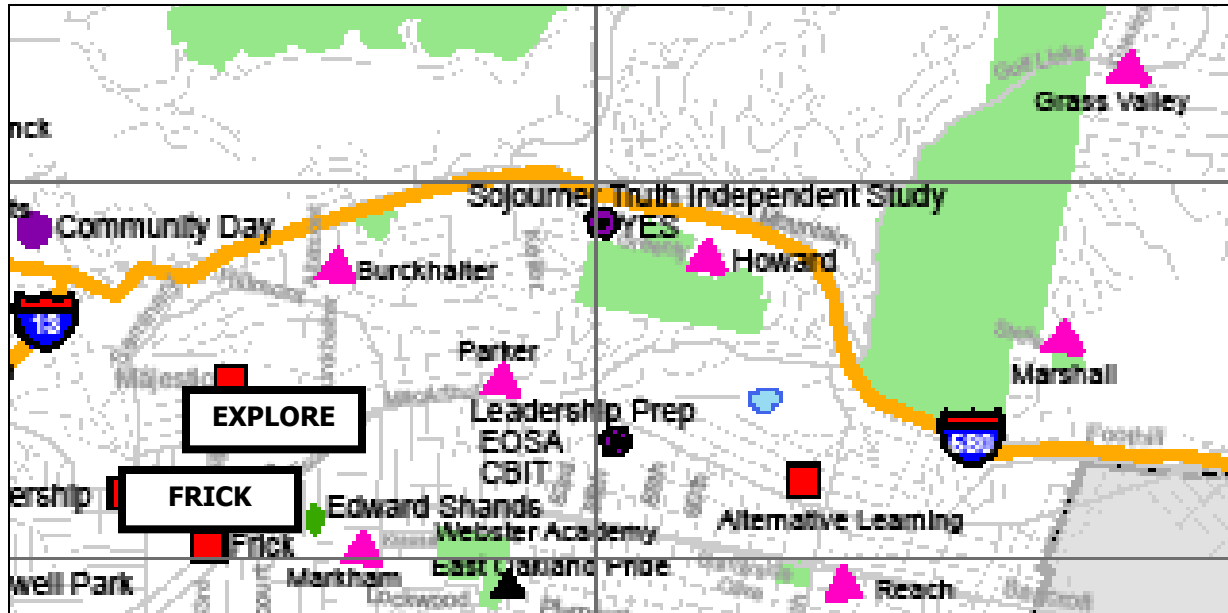
- **Academic Performance in ES schools need improvement**
- **MLK seen most decline in enrollment:** loss of -31 students in last year, -142 in last 4 years compared to PLACE (-19 last year) and Lafayette (+1 last year, -79 last 4 years)
- **MLK was on Focus School list last year**
- **PLACE has been redesigned and will need to maintain investment**
- **Significant excess capacity at all three ES in W. Oakland**
- **All three schools with budget in the Red**
- **Possible Considerations**
 - Phase out one of the ES in West Oakland?
 - Lease or sell any additional facility space created (Partner with Peralta Colleges, County COE, use for District Office)?

West Oakland ES		
School	Fac Cap	21 st Day Count
LAFAYETTE	448	279
M.L. KING, JR.	383	237
PLACE	340	262

School	ELA Prof	Math Prof	API	PI	Tier	Growth	Gap
MLK	24%	24%	645	4	Red	Red	Green
Lafayette	17%	37%	629	4	Red	Yellow	Green
PLACE	21%	30%	623	0	Orange	Red	Red



Possible Regional Considerations: East Oakland



ES in AREA		
School	Fac Cap	21 st Day Count
BURCKHALTER	235	151
HOWARD	426	206
MARSHALL	213	161
PARKER	299	235

MS in AREA		
School	Fac Cap	21 st Day Count
EXPLORE	308	240
FRICK	780	481

- **Academic Performance for Frick and Explore**

- **Frick:** 14% ELA, 9% Math proficiency; 557 API; PI 5 school; Overall Tier - Red; Growth - Red; Gap – Red
- **Explore:** 20% ELA, 22% Math proficiency; 588 API; PI 2 school; Overall Tier - Orange; Growth - Red; Gap – Red

