

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	21-1686
Introduction Date	6/23/21
Enactment Number	
Enactment Date	



## Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer  
Monica Thomas, Deputy Chief of Continuous School Improvement  
Lisa Grant-Dawson, Chief Business Officer

**Meeting Date** June 23, 2021

**Subject** Implementing Resolution 2021-0128: Advancing District’s Citywide Plan

**Ask of the Board** Receive information and provide feedback on the process for redesigning schools and selecting schools to be part of Cohort 3, and on the financial assumptions associated with school changes.

**Background** On December 9, 2020, the Board approved Resolution No. 2021-0128 - Advancing District’s Citywide Plan Work. The Resolution directed the Superintendent to, among other things, “present the Board with a list of proposed schools to expand, redesign, merge and/or close beginning Fall 2022 consistent with the dual purposes of the Citywide Plan to improve school quality and District finances” by June 2021. This update provides the process in which schools will be identified for changes. It does not, however, present the list of proposed schools at this time. Proposed Resolution No. 2021-0128B - Extending Date to Present List of Cohort 3 Schools, which is on consent on this meeting’s agenda, would extend the deadline to present the list from June 2021 to September 2021.

**Discussion** The goal of the Citywide Plan is to create a system of quality schools, centered on equity, and that are sustainable. OUSD will ensure success for all students by equitably distributing resources to schools so that students and families access more sustainable, well-resourced schools that are intentionally designed to serve students and communities.

OUSD provided analysis to the Board regarding Cohorts 1 and 2, reflection on the successes and challenges that led to refinement of processes to identify schools for

school closure, merger, or redesign, and the process by which the District supports schools as they implement proposed changes.

### **Timeline**

In the past, the Cohort Selection Process would identify schools for possible school changes in the Spring prior to a decision being finalized by the School Board in the subsequent Fall. This previous experience led to changes in the enrollment trends at specific school sites that were discussed in the Spring, although a change had yet to be decided. Although a school site was not identified for closure or a merger, naming a school for redesign resulted in lower enrollment after announcing a school site would be considered for a possible school change. Staff is recommending (see Resolution No. 2021-0128B - Extending Date to Present List of Cohort 3 Schools, which is on consent) to adjust the timeline so that the Board discusses and selects schools for changes in the Fall in order to mitigate impacts to enrollment.

This would mean that the recommendations for Cohort 3 will be discussed with Board Directors, Principals, Staff, Students, and School Communities in the Fall beginning July 2021. Consequently, the Board will discuss the proposed changes to the Citywide Map and make a decision about the proposed changes in September 2021.

### **Details of possible school changes**

All proposed school changes result in the need to support an identified school site through the recommended change. There are support activities that are provided to the school depending on the type of change proposed. The change that could be proposed for a school site is closure, becoming a welcoming school, merger, and/or redesign.

### **School Closures**

If a school is proposed for closure, the following actions will be taken to support the school community through the school change. An important step after the decision to close a school is to ensure that the students and families are supported through the change and that intentional planning is implemented to support the transition to a new school. "Welcoming Schools" are intended to intentionally plan for students and families that will be new to the school. Schools that are identified as Welcoming Schools will be supported to create the following: Rituals and routines for orientation and school welcoming; Classroom and school community building norms and practices; SEL support plan for students and families; Case management for transition, Chronic Absenteeism; and Celebratory Community-building activities.

Action	Cost
Create <b>Welcoming Schools</b> : Convene cross-stakeholder design teams to plan for students transferring from closed site	Approx \$25,000 per Welcoming School for stipends and hourly pay for participants + food, childcare, and translation for meetings
Provide regular professional development and support sessions for leaders of Welcoming Schools	Provided by OUSD staff (cross-departmental effort)
Case manage students and families for enrollment to a Welcoming School or use of Opportunity Ticket	Case management provided by Welcome Center and Office of Continuous Improvement
Pay teachers to pack and unpack	Approx \$15,000
Move furniture and materials from closing site to Welcoming Schools or warehouse	Approx \$15,000 for contract with moving company

**Merging Schools**

When there is a proposal for school sites to merge, the below actions will be implemented to support two campuses to join and create a newly formed vision and instructional program. When two schools merge, they are supported through a redesign process to reimagine their school communities as one. To do this important work, a Design Team is formed from members of the school communities. The redesign actions are also described below.

Action	Cost
Convene a cross-stakeholder design team	Approx \$35,000 stipends and hourly pay for participants + food, childcare, and translation for meetings
Provide regular professional development and support sessions for design leaders	Provided by OUSD staff (cross-departmental effort)

Move furniture and materials from closing site to new merged site	Approx \$15,000 for contract with moving company
Pay teachers to pack and unpack	Approx \$15,000
Facilities work: new keys and signage, repairs and upgrades as needed	\$15,000-\$300,000 depending on scope of work

**Redesign Schools**

Action	Cost
Convene a cross-stakeholder design team	Approx \$35,000 stipends and hourly pay for participants + food, childcare, and translation for meetings
Provide regular professional development and support sessions for design leaders	Provided by OUSD staff (cross-departmental effort)
Develop “Welcome to School” plans for individual student support through transition	Provided by OUSD staff

**Redesign Process Overview**

The Redesign Process will be implemented to support schools that are recommended for a school merger. Additionally, a school may also be recommended to implement the Redesign Process to improve the outcomes of the school program.

A Design Team is formed by members of the school community to reimagine the school vision, values, mission; strategies, practices and process; and implementation, priorities and communication. The design team is a cross-stakeholder team of students, staff, parents, and community. The design process is grounded in the framework of Equity by Design, centering the design work on the needs of our most marginalized students. Additionally, the design steps follow the Experiential Learning Cycle for adults:

**\*Affective Learning is reflective:** Learning involves feelings. Team feels supported, inspired, loved, challenged, seen, and empowered.

**\*Imaginal Learning invokes the imagination:** Learning involves intuition and imagery. Team reimagines the future for students and community that builds on the past but addresses the very real challenges of persistently low outcomes for

the same groups of students.

**\*Conceptual Learning is content oriented:** Learning is about a particular subject matter. Team grounds in best practices of school, instructional, and organizational improvement.

**\*Practical Learning is product oriented:** Concepts are intentionally applied to action. Team takes direct action to implement improvement plans.

This framework provides the sequence of learning in 3 Modules: 1) Affective and Imaginal; 2) Conceptual and Practical; and 3) Practical.

Module 1 consists of Community Asset Map, School Vision, Mission, Values, and the School Graduate Profile. Module 2 consists of Instructional Priorities, Multi-Tiered Systems of Support (MTSS) Plan, Collaboration and PD Framework. Module 3 consists of Budget aligned to Priorities, Calendar of key benchmarks and milestones, Professional Development Plan, and creation of a School Culture Plan. Modules are developed and delivered by department teams and aligned to OUSD’s Vision and Graduate Profile.

