



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Full-Service Community Schools TASK FORCE

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Alignment with District Vision

OUSD MISSION/VISION

All students will graduate. As a result, they are caring, competent, and critical thinkers, fully-informed, engaged, and contributing citizens, and prepared to succeed in college and career.



OUSD GOAL

To create a FULL SERVICE COMMUNITY DISTRICT that serves the whole child, eliminates inequity, and provides each child with an excellent teacher every day.



FULL-SERVICE COMMUNITY SCHOOLS GOAL

To build a comprehensive community schools model where the school serves as a resource hub that connects with local partners to help build seamless systems of academic, social, physical, and emotional support that enable the “whole child” to thrive at school, at home, and in the community.

Goals & Deliverables

TASK FORCE GOALS

- Create a comprehensive definition of full-service community schools (FSCSs) based on existing FSCS models and insights learned from local community meetings
- Develop a self-assessment tool that schools use to evaluate their own FSCS readiness
- Assess the readiness of OUSD schools for transformation into FSCSs
- Develop a professional development program that introduces schools to the principles of FSCSs
- Develop a strategic plan that leverages all Task Force groups to collaborate in support of helping all OUSD schools transform into FSCSs

TASK FORCE DELIVERABLES

- Create an annotated bibliography of helpful resources and best practices pertaining to the development and maintenance of FSCSs by Oct. 15, 2010
- Define characteristics of a FSCS and District by November 18, 2010
- Facilitate community meetings to encourage critical thinking from community members about what encompasses high-quality FSCSs in November, December 2010 and January 2011
- Introduce a FSCS self-assessment tool to school sites in December 2010
- Evaluate readiness of current OUSD schools and document best practices by February, 2011
- Begin implementation of FSCS professional development training in March 2011
- Develop a 5-year strategic plan for transformation into a FSCS District in August 2011

Operating Norms & Work Structure

OPERATING NORMS

- **Transparency:** communicate process to all stakeholders by posting meeting dates, agendas, and minutes on FSCS Task Force website
- **Interdependence:** partner with all stakeholders as well as other task forces and departments to ensure the process and outcomes are aligned to the OUSD strategic plan
- **Collaboration:** include all stakeholders in the conversation equitably and thoughtfully
- **Balance of Internal & External Resources:** build on the wisdom and knowledge of OUSD staff as well as external expertise and current research of best practice

WORK STRUCTURE

- Core Group convene every Thursday afternoon, from 3-6 PM, beginning Oct. 7th through November 4, 2010
- Subcommittees will convene during every other week as needed
- Advisory group to act as resource to content, process, and current research and best practice
- Facilitate multiple community engagement opportunities across all stakeholder groups through the Fall
- Vary meeting formats to include facilitation by outside participants, "café conversations," CBO-led community input sessions, focus groups, and core group meetings

Key Dates & Project Plan Overview

KEY DATES

- Oct. 7,, 2010: Task Force Kick-Off Meeting
- Oct. 15, 2010: Create annotated bibliography of helpful FSCS resources and best practices
- Nov. 4, 2010: 1st Community Convening
- Nov. 18, 2010: Definition of FSCS Finalized
- Dec. 9, 2010: Characteristics of FSCS Identified & Self-Assessment Tool Shared
- February, 2011: Evaluate readiness of current OUSD schools and document best practices
- March, 2011: Initiate implementation of FSCS professional development training
- Dec 2010-Aug. 2011: Develop 5-year strategic plan for transformation into a FSCS district for Board review

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Define essential FSCS Characteristics	█									
Synthesize Research & Best Practices	█									
Implement FSCS Self Assessment and Evaluate Readiness				█						
Develop & Implement FSCS Professional Development						█				
Facilitate Community Convenings			█							
Develop 5-year District transition plan				█						

Interdependencies with Other Task Forces

- Effective Teacher Task Force
 - Align characteristics of effective teaching with the characteristics of a FSCS
- Effective Principals & Leadership Task Force
 - Align characteristics of an effective principal and leadership within a school community with the characteristics of a FSCS
- Quality School Development Group
 - Work closely with the QSDG team in defining characteristics of high-quality FSCSs and devising metrics for ongoing evaluation
- Regional Neighborhood Zone Approach
 - Work closely with the Facilities and Asset Management about mixed and expanded use of our facilities and co-funding of services

Guiding Effective Practices & Research

NATIONAL FSCS EVALUATION MODELS

- Children's Aid Society, 3 year evaluation
- School of the 21st Century, 3 year evaluation
- Communities in School, 171 programs
- New York City Beacons, Phase I, 39 centers
- New York City Beacons, Phase II, 2 centers
- California Healthy Start, 138 centers
- Kentucky Family Resource and Youth Services Program, 20 centers
- New Jersey School Based Youth Services Program, 6 sites
- Illinois Project Success, 16 schools
- Washington Readiness to Learn, 24 centers
- Texas Alliance Schools, 143 sites
- Urban School Initiative School Age Child Care Project, 10 centers
- Achievement Plus, 3 schools
- Boston Excels, 5 schools
- Center for School Change Initiative, 20 schools
- Dallas Youth and Family Centers Programs, 9 centers
- Bridges to Success, 36 schools
- LA's Best After School Enrichment Program, 19,000+ students
- Hamilton County Families and Children First Council, 12 schools
- Polk Bros. Full Service School Initiative, 3 year evaluation, 3 schools
- Schools Uniting Neighborhoods, 8 schools