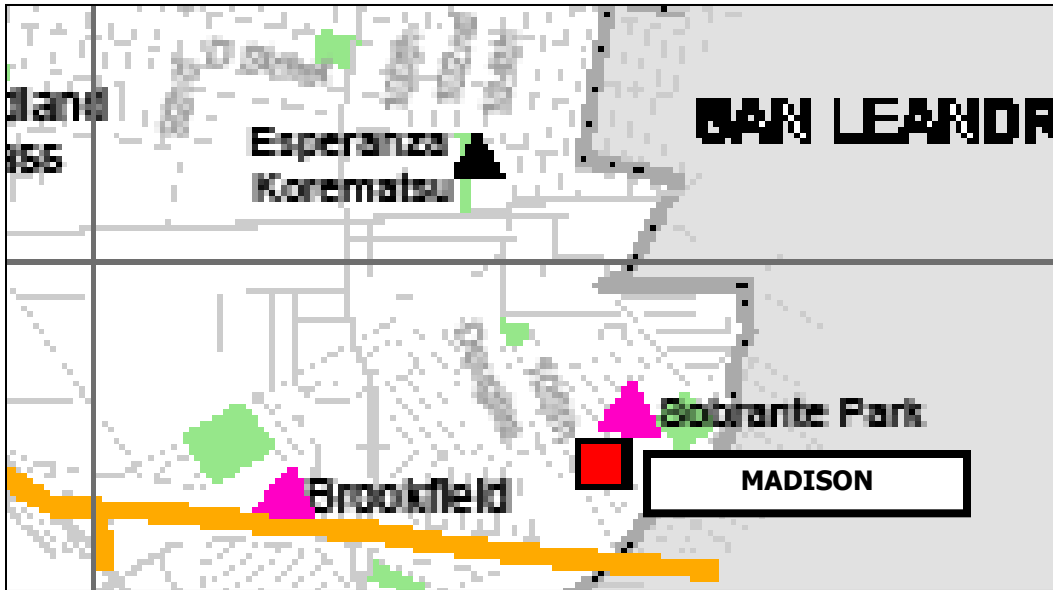
- **Explore currently only MS for King Estates boundary, but 26% of students in neighborhood attend Explore and 45% of current residents attend elementary schools in area**

- **Possible Considerations**

- Examine K-8 option at under-enrolled ES?
- Explore was investigating potential IB program last year. Move forward to expand at King Estate site?
- Redesign Frick?
- Current Special Education long-term rebalancing plan may increase enrollment at ES in area?



Possible Regional Considerations: East Oakland



ES in AREA		
School	Fac Cap	21 st Day Count
Brookfield	534	362
Esperanza	342	325
Korematsu	342	338
Sobrante Park	342	277

MADISON

• Academic Performance

- 19% ELA, 26% Math proficiency; 619 API; PI 5 school; Overall Tier - Red; Growth - Green; Gap – Red

• Enrollment decreased by -46 from last year and by -125 from 4 years ago

• Possible Considerations

- How do we build on success of ES in area? Phase out Madison and expand one of the ES into K-8?
- Redesign Madison to grow out MS?
- Lease or sell any additional facility space created (Partner with Peralta Colleges, County COE, use for District Office)?



Possible Regional Considerations: Castlemont

Castlemont: Academic Performance

School	CST ELA Prof	CST Math Prof	CAHSEE ELA Prof	CAHSEE Math Prof	API	PI	Tier	Growth	Gap	Fac. Cap	21 st Day Count
EOSA	13%	1%	11%	9%	478	3	Red	Red	Red	355	288
CBITS	11%	3%	14%	26%	526	3	Red	Red	Red	401	325
Leadership Prep	8%	1%	26%	35%	523	3	Red	Red	Red	425	273
YES	16%	1%	29%	16%	537	3	Red	Red	Red	425	236

- **Will a phase out of one of the lowest performing HS on a shared campus be able to provide greater access of resources, support and programmatic options?**
 - Will increase enrollment/budget at each school
- **Possible Considerations**
 - Phase out one of the lowest performing HS on the shared campus?
 - Reincubation? Revisioning?