**Review of All Schools**

OUSD considers all schools for a possible school change. In order to review schools, clear metrics aligned to our indicators of school quality are essential. OUSD has created a framework for reviewing schools in the following three categories: 1) Quality; 2) Equity; and 3) Sustainability. The metrics included in these categories are detailed below.

Category	Metric Name	Metric Description
<b>General School Information</b>	<ul style="list-style-type: none"> <li>● School Demographics</li> <li>● Regional Demographics</li> </ul>	<ul style="list-style-type: none"> <li>● Description of the composition of the school community</li> <li>● Description of the region in which a school resides</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>● CA Dashboard: SBAC ELA/Math</li> <li>● Reading Inventory (RI): Percent At or Above Grade-Level</li> <li>● CORE Growth Data</li> <li>● CA Healthy Kids Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Distance from Standard in English Language Arts and Math</li> <li>● RI- Local reading assessment</li> <li>● CORE-Cohort match of student progress on SBAC ELA and Math</li> </ul>

	<p>(CHKS) Data: School Climate and Connectedness</p> <ul style="list-style-type: none"> <li>● Graduation Rate, A-G Rate, Pathway Participation</li> <li>● ES/MS=7 Metrics; HS= 13 Metrics</li> </ul>	<ul style="list-style-type: none"> <li>● CHKS- Students and families surveyed about connectedness to school community</li> <li>● HS Only metrics for Graduation, A-G, and Pathway Rates</li> </ul>
<b>Equity</b>	<ul style="list-style-type: none"> <li>● Student Group Performance on SBAC</li> <li>● Student Group on Graduation</li> <li>● Student Group Performance on Reading Inventory</li> <li>● Chronic Absenteeism by Student Group</li> <li>● Suspension Rate, and by student group</li> <li>● Previously impacted by previous school change</li> <li>● ES/MS= 50 Metrics; HS=58 Metrics</li> </ul>	<ul style="list-style-type: none"> <li>● Equity includes Quality Metrics from above, but disaggregated by student groups</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>● Number of Schools at Sustainable Enrollment Rate (Base, Base +, Community Schools)</li> <li>● Demand Rate</li> <li>● Teacher Retention Rate</li> <li>● Leadership Capacity</li> <li>● Three Year Enrollment Trend</li> <li>● Facilities Utilization</li> <li>● Facilities Condition</li> <li>● Regional Feeder Pattern</li> <li>● ES/MS/HS= 13 Metrics</li> </ul>	<ul style="list-style-type: none"> <li>● Base= School Site 1-Pager Allocation; Base+= 2 additional positions above the Base; Community Schools= 6 additional positions above the Base.</li> <li>● Demand Rate: The amount of families submitting an application for the entry grade, divided by census day enrollment.</li> <li>● Teacher Retention Rate: Year to year return to the</li> </ul>

		<p>school site.</p> <ul style="list-style-type: none"> <li>● Leadership: Capacity of school leadership to support a school through a recommended change.</li> <li>● Three Year Enrollment: Historical enrollment trend over 3 years.</li> <li>● Facilities Utilization: Formula designed to describe how a facility is utilized given the number of students enrolled.</li> <li>● Facilities Condition Index: An index created to describe the condition of our facilities in our District.</li> <li>● Regional Feeder Pattern: Live/Go data. Rate collected to understand if students attend the school where they live.</li> </ul>
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All schools were reviewed against the metrics for Quality, Equity, and Sustainability. Then, an analysis was conducted to determine how often schools struggled in each category, creating a frequency graph. To create the frequency graph, if a school is identified as struggling in a category, they were assigned a score of 1 for that specific metric. The analysis group was for 10 schools that struggled the most in a category. The number highlighted in the orange frequency graphs in City Wide Plan Update: Review of all Schools (attached) demonstrates how many times a school was flagged as struggling in that category and against the total number of metrics in that category.

**Next Steps**

The metrics above will be used to identify school sites to consider for recommended school changes. The process to identify a school site is not linear, nor does it depend on a single number or data. It requires extensive analysis of quantitative and qualitative data to ensure that the analysis is thorough and considers all possible factors.

Finally, the process to identify school sites is difficult. We acknowledge that our schools, staff, students, and families work hard everyday and yet, we persistently struggle to achieve a quality school option for every student in every neighborhood that is grounded in equity and well resourced. We must address our persistent issues to achieve Quality, Equity and Sustainability in every school. While this process is difficult, we see a future beyond these difficult changes where our students and families have improved learning and social-emotional experiences than our results currently indicate.

**Fiscal Impact**

There are no costs associated with this update. The Citywide Plan Map recommendations are scheduled to come before the Board in early September 2021 and the financial analysis for the proposed Citywide Plan Map changes will be included once the schools are identified.

**Attachment(s)**

- June 23rd Citywide Plan Update Presentation
- June 23rd Citywide Plan Update: Review of All Schools
- File ID #20-2146 - Resolution 2021-0128: Advancing District's Citywide Plan



**Citywide Plan Update: Review of All Schools**

June 23, 2021

All schools were reviewed against the metrics for Quality, Equity, and Sustainability. Then, an analysis was conducted to determine how often schools struggled in each category, creating a frequency graph. To create the frequency graph, if a school is identified as struggling in a category, they were assigned a score of 1 for that specific metric. The analysis group was for 10 schools that struggled the most in a category. The schools listed below by grade span illuminate the frequency in a category out of a total number of metrics. The number highlighted in the orange frequency graphs in City Wide Plan Update: Review of all Schools, demonstrates how many times a school was flagged as struggling in that category and against the total number of metrics in that category. The following breakdown of metrics is important in understanding the frequency graphs below.

<b>Grade Span</b>	<b>Quality</b>	<b>Equity</b>	<b>Sustainability</b>
<b>Elementary</b>	7 Metrics	50 Metrics	13 Metrics
<b>Middle</b>	13 Metrics	54 Metrics	13 Metrics
<b>High</b>	13 Metrics	58 Metrics	13 Metrics

## Elementary & K-8 Schools

### Quality: Elementary & K-8 Schools

School	≡	Quality (# of metrics:7)
Markham Elementary		7
Emerson Elementary		6
Horace Mann Elementary		6
Futures Elementary		5
East Oakland PRIDE Elementary		4
Manzanita Community School		4
Reach Academy		4
RISE Community School		4
Global Family School		3
Bella Vista Elementary		2

### Equity: Elementary & K-8 Schools

School	≡	Equity (# of metrics:50)
Futures Elementary		38
Markham Elementary		37
Manzanita Community School		30
Horace Mann Elementary		29
Prescott School		26
Parker Elementary		23
Reach Academy		22
Martin Luther King Jr Elementary		20
East Oakland PRIDE Elementary		19
New Highland Academy		18

