OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

ERS

Work To Date and Long Term Plan

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Presented to Board of Education

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Tonight we will…

1st) Review Work To Date
2nd) Share Long-Term Actions

Focus Area	Summary of Emerging Insights
Overall investment level in schools	OUSD spends a smaller share of its resources on Instruction than national benchmarks, which is partially driven by higher central office spending
School support	Principals perceive significant gaps in clarity of central roles/expectations, alignment across different functions and overall quality/responsiveness of support
Maximize (HS) instructional time	A short school day and restrictive schedule structure in high schools limits opportunities for students to graduate college- and career-ready in 4 years

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Work To Date

Increase and Optimize Investments to Schools

- Increase in School Spending ’15-’16
- Disproportionately Invest new dollars in schools

Improve School Support

- Defined Autonomy Framework
- Increase District Supports through Networks

Maximize Instructional Time

- Master Schedule Development
- Pathways in all High Schools

2014-15 versus 2015-16

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ERS used 2014-15 fiscal year data. In anticipation of the data, the Superintendent cut spending centrally and continued to build in 2015-16

- **$18.4 M** increase in funding provided directly to school site budgets
- **$17.9 M** additional investments were made in support of schools
- **$3.1 M *net*** was cut from central budgets in 2015-16, on top of the **$2.3 M** cut in 2014-15.
- **65% ($19.4M)** of new unrestricted revenues went to employee compensation.

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Defined Autonomy Quadrant Definitions

DEVELOPMENT & GROWTH

Proficient – Low Performance

Principal develops budget drawing from the menu of approved job classifications and services and interventions.

Network Superintendents review and approve school budgets after ensuring alignment with school needs to LCAP, SPF, and SPSA

Exemplary – High Performance

Maximum autonomy by school leaders over budget decisions – (subject to SSC approval and within parameters of exclusions - see next slide).

Network Superintendents review and ask questions to confirm budget alignment to school needs to LCAP, SPF, SPSA

Awareness – Low Performance

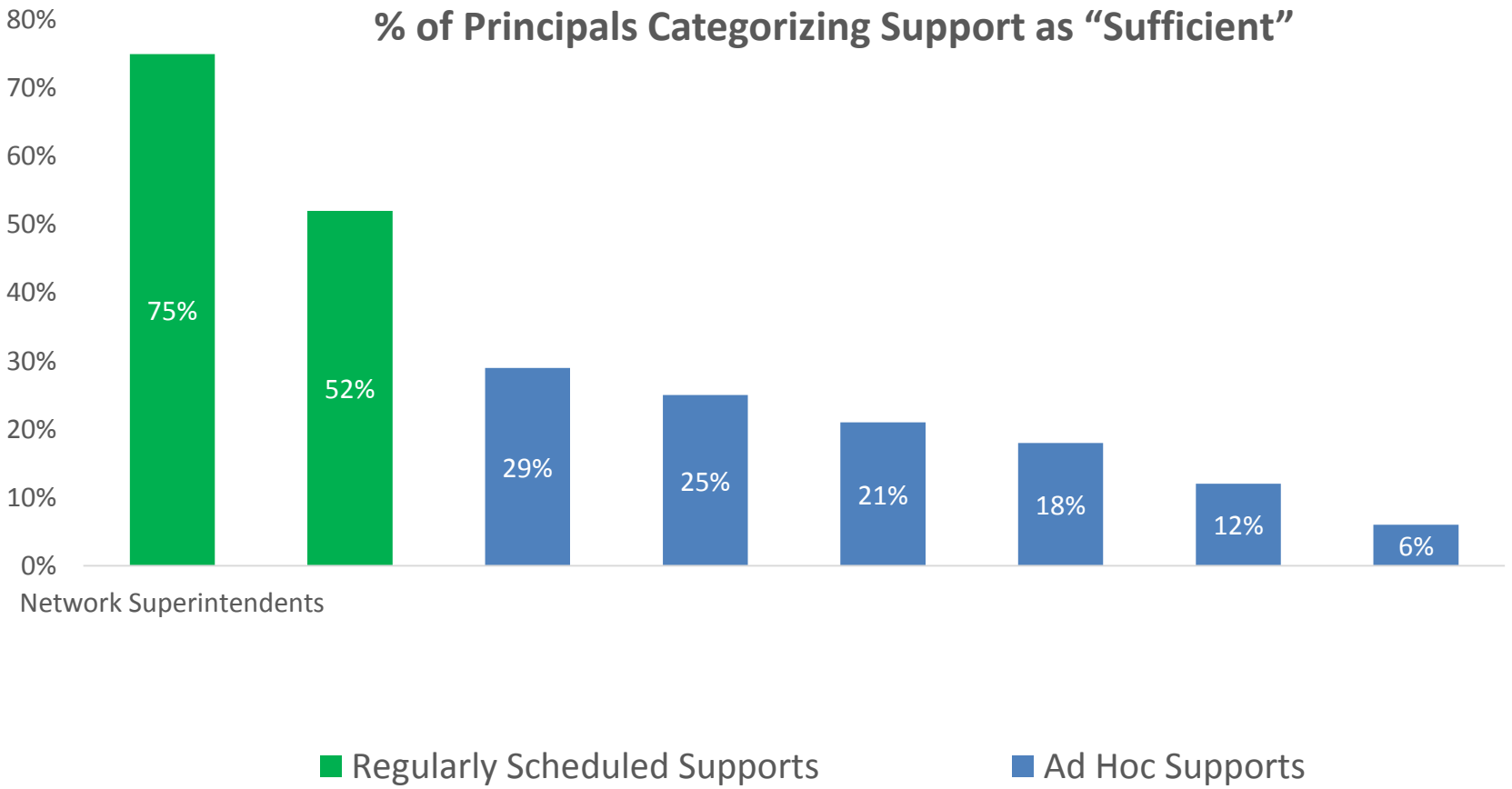
Network Superintendents meet with principals to direct school budget development – identify positions and purchases to be made from discretionary funds in school budgets. Principal will decide with close guidance to LCAP, SPF, SPSA.