*All schools have gone through conversion (YES in 03-04; EOSA, CBITS and Leadership in 04-05)



Possible Regional Considerations: Fremont

Fremont: Academic Performance

School	CST ELA Prof	CST Math Prof	CAHSEE ELA Prof	CAHSEE Math Prof	API	PI	Tier	Growth	Gap	Fac. Cap	21 st Day Count
Robeson	11%	2%	21%	16%	483	4	Red	Red	Red	379	272
Media	10%	2%	28%	19%	519	4	Red	Red	Red	401	356
Mandela	11%	5%	14%	24%	528	0	Orange	Red	Red	401	343
Architecture	22%	12%	37%	44%	638	--	Green	Green	Red	377	370

- **Will a phase out of one of the lowest performing HS on a shared campus be able to provide greater access of resources, support and programmatic options?**

- Will increase enrollment/budget at each school

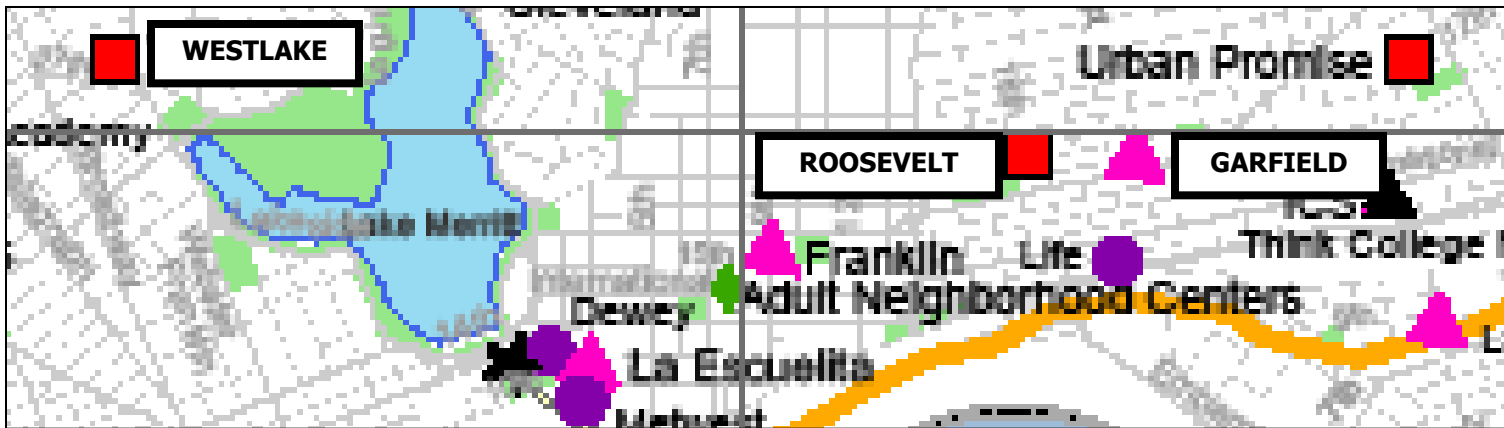
- **Possible Considerations**

- Phase out one of the lowest performing HS on the shared campus?
- Reincubation? Revisioning?

*All schools have gone through conversion (YES in 03-04; EOSA, CBITS and Leadership in 04-05)



Restructuring Plans: Downtown Oakland



• Academic Performance for Roosevelt, Garfield and Westlake

- **Roosevelt:** 27% ELA, 28% Math proficiency; 651 API; PI 4 school; Overall Tier - Red; Growth - Green; Gap - Red
 - **Garfield:** 32% ELA, 43% Math proficiency; 705 API; PI 4 school; Overall Tier - Red; Growth - Red; Gap - Yellow
 - **Westlake:** 33% ELA, 36% Math proficiency; 680 API; PI 4 school; Overall Tier - Red; Growth - Green; Gap - Red
- ## • Possible Considerations
- Restructuring conversations for these schools in PI 4 currently. Will include teacher development plan, instructional plans, personalized education structures in these restructuring conversations
 - Restructuring conversations to include possible redesign?



Restructuring Plans: Comprehensive High Schools

Academic Performance

School	CST ELA Prof	CST Math Prof	CAHSEE ELA Prof	CAHSEE Math Prof	API	PI	Tier	Growth	Gap
Oakland High	28%	15%	39%	47%	629	5	Red	Red	Red
Oakland Tech	30%	15%	47%	40%	621	4	Red	Red	N/A
Skyline	39%	14%	43%	40%	658	4	Red	Red	Red

• Possible Considerations

- Restructuring conversations for these schools in PI 4 currently. Will include teacher development plan, instructional plans, personalized education structures in these restructuring conversations
- Restructuring conversations to include possible educational structural redesign?