## Sustainability: Elementary & K-8 Schools

School	≡	Sustainability (# of metrics:13)
Howard Elementary		8
Burckhalter Elementary		7
Sankofa United		7
Horace Mann Elementary		6
Madison Park Academy TK-5		6
Parker Elementary		6
Prescott School		6
Brookfield Village Elementary		5
Carl Munck Elementary		5
Grass Valley Elementary		5

## Middle & 6-12 Schools

### Quality: Middle & 6-12 Schools

School	☰	Quality (# of metrics:13)
Madison Park Academy 6-12		13
Coliseum College Prep Academy		11
Life Academy		11
Bret Harte Middle School		7
United for Success Academy		7
West Oakland Middle School		7
Westlake Middle School		7
Elmhurst United Middle School		6
Frick United Academy of Language		5
Montera Middle School		5

### Equity: Middle & 6-12 Schools

School	☰	Equity (# of metrics:54)
Frick United Academy of Language		50
West Oakland Middle School		49
United for Success Academy		49
Bret Harte Middle School		48
Westlake Middle School		47
Elmhurst United Middle School		47
Madison Park Academy 6-12		45
Montera Middle School		44
Life Academy		39
Coliseum College Prep Academy		36

### Sustainability : Middle & 6-12 Schools

School	≡	Sustainability (# of metrics:13)
Bret Harte Middle School		11
Elmhurst United Middle School		11
Frick United Academy of Language		11
Claremont Middle School		9
Edna M Brewer Middle School		7
Madison Park Academy 6-12		7
Urban Promise Academy		6
Life Academy		5
Coliseum College Prep Academy		3

## High School & Alternative Education

### Quality: High School & Alternative Education

School	≡	Quality (# of metrics:13)
Castlemont High School		12
Fremont High School		12
Street Academy		11
Dewey Academy		10
McClymonds HS		10
Rudsdale (Newcomer)		10
Rudsdale Continuation		10
Sojourner Truth Independent Study		9
Community Day		8
Ralph J Bunche High School		7

### Equity: High School & Alternative Education

School	≡	Equity (# of metrics:58)
Castlemont High School		58
Fremont High School		55
Skyline High School		46
Rudsdale Continuation		45
Oakland International HS		44
Dewey Academy		41
Ralph J Bunche High School		39
Oakland High School		39
Oakland Technical High School		37
McClymonds HS		37

### Sustainability:High School & Alternative Education

School	≡	Sustainability (# of metrics:13)
Castlemont High School		12
McClymonds HS		12
Skyline High School		11
Fremont High School		10
Oakland Technical High School		10
Oakland High School		8
Oakland International HS		8
MetWest High School		7
Street Academy		7
Rudsdale (Newcomer)		6

Board Office Use: Legislative File Info.	
File ID Number	20-2146
Introduction Date	11/12/2020
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# Memo

**To** Board of Education

**From** Shanthi Gonzales, Vice President  
Gary Yee, Board Member  
Aimee Eng, Board Member

**Meeting Date** December 9, 2020

**Subject** Resolution No. 2021-0128 - Advancing District’s Citywide Plan Work

**Action** Approve Resolution No. 2021-0128 - Advancing District’s Citywide Plan Work

**Background** Board Policy 6006 - Quality School Development: Community of Schools (“BP 6006”) required the development of a Citywide Plan to address quality, sustainability, and equity within the District. The Citywide Plan outlined five areas of work: Facilities, Enrollment & Transportation, Charter Authorization, Sharing Best Practices, and Defined Autonomy. On March 20, 2019, the Board adopted the Citywide Plan, which identified clear goals and key strategies in each of these areas. The Citywide Plan is a multiyear initiative, which began in 2018 and is designed to continue through 2023.

**Discussion** The Board believes strongly in the vision, mission, objectives, goals, and strategies of the Citywide Plan. It was the result of a robust, rigorous, and thoughtful engagement process, involving lots of stakeholder debate and discussion. Significant progress has been made in achieving the objectives and strategies of the Citywide Plan.

Increasing High Quality Options for Students

- The expansion of Melrose Leadership Academy, Coliseum College Prep Academy, and MetWest High School, allowing more students to attend high quality schools
- The redesign of Fruitvale Elementary School to improve the quality of that school



- The merger of Elmhurst Community Prep and Alliance Academy as Elmhurst United Middle, allowing students from both school to access more supports, language opportunities, and electives
- The merger of Frick Impact Academy and the Oakland School of Language, although the impact of the merger has been delayed because of COVID-19
- The drafting of indicators of school quality

#### Improving Use of Facilities

- The adoption of a Facilities Master Plan, which estimated the District's facilities' needs at over \$3.4 billion
- The completion of the 7-11 Committee process, which resulted in the recommendation to surplus two properties

#### Operating Better Resourced, More Financially Sustainable Schools

- The approval of two cohorts under the Blueprint for Quality Schools, which expanded three schools, redesigned one school, merged eight schools into four, and closed one school, creating better resourced and more financially sustainable schools

#### Making Enrollment Practices More Equitable

- The additions of the Opportunity Ticket and a preschool preference to the District's enrollment priorities
- The creation of the Equitable Enrollment Working Group to bring forward additional recommendations regarding further amendments to the enrollment policy

Attachment A to the Resolution provides additional detail.

At the same time, a lot of work still remains to achieve the outcomes outlined in the Citywide Plan. This work includes:

- Bringing forward recommendations regarding the District's enrollment policy based on the work of the Equitable Enrollment Working Group,
- Supporting the final year of redesign of Futures and CUES,
- Supporting the integration of the Roses in Concrete program into Howard Elementary,
- Monitoring the implementation of and providing support to the Cohort 1 schools (Elmhurst United Middle School, Coliseum College Prep Academy, MetWest High School) and the Cohort 2 schools (Sankofa United Elementary School, Frick United Academy of Language, Melrose Leadership Academy, Fruitvale Elementary School),
- Bringing forward an initial draft of a long term vision for alternative education programs, including how the facilities at the Marcus Foster Educational Leadership Center (located at 1025 2nd Avenue) can be utilized to support this vision and the financial implications for doing so,

- Moving forward with exploring options for leasing surplus and unused property—and, more generally, continue to strategically utilize the District’s physical assets—to generate additional revenue, and
- Continue the hard and necessary work of increasing school quality and operating fewer, better resourced schools.

Additionally, it is important to note that the District was on track to announce Cohort 3 of the Blueprint when the COVID-19 pandemic hit. While initially there was thinking that it might be possible to proceed with implementing Cohort 3 (pending Board approval), it soon became clear that it was impossible to proceed with Cohort 3 this school year for implementation in Fall 2021 (particularly given the process requirements outlined in Resolution No. 1819-0218 - Blueprint for Quality Schools - Action Plan and Selection Considerations). Additionally, the state funding conditionally provided to OUSD under the 2020-21 Budget Act pursuant to Assembly Bill No. 1840 (“AB 1840”) did not include the condition that OUSD adopt and implement the “necessary budgetary solutions, including the consolidation of school sites.”