Developing – High Performance

Network Superintendents consult with Principal and develop school budgets collaboratively to LCAP, SPF, SPSA .

SCHOOL PERFORMANCE FRAMEWORK (SPF)

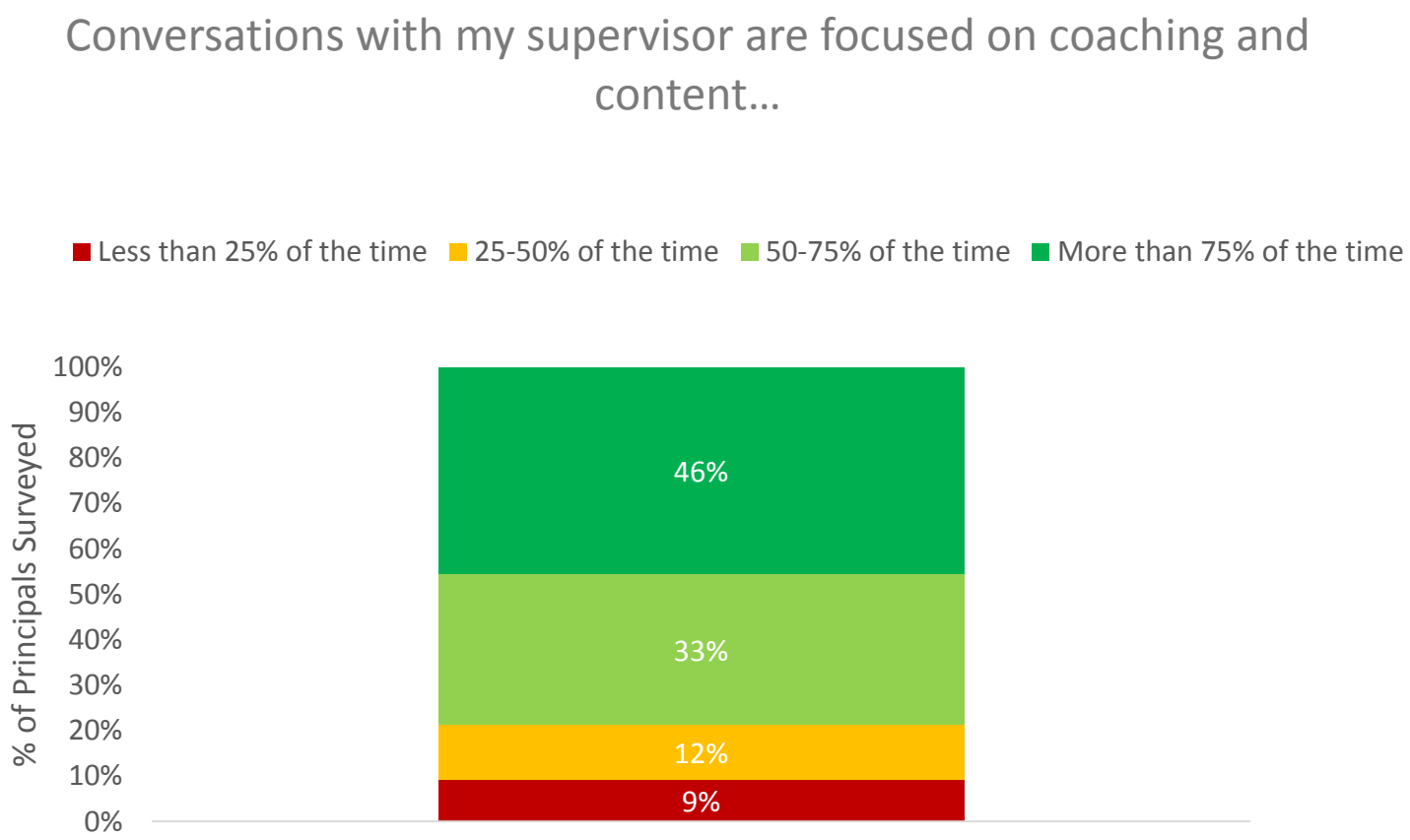
Overall, there was a relationship between regularly scheduled supports and the sufficiency of those supports