Facilities Considerations

TILDEN

- Need to address long-term facilities issues that are inappropriate for Tilden campus
- Work group to formalize into task force to examine possible relocation options for current Tilden students and will go to board by January/February 09 with recommendation

LIFE

- Need to address long-term facility location
- Currently established task force to examine possible relocation options and will go to board by January 09/February with recommendation

LA ESCUELITA

- School improvement coach needed for school design process
- School to reopen in 2011



Budget Implications

Possible Savings:

- Closing School – \$415,000-\$520,000 per school
- Merging School - \$280,000-\$440,000 per merger
- Phasing out school – dependent on facilities situation and administrator costs

Possible Investments Needed:

- Cost of incubation (redesign and reopen school) - \$200,000
- Cost of revisioning (redesign programmatic focus) - \$100,000
- Cost of closing school - \$20,000-\$30,000
- Cost of phasing out school - \$20,000-\$30,000



Next Steps: Requested Board Action

1. Adopt Report with recommendations for Phase 1 and Phase 2 School Portfolio Management Process
2. Adopt recommendation to create Tilden facilities task force to bring back recommendation for Tilden facilities solution
 - Task force will bring back relocation alternatives and future use recommendations for the John Swett campus



Appendix



Why Difference in Cost Per Student

Formula for calculating cost per student:

- Total General Purpose and TIIG allocations for a school site divided by the total number of students.
- **Does not** include any categorical allocations

Cost per student variance is attributed to the following:

- Higher attendance rates results in higher allocation per student (i.e. 98% attendance means getting 98% of the revenue per student vs. 95%)
- Higher concentration of special education students generate more allocation per student (District provides a 20% General Purpose subsidy to each school for each special education student), and
- Smaller enrollment results in a larger TIIG subsidy and therefore higher allocation per student (The smaller the school, the larger the subsidy the District provides)



2008-2009 Short-Term Decision Making Timeline

Date	Topic
October 16th	<ul style="list-style-type: none"> Review Schools from School Portfolio Management Process Phase 1 and Phase 2 lists with Cabinet and Board President
By October 21th Cabinet/SPM 1:1 with NExOs Materials due to Edgar	<ul style="list-style-type: none"> Review Focus Schools with NExOs
By October 29th NExO discussions with principals	<ul style="list-style-type: none"> Discuss SPM process with Focus Schools principals
October 29th	<ul style="list-style-type: none"> Superintendent/CCA present Focus School list to Board
October 29th – December 1th	<ul style="list-style-type: none"> Meeting with school staff and community for Phase 1 list schools Cabinet and Network Officer evaluation of appropriate solutions for each focus school based on: input from community engagement, close review of quantitative AND qualitative data
December 10th	<ul style="list-style-type: none"> Superintendent/CCA present Focus School intervention recommendations at proposed Special Board of Education meeting
December 17th	<ul style="list-style-type: none"> Special Board of Education meeting prior to Winter recess to decide on staff recommendations for interventions



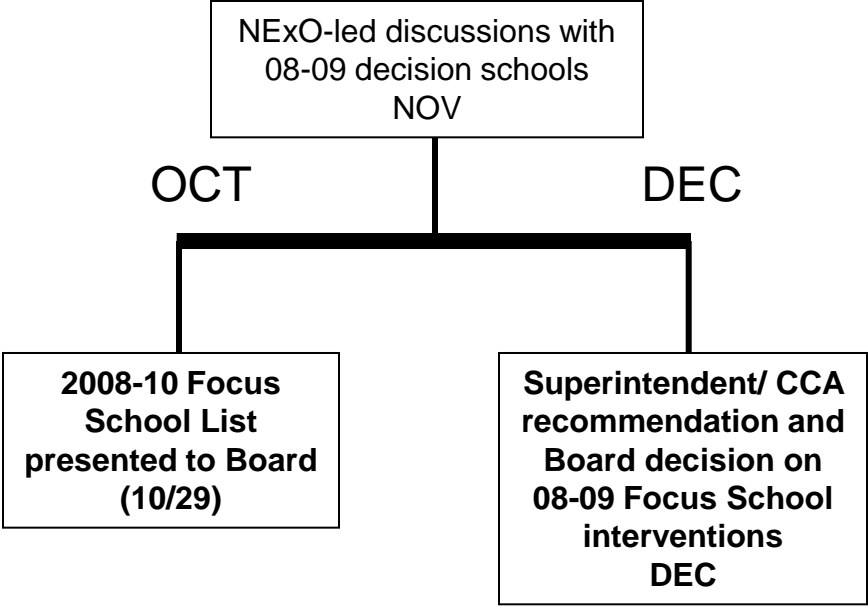
2008-2010 Long-Term Decision Making Timeline