Starting in January 2021, the Board will welcome four new members. With any election in which new Board members are elected, the outgoing Board must hand off its key initiatives and endeavors to the incoming Board. This Resolution is written to transition and continue the work of the Citywide Plan to the incoming Board while continuing to move forward with implementation.

This Resolution was heard by the Board on November 12, 2020. It is now coming back to action with a few minor clarifies and non-substantive corrections.

**Fiscal Impact**

While the fiscal impact of the Resolution depends on the details of implementation, advancing the Citywide Plan is critical to the long-term financial health of the District.

**Attachment**

- Resolution No. 2021-0128 - Advancing District’s Citywide Plan Work (including Attachment A) - REDLINE
- Resolution No. 2021-0128 - Advancing District’s Citywide Plan Work (including Attachment A) - CLEAN
- BP 6006
- Citywide Plan

**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT**

**Resolution No. 2021-0128**

**Advancing District’s Citywide Plan Work**

**WHEREAS**, the Board of Education (“Board”) of the Oakland Unified School District (“District” or “OUSD”) passed Board Policy [6006](#) - Quality School Development: Community of Schools (“BP 6006”) on June 27, 2018, which kicked off the development of a citywide plan to address quality, sustainability, and equity within the District;

**WHEREAS**, the Citywide Plan includes, among other, the following objectives:

- provide high demand and quality programs designed to serve students most in need,
- create access to quality schools in every neighborhood,
- operate fewer, better resourced schools, and
- provide ongoing support for school improvement to all TK-12 schools;

**WHEREAS**, the Board recognizes the substantial progress the District has made towards implementing the strategies established in the Citywide Plan:

Increasing High Quality Options for Students

- The expansion of Melrose Leadership Academy, Coliseum College Prep Academy, and MetWest High School, allowing more students to attend high quality schools
- The redesign of Fruitvale Elementary School to improve the quality of that school
- The merger of Elmhurst Community Prep and Alliance Academy as Elmhurst United Middle, allowing students from both school to access more supports, language opportunities, and electives
- The merger of Frick Impact Academy and the Oakland School of Language as Frick United Academy of Language, although the impact of the merger has been delayed because of COVID-19
- The drafting of indicators of school quality

Improving Use of Facilities

- The adoption of a Facilities Master Plan, which estimated the District’s facilities’ needs at over \$3.4 billion
- The completion of the 7-11 Committee process, which resulted in the recommendation to surplus two properties

Operating Better Resourced, More Financially Sustainable Schools

- The approval of two cohorts under the Blueprint for Quality Schools that expanded three schools, redesigned one school, merged eight schools into four, and closed one school, creating better resourced and more financially sustainable schools

Making Enrollment Practices More Equitable

- The addition~~s~~ of the Opportunity Ticket and a preschool preference to the District's enrollment priorities
- The creation of the Equitable Enrollment Working Group to bring forward additional recommendations regarding further amendments to the enrollment policy

Attachment A to this Resolution, which is incorporated herein by reference, further details the implementation of the Citywide Plan;

**WHEREAS**, the Board acknowledges that significant systemic improvement is still needed to fully realize the vision of the Citywide Plan;

**WHEREAS**, the District has still not reached its goal of ensuring a quality school in every neighborhood where families feel safe and desire to send their children;

**WHEREAS**, the District faces multi-million dollar budget shortfalls in 2021-22 (estimated at more than \$46 million) and 2022-23 (estimated at more than \$66 million), which would have been even worse had the Board not approved more than \$20 million in budget reductions for 2020-21;

**WHEREAS**, all schools have been physically closed for in-person instruction since March 16, 2020 and are unlikely to be allowed to return to the District's pre-pandemic instructional structure this school year;~~we, OUSD~~ faces historic uncertainty regarding long-term demographic trends within the District~~;~~ there are significant impacts to District enrollment and attendance~~;~~ and there is a high likelihood of severe reductions to state revenues in the next few years~~for 2021-22 and beyond~~;

**WHEREAS**, the Board believes that the shared vision detailed in the Citywide Plan is worth pursuing into the future, particularly in light of the aforementioned challenges facing the District; and

**WHEREAS**, the outgoing Board, including the three Board members who will continue on the Board, urges the incoming Board to continue to advance the Citywide Plan.

**NOW, THEREFORE, BE IT RESOLVED THAT**, the Board directs the Superintendent to continue the work of the Citywide Plan and to share with the incoming Board, including the four new members, with the history and purpose of the Citywide Plan;

**BE IT FURTHER RESOLVED THAT**, the Board directs, until such time as the Board directs otherwise, the Superintendent to continue the following activities for the remainder of 2020-21 and shall update the Board at least quarterly on these efforts:

- Monitor implementation of and provide support to the Cohort 1 schools (Elmhurst United Middle School, Coliseum College Prep Academy, MetWest High School) and the Cohort 2 schools (Sankofa United Elementary School, Frick United Academy of Language, Melrose Leadership Academy, Fruitvale Elementary School),
- Support the final year of redesign of Futures and CUES,
- Support the integration of the Roses in Concrete program into Howard Elementary,

- Bring forward recommendations regarding the enrollment policy, based on the work of the Equitable Enrollment Working Group,
- Bring forward an initial draft of a long term vision for alternative education programs, including how the facilities at the Marcus Foster Educational Leadership Center (located at 1025 2nd Avenue) can be utilized to support this vision and the financial implications for doing so,
- Move forward with exploring options for leasing surplus and unused property—and, more generally, continue to strategically utilize the District’s physical assets—to generate additional revenue; and

**BE IT FURTHER RESOLVED THAT,** the Board authorizes and directs the Superintendent to do the following and to provide Board members with regular updates on the progress of the following:

- By April 2021, present the Board with an analysis of the impact—to school quality and to District finances—of the school expansions, redesigns, mergers, and closure from Cohorts 1 and 2.
- By June 2021, present the Board with a list of proposed schools to expand, redesign, merge and/or close beginning Fall 2022 consistent with the dual purposes of the Citywide Plan to improve school quality and District finances. To the extent feasible, the presentation should include the expected impact on school quality (particularly as it relates to the ability of the District to serve and support the District’s most at-risk students), the estimated ongoing net savings, and the process that was used to determine which schools to expand, redesign, merge, and/or close. The District’s budget for 2021-22 that the Superintendent proposes in June 2021 may include the estimated financial impact of the proposed expansions, redesigns, mergers, and/or closures in its multi-year projections.
- By September 2021, the Board shall vote on each proposed expansion, redesign, merger, or closure. Should the Board vote against a proposed merger or closure, the Board must approve a resolution (by October 2021) identifying reductions in ongoing General Fund expenditures for 2022-23 that amount to at least the estimated ongoing net savings from that merger or closure; the Superintendent shall implement ~~the any~~ mergers and/or closures as proposed unless and until the Board passes such a resolution.
- By Fall 2022, expand, redesign, merge, and/or close schools as voted on by the Board in accordance with this Resolution, consistent with all applicable Board Policies and Resolutions (including but not limited to Resolution No. 1819-0218 - Blueprint for Quality Schools - Action Plan and Selection Considerations) without the need for additional Board action.