Source: 2015 ERS OUSD Principal Survey.

Note: No schools reporting needing less support from any department. % of Schools is based on response rates to the sufficiency questions. Office of Post-Secondary Readiness was excluded as it oversees the network support structure.

79% of principals spend more than half of their time with Network Supervisors on coaching and content—an indicator of high quality support–and likely connected to the relatively low span of control



Source: Principal Survey, ERS Comparison Database and ERS analysis

***Note: Denver data is from SY 0809 and has since reduced ratio to be in line with OUSD's current spend on school supervision.**

Master Schedule Development and Pathways

"The master schedule is to a school what grading policies are to teachers and classrooms. It reveals the true beliefs, attitudes, values, and priorities of the school. The school's master schedule is like looking at an MRI of the inner workings of a school. It is the window to the soul of the school."

--College and Career Academy Support Network (CCASN)

Master Scheduling:

- Student data and student needs drive scheduling
- Increase student support and instructional time
- Increase purity of cohorts in 9th Grade Academy and Pathways
- Improve frequency quality of teacher collaboration

Pathway Development (District Goal: 100% of sophomores by 2020)

- Stand Alone Pathways: CCPA, Life Academy, Madison, Met West
- Alt Ed Pathways: Culinary Arts & Business, Health, Digital Media
- Wall to Wall for Sophomores in 2016-17: Oakland High, Fremont, Castlemont, McClymonds,

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Long-Term Action

Increase and Optimize Investments to Schools

- More Increased School Spending ’16-’17
- Audits completed and investing savings in schools
- Investment in central operational continuous improvement & project management

Improve School Support

- Redesigned Network Structure
- Deputy Chief of Innovation

Maximize Instructional Time

- High School Reform
- Graduation Requirements

Additional Investments in 2016-17

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In addition to the cuts and investments made in 2015-16, the District plans additional investments in 2016-17.

- **$10.5M** increase in funding provided directly to school site budgets
- **$3.3M** additional investments (*preliminary*) will be made in support of schools
- **$2.9 M *net*** will be **cut** from central budgets.
- 65% of new unrestricted revenues will go to employee compensation.
- As the District catches up with it's audits and audit related expenses diminish, additional resources will be available to invest in schools.

Continuous Improvement in Operations

As part of a reorganization of central offices, a Deputy Chief of Continuous Improvement in Operations will be established.

- Office will review business processes for improvements and efficiencies.
- Office will provide project management for various system improvements to ensure efficient implementation and timely completion.

Department of Innovation

The Department of Innovation will support schools dedicated to building innovative educational models. The department will pull from innovative practices & theories, in order to personalize learning for each student.

Through a collaborative approach the department will partner with our educators to reimagine and redesign structures of schools, in some cases creating new learning new models and supports that engage, motivate and support students, ensuring that EVERY STUDENT THRIVES!!!

Changing Mindset in High School

From Credit Recovery Mindset to a Prevention & Support Mindset

	10th	11th	12th	Total
Students Off Track	845	772	400	2,017

Effective Use of Time

- Master Scheduling that incorporates credit recovery and course supports build into the schedule.
- Increase teacher collaboration time to:
  - Develop curriculum and provide feedback and coaching.
  - Student Support and Intervention
- Support the development of effective ILT's and site leadership teams.