Date	Topic
October 16th	<ul style="list-style-type: none"> • Review Focus Schools from School Portfolio Management Process Phase 1 and Phase 2 lists with Cabinet and Board President
By October 22th	<ul style="list-style-type: none"> • Review Focus Schools from School Portfolio Management Process with NExOs
By October 29th NExO discussions with principals	<ul style="list-style-type: none"> • Discuss SPM process with Focus Schools principals
October 29th	<ul style="list-style-type: none"> • Focus Schools presented by Superintendent and CCA to Board of Education
October - November	<ul style="list-style-type: none"> • "State of the School" Board Engagement Meetings; Cambridge School Quality Review Visit of Red Schools
November 08 – June 08	<ul style="list-style-type: none"> • Continued engagements with Focus School communities to review school progress and possible intervention alternatives
January 09	<ul style="list-style-type: none"> • SPSA Summit for Red and Orange Schools
February 09	<ul style="list-style-type: none"> • SPSA Reviews
March 09	<ul style="list-style-type: none"> • Cambridge School Quality Review Visit of Red Schools
May 09	<ul style="list-style-type: none"> • Review academic progress and possible intervention alternatives of Focus Schools
September 09	<ul style="list-style-type: none"> • Review academic progress and possible intervention alternatives of Focus Schools; Refine Focus School list
September 09 – October 09 NExO co-led with principals	<ul style="list-style-type: none"> • Final engagement to identify possible intervention alternatives for Focus Schools
November 09	<ul style="list-style-type: none"> • Superintendent/CCA Focus School list to Board
December 09	<ul style="list-style-type: none"> • Special Board meeting to decide on staff recommendations for interventions for Focus Schools



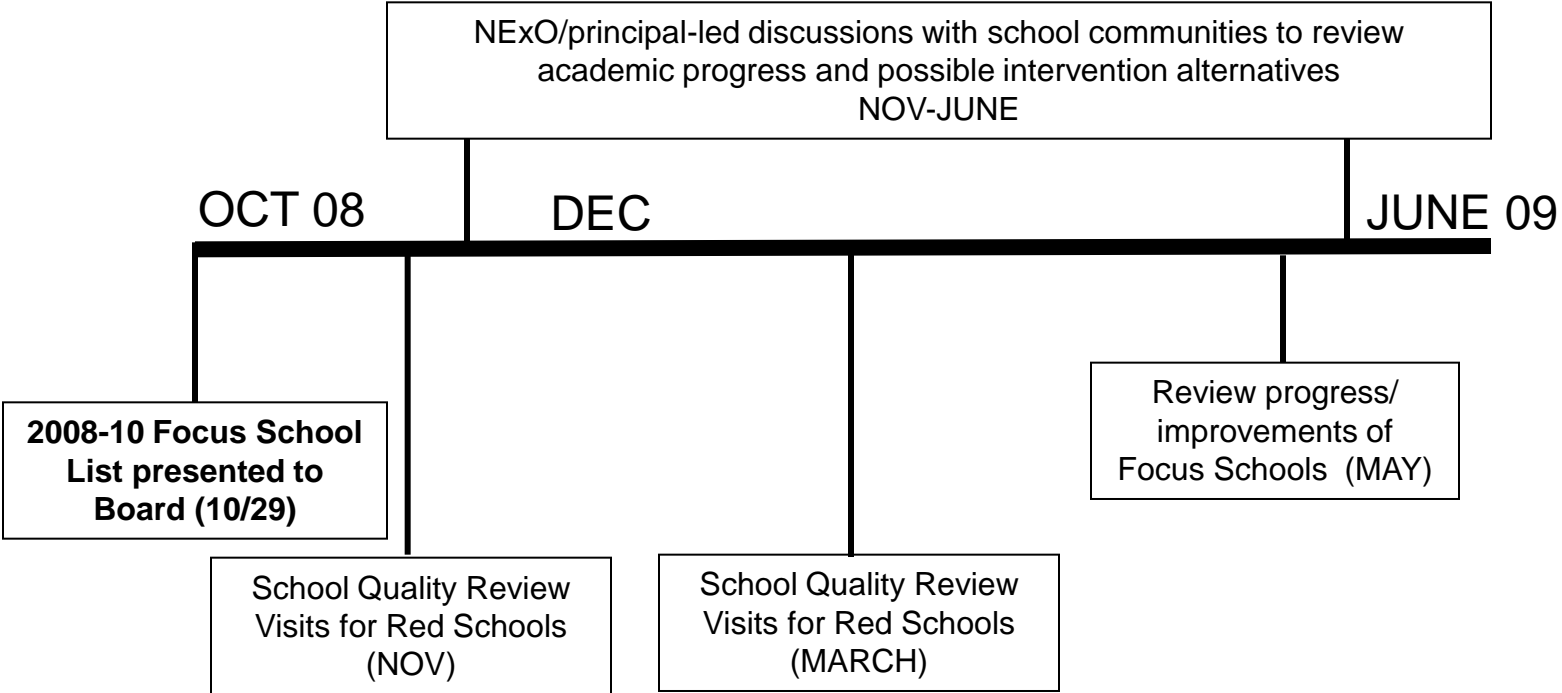
2008-2010 School Portfolio Management Process