**PASSED AND ADOPTED** by the Board of Education of the Oakland Unified School District this 9th day of December, 2020, by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSED:

ABSENT:

**CERTIFICATION**

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held on December 9, 2020.

<b>Legislative File</b>	
File ID Number:	20-2146
Introduction Date:	11/12/2020
Enactment Number:	
Enactment Date:	
By:	

**OAKLAND UNIFIED SCHOOL DISTRICT**

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Jody London  
President, Board of Education

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Kyla Johnson-Trammell  
Superintendent and Secretary, Board of Education

**RESOLUTION NO. 2021-0128 - Advancing District's Citywide Plan Work  
Attachment A**

Goals	Key Strategies/Deliverables	Status
<p><b>A. FACILITIES</b></p> <p>Goal 1: Provide a quality school in every neighborhood</p> <p>Goal 2: Identify a fiscally sound number of schools</p> <p>Goal 3: Generate revenue from surplus property</p>	<p><u>Key Strategy 1:</u> Implement the Blueprint for Quality Schools Action Plan, which identifies four Cohorts of School Changes focused on increasing quality and sustainability across all OUSD schools</p>	<p><b>Progress Made/Partially Complete:</b> Board approved Cohort 1 and Cohort 2</p>
	<p><u>Key Strategy 2:</u> Create a Citywide Map that identifies a fiscally sound number of schools given OUSD's projected student population for 2023 and shows optimal locations for schools and where high quality options are needed</p>	<p><b>Complete:</b> Presentation on fiscally sound number of schools presented to Board on 11/14/2018 (after adoption, it became clear that it was the locations that matter, not an actual map)</p>
	<p><u>Key Strategy 3:</u> Finalize an updated Facilities Master Plan and initiate a 7-11 Committee that will identify how to best leverage vacant, underutilized and surplus properties and utilize facility use agreements to strategically engage all Oakland public schools - District-run or charter</p>	<p><b>Complete:</b> Board approved a 2020 Facilities Master Plan completed; Board established a 7-11 Committee; 7-11 Committee issued Final Report</p>
	<p><u>Key Strategy 4:</u> Identify Criteria for Long-Term Leases for Quality Charter Schools to support a more stable footprint of schools in our city</p>	<p><b>Complete:</b> Board approved Criteria</p>
<p><b>B. ENROLLMENT &amp; TRANSPORTATION</b> (Access and Equity)</p> <p>Goal 1: Create high quality and predictable feeder patterns across the city</p> <p>Goal 2: Create partnerships with Charter schools to increase equity of enrollment.</p>	<p><u>Key Strategy 1:</u> Create a Citywide Map that articulates high quality neighborhood feeder patterns, including District-run and charter schools, with a focus on programming for students with special needs and newcomer students; both of which need specific programming</p>	<p><b>Progress Made/Partially Complete:</b> Analyzed feeder patterns; needed programs (Special Education, Newcomer, Dual Language, Early Childhood, and Alternative Education) in an effort to make recommendations about the needed programs in our District and as it pertains to strategic placement in our District; continued to place needed programs for Special Education closer to where students live; expanded number of newcomer programs for 2020-21; increased access through early childhood education enrollment priority; increased access to dual language programs</p>

**RESOLUTION NO. 2021-0128 - Advancing District's Citywide Plan Work  
Attachment A**

Goals	Key Strategies/Deliverables	Status
<p>Goal 3: Increase Charter Participation in the OUSD SELPA.</p>	<p><u>Key Strategy 2:</u> Update the existing Board Policy on enrollment to (1) prioritize access to quality for students coming from school consolidations (Opportunity Ticket) and (2) revisit the priority ranking to ensure more equity in access to quality schools</p>	<p><b>Progress Made/Partially Complete:</b> Board approved update to Board Policy to include Opportunity Ticket and preschool priority; Board approved equitable enrollment pilots at MetWest and CCPA; Superintendent created and appointed Enrollment Equity Working Group; Board approved BP 5116</p>
	<p><u>Key Strategy 3:</u> Develop charter partnerships to commit to how District-run and charter schools will serve the same diverse populations of students, including students with special needs, Newcomers, unsheltered, low-income, foster, and English Language Learner students, as OUSD schools so that the highest needs students are not concentrated only in District-run schools</p>	<p><b>Progress Made/Partially Complete:</b> Superintendent initiated Charter Partnership meetings; subgroup of charter leaders meet with Superintendent to discuss equitable enrollment initiatives; several charter schools are seeking or have received recent approval for equitable enrollment priority changes (e.g., Lighthouse, Oakland School for the Arts)</p>
	<p><u>Key Strategy 4:</u> Examine a SELPA expansion process by which charter schools may rejoin the OUSD SELPA to increase state funding and increase coordination of services to our students with special needs</p>	<p><b>Not Begun:</b> Found not to be financially viable for charter schools after reexamined actual costs for Special Education services and charters determined it was more economically viable to remain in their existing SELPA</p>
<p><b>C. CHARTER AUTHORIZATION</b></p> <p>Goal 1: OUSD will strengthen its role in oversight and accountability of district</p>	<p><u>Key Strategy 1:</u> Adopt a Board Policy on charter authorization that articulates how OUSD can strengthen its role in oversight and accountability to ensure that all charter schools operating in Oakland are providing a high quality education and working to address inequities at their schools</p>	<p><b>Progress Made/Partially Complete:</b> Board amended Board Policy on Charter Schools to align with new charter law (AB 1505)</p>
	<p><u>Key Strategy 2:</u> Create and adopt Quality School Standards in order to have a common understanding of quality across all public schools in the city and to support continuous improvement</p>	<p><b>Progress Made/Partially Complete:</b> Quality School Standards have been developed; currently updating and field testing</p>