Improving Quality of "Seat Time"

- A focus on building the instructional core: teacher, student, content and task.
- Increase in rigorous, meaningful relevant and engaging work that is grounded in Linked Learning.

Increasing Time for Students

- Extended Day Programming
- 9th Grade Academy/Families
- Moving to a 7/8 period day
- Menu of Summer Programming
  - Student Transitions(8-9)
  - Support Credit Recovery at Sites

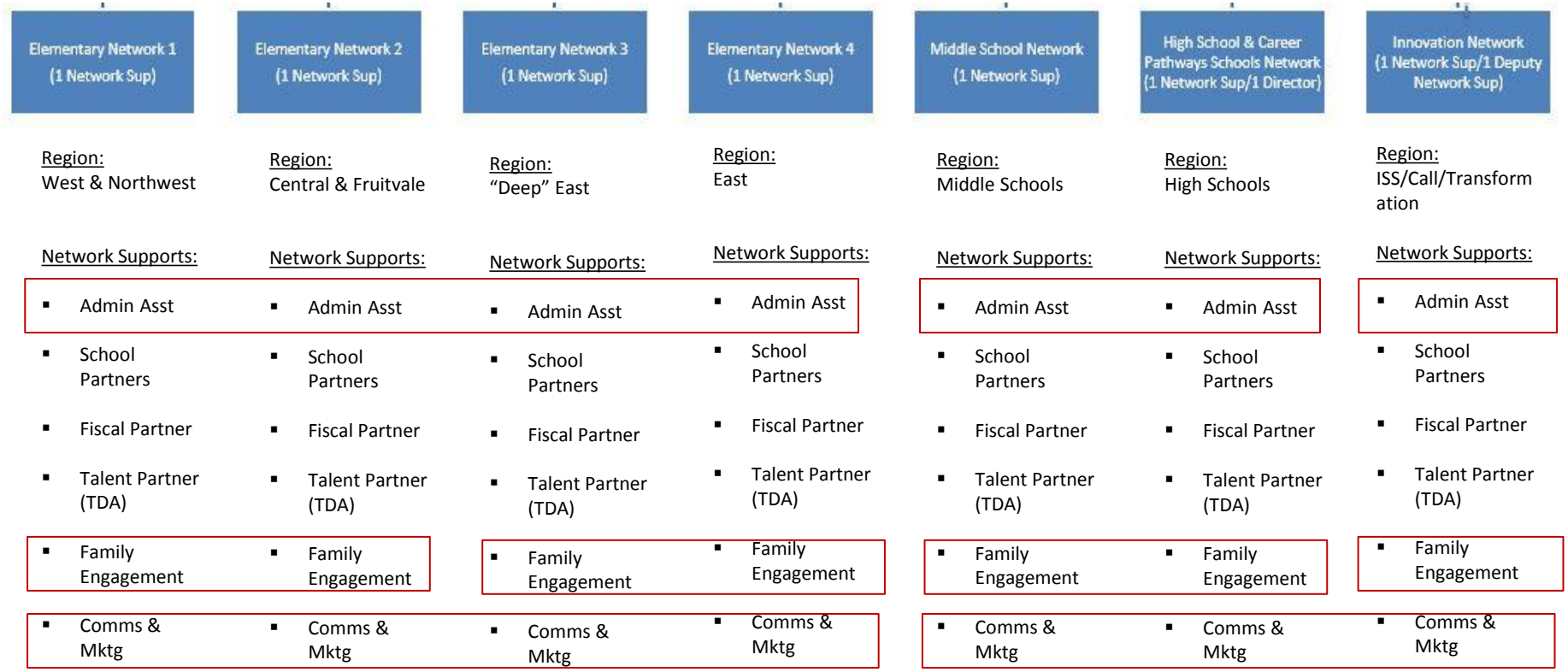
Graduation Requirements

Only 54% of OUSD's high school are set up for a typical student to meet the graduation and A-G requirements in 4 years.

Review of Graduation Requirements:

- Review graduation requirements and align them to the "Pathway to Excellence" strategic plan
- Explore new requirements for graduation:
  - Ethnic Studies, Computer Science, Graduate Capstone, etc.
- Integrate a performance based system that is aligned to Common Core, NGSS, and Linked Learning.

Recommendations: 2016-2017 Network Configurations



EVERY STUDENT THRIVES!

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