08-09 Focus School Decisions



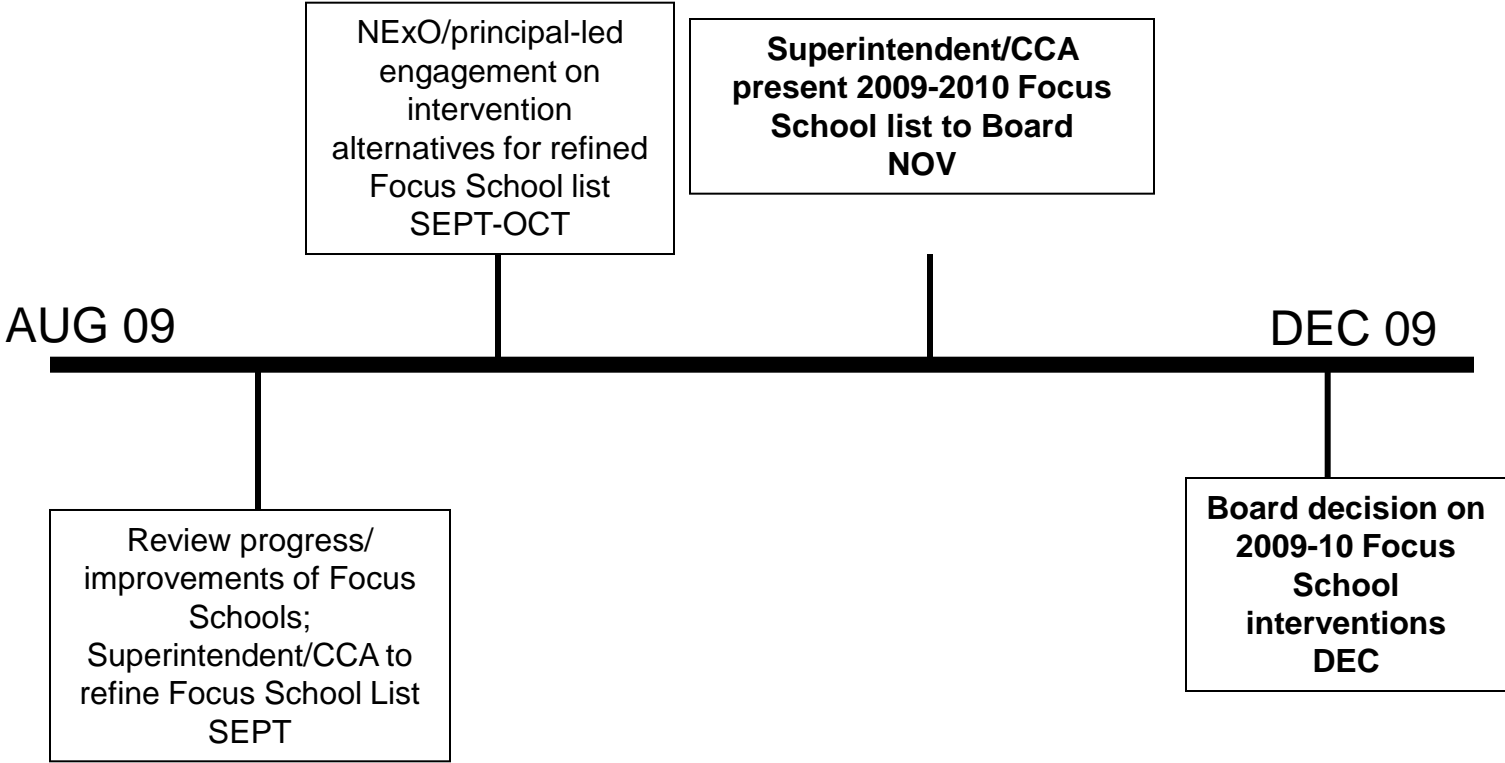
2008-2010 School Portfolio Management Process