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Goals	Key Strategies/Deliverables	Status
authorized charter schools.	<u>Key Strategy 3</u> : Expand the role of the Charter School Office beyond compliance to establishing a vision for how charter public schools can contribute to a citywide vision of educational quality and how charter public schools will increase their responsibility for serving all students	<b>Complete</b> : Charter office works collaboratively to support a range of decisions beyond compliance, such as Prop 39 and Prop 51 facilities recommendations and changes to admissions preferences at charter schools
	<u>Key Strategy 4</u> : Adoption by the Board of Education of its Legislative Principles and 2019 State Legislative Priorities, including Charter Authorization (see full list in the appendix)	<b>Complete</b> : Board adopted its 2020 Legislative Priorities in January 2020, and adopted additional priorities specific to the COVID-19 pandemic in April 2020
<b>D. SHARING BEST PRACTICES</b>  Goal 1: Identify a definition of quality for all public schools	<u>Key Strategy 1</u> : Create and adopt Quality School Standards in order to have a common understanding of quality across all public schools in the city and to support continuous improvement	<b>Progress Made/Partially Complete</b> : Quality School Standards have been developed; currently updating and field testing
	<u>Key Strategy 2</u> : Create a clear, transparent and robust Accountability System for both District-run and charter public schools and use data to drive decisions and to inform the continuous improvement of schools	<b>Progress Made/Partially Complete</b> : District has drafted indicators of school quality; District has rolled out tools used in analyzing both district-run and charter schools
	<u>Key Strategy 3</u> : Develop collaborative opportunities for educators across the city to share best practices that improve equitable educational access for all Oakland students (e.g., professional development, recruitment and retention)	<b>Complete</b> : District has created annual professional learning opportunities for principals and teachers aligned to the Instructional Focus Plan
	<u>Key Strategy 4</u> : Develop a formal structure for OUSD leadership and Charter leadership to meet regularly to discuss how to share responsibility and opportunities for Oakland students	<b>Complete</b> : Superintendent initiated regular Charter Partnership meetings
<b>E. DEFINED AUTONOMIES</b>	<u>Key Strategy 1</u> : Partner with multiple stakeholder groups in learning from other cities and district models that have empowered their school sites	<b>Complete</b> : Superintendent met with multiple stakeholder groups

**RESOLUTION NO. 2021-0128 - Advancing District’s Citywide Plan Work  
Attachment A**

Goals	Key Strategies/Deliverables	Status
<p>Goal 1: Support continued innovation within OUSD schools to accelerate the number of high quality school options</p>	<p><u>Key Strategy 2:</u> Develop and implement a Defined Autonomy Framework that identifies how OUSD can best support continued innovation within OUSD schools and accelerate the number of high-quality school options within OUSD (i.e., by providing District-run schools similar autonomies to charter schools).</p>	<p><b>Progress Made/Partially Complete:</b> Workgroup convened to examine Defined Autonomy Framework; site visits were scheduled but have been indefinitely delayed by COVID-19</p>
<p>Goal 2: Increase the opportunities of those closest to the school site to make decisions about improving outcomes for students</p>	<p><u>Key Strategy 3:</u> Create a clear, transparent, and robust accountability system for both District-run and charter public schools and use data to drive decisions and to inform the continuous improvement of schools.</p>	<p><b>Progress Made/Partially Complete:</b> Quality School Standards have been developed; currently updating and field testing</p>
	<p><u>Key Strategy 4:</u> Reorganize Central Office in a way that allows for more resources and decision making to be held at the school sites and is grounded in practices of Continuous Improvement of central services to sites.</p>	<p><b>Progress Made/Partially Complete:</b> Board has approved reductions and reorganizations to the Central Office for the 2018-19 , 2019-20 and 2020-21 school years</p>

**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT**

**Resolution No. 2021-0128**

**Advancing District’s Citywide Plan Work**

**WHEREAS**, the Board of Education (“Board”) of the Oakland Unified School District (“District” or “OUSD”) passed Board Policy [6006](#) - Quality School Development: Community of Schools (“BP 6006”) on June 27, 2018, which kicked off the development of a citywide plan to address quality, sustainability, and equity within the District;

**WHEREAS**, the Citywide Plan includes, among other, the following objectives:

- provide high demand and quality programs designed to serve students most in need,
- create access to quality schools in every neighborhood,
- operate fewer, better resourced schools, and
- provide ongoing support for school improvement to all TK-12 schools;

**WHEREAS**, the Board recognizes the substantial progress the District has made towards implementing the strategies established in the Citywide Plan:

Increasing High Quality Options for Students

- The expansion of Melrose Leadership Academy, Coliseum College Prep Academy, and MetWest High School, allowing more students to attend high quality schools
- The redesign of Fruitvale Elementary School to improve the quality of that school
- The merger of Elmhurst Community Prep and Alliance Academy as Elmhurst United Middle, allowing students from both school to access more supports, language opportunities, and electives
- The merger of Frick Impact Academy and the Oakland School of Language as Frick United Academy of Language, although the impact of the merger has been delayed because of COVID-19
- The drafting of indicators of school quality

Improving Use of Facilities

- The adoption of a Facilities Master Plan, which estimated the District’s facilities’ needs at over \$3.4 billion
- The completion of the 7-11 Committee process, which resulted in the recommendation to surplus two properties

Operating Better Resourced, More Financially Sustainable Schools

- The approval of two cohorts under the Blueprint for Quality Schools that expanded three schools, redesigned one school, merged eight schools into four, and closed one school, creating better resourced and more financially sustainable schools

Making Enrollment Practices More Equitable

- The additions of the Opportunity Ticket and a preschool preference to the District's enrollment priorities
- The creation of the Equitable Enrollment Working Group to bring forward additional recommendations regarding further amendments to the enrollment policy

Attachment A to this Resolution, which is incorporated herein by reference, further details the implementation of the Citywide Plan;

**WHEREAS**, the Board acknowledges that significant systemic improvement is still needed to fully realize the vision of the Citywide Plan;

**WHEREAS**, the District has still not reached its goal of ensuring a quality school in every neighborhood where families feel safe and desire to send their children;

**WHEREAS**, the District faces multi-million dollar budget shortfalls in 2021-22 (estimated at more than \$46 million) and 2022-23 (estimated at more than \$66 million), which would have been even worse had the Board not approved more than \$20 million in budget reductions for 2020-21;

**WHEREAS**, all schools have been physically closed for in-person instruction since March 16, 2020 and are unlikely to be allowed to return to the District's pre-pandemic instructional structure this school year, OUSD faces historic uncertainty regarding long-term demographic trends within the District, there are significant impacts to District enrollment and attendance, and there is a high likelihood of severe reductions to state revenues in the next few years;

**WHEREAS**, the Board believes that the shared vision detailed in the Citywide Plan is worth pursuing into the future, particularly in light of the aforementioned challenges facing the District; and

**WHEREAS**, the outgoing Board, including the three Board members who will continue on the Board, urges the incoming Board to continue to advance the Citywide Plan.