09-10 Focus School Engagement, Monitoring, Support, Decision

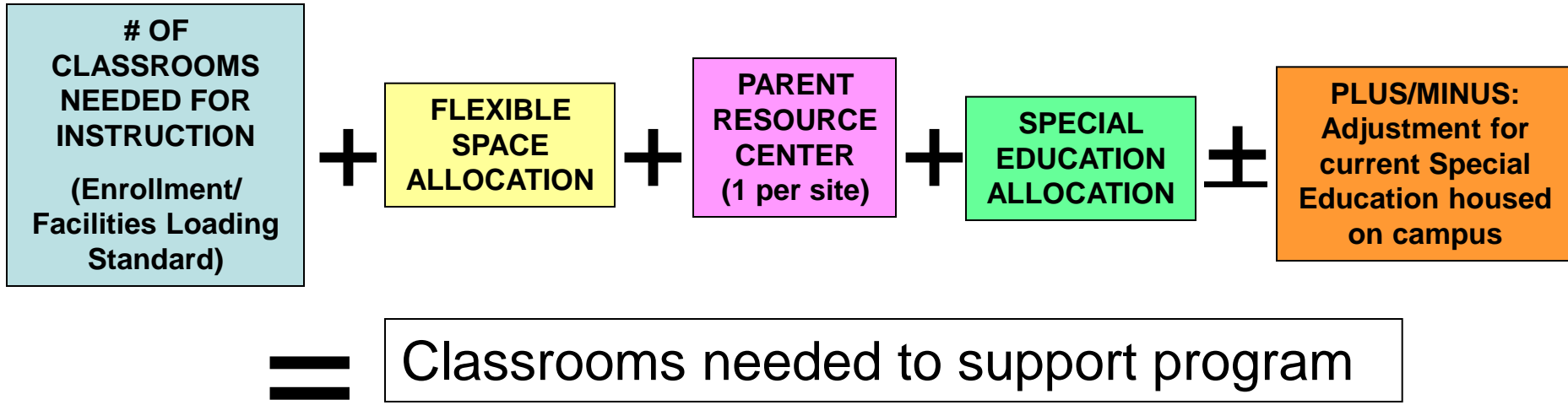


2008-2010 School Portfolio Management Process

09-10 Focus School Engagement, Monitoring, Support, Decision



OUSD Facility Usage Formula (Under review)



Formula details

Minimum Enrollment Ratio:

- K-3 = 20:1
- K-5 = 23:1
- 4-5 = 25:1
- 6-12 = 25.5:1
- 9-12 = 25.5:1

Flex Space:

0 – 14 classrooms = +1 flex space
 15 – 24 classrooms = +2 flex space
 25 – 32 classrooms = +3 flex space
 33 – 100 classrooms = +4 flex space

Special Education Allocation:

Rooms at Site
 divided by 12

Current SPED rooms at site

* Staff will be reviewing formula against additional best practices. The review will be part of overall Asset Management plan