**NOW, THEREFORE, BE IT RESOLVED THAT**, the Board directs the Superintendent to continue the work of the Citywide Plan and to share with the incoming Board, including the four new members, with the history and purpose of the Citywide Plan;

**BE IT FURTHER RESOLVED THAT**, the Board directs, until such time as the Board directs otherwise, the Superintendent to continue the following activities for the remainder of 2020-21 and shall update the Board at least quarterly on these efforts:

- Monitor implementation of and provide support to the Cohort 1 schools (Elmhurst United Middle School, Coliseum College Prep Academy, MetWest High School) and the Cohort 2 schools (Sankofa United Elementary School, Frick United Academy of Language, Melrose Leadership Academy, Fruitvale Elementary School),
- Support the final year of redesign of Futures and CUES,
- Support the integration of the Roses in Concrete program into Howard Elementary,

- Bring forward recommendations regarding the enrollment policy based on the work of the Equitable Enrollment Working Group,
- Bring forward an initial draft of a long term vision for alternative education programs, including how the facilities at the Marcus Foster Educational Leadership Center (located at 1025 2nd Avenue) can be utilized to support this vision and the financial implications for doing so,
- Move forward with exploring options for leasing surplus and unused property—and, more generally, continue to strategically utilize the District’s physical assets—to generate additional revenue; and

**BE IT FURTHER RESOLVED THAT,** the Board authorizes and directs the Superintendent to do the following and to provide Board members with regular updates on the progress of the following:

- By April 2021, present the Board with an analysis of the impact—to school quality and to District finances—of the school expansions, redesigns, mergers, and closure from Cohorts 1 and 2.
- By June 2021, present the Board with a list of proposed schools to expand, redesign, merge and/or close beginning Fall 2022 consistent with the dual purposes of the Citywide Plan to improve school quality and District finances. To the extent feasible, the presentation should include the expected impact on school quality (particularly as it relates to the ability of the District to serve and support the District’s most at-risk students), the estimated ongoing net savings, and the process that was used to determine which schools to expand, redesign, merge, and/or close. The District’s budget for 2021-22 that the Superintendent proposes in June 2021 may include the estimated financial impact of the proposed expansions, redesigns, mergers, and/or closures in its multi-year projections.
- By September 2021, the Board shall vote on each proposed expansion, redesign, merger, or closure. Should the Board vote against a proposed merger or closure, the Board must approve a resolution (by October 2021) identifying reductions in ongoing General Fund expenditures for 2022-23 that amount to at least the estimated ongoing net savings from that merger or closure; the Superintendent shall implement any mergers and/or closures as proposed unless and until the Board passes such a resolution.
- By Fall 2022, expand, redesign, merge, and/or close schools as voted on by the Board in accordance with this Resolution, consistent with all applicable Board Policies and Resolutions (including but not limited to Resolution No. 1819-0218 - Blueprint for Quality Schools - Action Plan and Selection Considerations) without the need for additional Board action.

**PASSED AND ADOPTED** by the Board of Education of the Oakland Unified School District this 9th day of December, 2020, by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSED:

ABSENT:

**CERTIFICATION**

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held on December 9, 2020.

<b>Legislative File</b>	
File ID Number:	20-2146
Introduction Date:	11/12/2020
Enactment Number:	
Enactment Date:	
By:	

**OAKLAND UNIFIED SCHOOL DISTRICT**

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Jody London  
President, Board of Education

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Kyla Johnson-Trammell  
Superintendent and Secretary, Board of Education

**RESOLUTION NO. 2021-0128 - Advancing District's Citywide Plan Work  
Attachment A**

Goals	Key Strategies/Deliverables	Status
<p><b>A. FACILITIES</b></p> <p>Goal 1: Provide a quality school in every neighborhood</p> <p>Goal 2: Identify a fiscally sound number of schools</p> <p>Goal 3: Generate revenue from surplus property</p>	<p><u>Key Strategy 1:</u> Implement the Blueprint for Quality Schools Action Plan, which identifies four Cohorts of School Changes focused on increasing quality and sustainability across all OUSD schools</p>	<p><b>Progress Made/Partially Complete:</b> Board approved Cohort 1 and Cohort 2</p>
	<p><u>Key Strategy 2:</u> Create a Citywide Map that identifies a fiscally sound number of schools given OUSD's projected student population for 2023 and shows optimal locations for schools and where high quality options are needed</p>	<p><b>Complete:</b> Presentation on fiscally sound number of schools presented to Board on 11/14/2018 (after adoption, it became clear that it was the locations that matter, not an actual map)</p>
	<p><u>Key Strategy 3:</u> Finalize an updated Facilities Master Plan and initiate a 7-11 Committee that will identify how to best leverage vacant, underutilized and surplus properties and utilize facility use agreements to strategically engage all Oakland public schools - District-run or charter</p>	<p><b>Complete:</b> Board approved a 2020 Facilities Master Plan completed; Board established a 7-11 Committee; 7-11 Committee issued Final Report</p>
	<p><u>Key Strategy 4:</u> Identify Criteria for Long-Term Leases for Quality Charter Schools to support a more stable footprint of schools in our city</p>	<p><b>Complete:</b> Board approved Criteria</p>
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<p><b>C. CHARTER AUTHORIZATION</b></p> <p>Goal 1: OUSD will strengthen its role in oversight and accountability of district</p>	<p><u>Key Strategy 1:</u> Adopt a Board Policy on charter authorization that articulates how OUSD can strengthen its role in oversight and accountability to ensure that all charter schools operating in Oakland are providing a high quality education and working to address inequities at their schools</p>	<p><b>Progress Made/Partially Complete:</b> Board amended Board Policy on Charter Schools to align with new charter law (AB 1505)</p>
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<b>D. SHARING BEST PRACTICES</b>  Goal 1: Identify a definition of quality for all public schools	<u>Key Strategy 1</u> : Create and adopt Quality School Standards in order to have a common understanding of quality across all public schools in the city and to support continuous improvement	<b>Progress Made/Partially Complete</b> : Quality School Standards have been developed; currently updating and field testing
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# OAKLAND UNIFIED SCHOOL DISTRICT

## Board Policy

### Instruction

#### BP 6006

#### Quality School Development: Community of Schools

The Board of Education (Board) is deeply committed to the vision of Oakland being home to high quality public education options for all students and families, no matter their race, ethnicity, zip code or income. To realize this vision, the Board directs the Superintendent to develop a citywide plan that promotes the long-term sustainability of publicly-funded schools across Oakland that represent quality and equitable educational options.

The Board recognizes that it has oversight over all Oakland public schools, both those run by the Oakland Unified School District (OUSD) and those run by various charter school operators and also acknowledges that it has a fiduciary responsibility to maintain the fiscal health and well-being of OUSD and its schools in order to provide a high-quality education to its students. The Board also recognizes that this is a competitive landscape with limited resources, and the OUSD Board and each charter school board is working to ensure that each student has what they need to succeed. Still, it is the Board's categorical expectation that all education providers operating or desiring to operate school programs in Oakland - district or charter – as well as families, staff, community members and labor unions, will accept shared responsibility for the sustainability of our school system and embrace the idea that we: (i) do not operate in silos, (ii) are interdependent in our efforts to serve all students and families; and (iii) need to act with consideration of the larger community of schools. We also recognize the challenging work ahead of building and rebuilding trust among the diverse members of our community in realizing this vision.

The Board is acutely aware of the legal constraints that limit its formal authority. Current state law does not currently allow the Board comprehensive authority on the location, authorization, oversight, and management of charter schools in Oakland. However, the Board is committed to establishing more high quality school programs and understands that this vision will not come without fiscal, legislative, and political challenges. The Board is prepared for the journey ahead and is committed to advocating for legislative changes that will result in greater and more effective control of the regulatory environment in which the school district operates.

To this end, the Board authorizes the Superintendent to increase access to high quality public school options for the students and families of Oakland using **quality, equity, utility, sustainability, and community benefit\*** as guiding principles and factors during the redesign and reconfiguration of the OUSD that builds upon the current work of the Blueprint for Quality Schools process. This redesign should consider all OUSD-run schools and charter schools authorized by OUSD and Alameda County.

The Superintendent shall:

1. Use, and work with the Board to modify where needed, the Asset Management, Charter Authorization, Enrollment, Equity, Results Based Budgeting, School Governance, and Quality School Development policies as the guiding policies to create a **city-wide plan** by which all schools - both OUSD-run schools and charter schools authorized by OUSD and Alameda County - will be engaged, assessed, and leveraged to deliver more high quality school options in Oakland;

2. Address specific issues in such city-wide plan that include, but are not limited to:

a. Facilities- how OUSD can best leverage vacant, underutilized, and surplus properties and utilize facility use agreements to strategically engage all Oakland public schools-district or charter- so that (i) high-quality publicly funded schools across Oakland are able to serve all of its students, (ii) a fiscally sound number of schools exist given OUSD's student population and (iii) schools are located where more high quality options are needed.

b. Enrollment and Transportation - how OUSD can work with all Oakland public schools-district or charter - to better articulate feeder patterns across Oakland to ensure more **predictability** for families. This body of work should also include how charter schools will serve the same diverse populations of students, including students with special needs, Newcomers, unsheltered, low-income, foster, and English Language Learner students, as OUSD schools so that the highest needs students are not concentrated only in OUSD schools. Additionally, the superintendent shall work to articulate a process by which charter schools may rejoin the OUSD SELPA to facilitate the city-wide plan to provide an excellent, equitable education to all Oakland students.

c. Authorization- how OUSD can strengthen its role in oversight and accountability to ensure that all charter schools operating in Oakland are providing a high quality education and working to address inequities at their schools.

d. Sharing best practices – how best practices can be shared across all Oakland public schools, e.g., professional development, recruitment and retention of educators and other collaborative opportunities that improve equitable educational access for all Oakland students.

e. Defined Autonomies- how OUSD can best support continued innovation within OUSD schools and accelerate the number of high-quality school options within OUSD (i.e., by providing district schools similar autonomies to charter schools).

Deliver an update on the city-wide plan to the Board by November 14, 2018, which will be ultimately voted on by the Board in February 2019, after sufficient community engagement and input.

6/27/18; 11/14/18A

\*All Oakland public school students shall receive a high quality equitable education based on what they need using Board-approved indicators and metrics to measure improvement and success.



Legislative File Id. No. 19-0160

Introduction Date: 2/13/19

Enactment No.:

Enactment Date:

By:



**OAKLAND UNIFIED SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

**COMMUNITY OF SCHOOLS  
CITYWIDE PLAN**

The central part of the page features a map of the Oakland Unified School District. The map is divided into seven districts, labeled DISTRICT 2 through DISTRICT 7. Various school locations are marked with colored squares and circles across the map. The text "OAKLAND UNIFIED SCHOOL DISTRICT" and "Community Schools, Thriving Students" is prominently displayed in green and orange. Below this, the title "COMMUNITY OF SCHOOLS CITYWIDE PLAN" is written in large, bold, black letters.

**2018-2023**

The bottom part of the page features a smaller version of the map of the Oakland Unified School District, showing the same districts and school locations as the larger map above. The text "2018-2023" is written in large, bold, green letters in the bottom right corner of the map area.



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6	BACKGROUND
10	GETTING TO OUR NORTH STAR
11	GOALS AND KEY STRATEGIES
14	2018-19 TIMELINE
15	APPENDIX

# OUR NORTH STAR

**What do we want to be true for Oakland students when they graduate our public schools and enter a rapidly changing world?**

**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.**

Oakland graduates will face a rapidly changing world that their grandparents would scarcely recognize. However, Oakland graduates will be ready to thrive in this world because they will be:

- **Resilient Learners** who cultivate positive identity based on personal and cultural assets;
- **Collaborative Teammates** who communicate clearly and effectively, honor others, and build networks;
- **Community Leaders** who analyze complex issues with a race, gender, and equity lens and take action to address societal issues;
- **Critical Thinkers** who demonstrate mastery of college and career skills and present evidence based arguments using various sources, and;
- **Creative Designers and Problem Solvers** who use innovation to solve complex problems and adapt to constructive critique.

**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.

In order to be a Full Service Community School District we need Quality and Sustainable Community Schools in every neighborhood. Every school in our city should have<sup>1</sup>:

- 1) Quality Learning Experiences for All Students
- 2) Safe, Supportive & Healthy Learning Environments
- 3) Learning Communities Focused on Continuous Improvement
- 4) Meaningful Student, Family & Community Engagement/Partnerships
- 5) Effective School Leadership & Resource Management
- 6) Support from a High Quality Central Office That Is In Service of Quality Schools

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<sup>1</sup> Oakland Unified School District has developed [Quality School Standards](#) in 2012 through a multi-stakeholder engagement process. A key strategy of this plan is to update these standards and use our California State Dashboard as a guide for a school review process for both district and charter schools.



# FROM OUR SUPERINTENDENT

Dear Community,

OUSD is no stranger to challenges. Anyone who has lived in this community for some time or worked in service of our students knows this. In fact, I was looking through some old newspaper stories detailing OUSD's past troubles with finances, state control, and labor unrest. Some read as though they could be written today.

When I took on the role of Superintendent less than two years ago, after serving as teacher and principal in this district for over a decade, I knew the path forward would be difficult, but I wanted this job because I love this community and want our kids to succeed. This is my home and just like many of you, I'm raising my family in Oakland and my children attend our schools. I also took on this immense challenge because I deeply believe it's possible to serve all of our students. A quality education is essential for life success and we want to ensure that all students are prepared to become socially conscious global citizens.

Like many of you, I am tired of having the same conversations and controversies, year after year, for decades. If we are going to finally address these issues, we must lean in and fundamentally change how Oakland does business. And I am committed to doing it.

OUSD is far from perfect; mistakes have been made, but we are prepared to learn from our past, face the tough set of challenges ahead of us, and create a new path forward. Our biggest hurdle by far is consistently delivering a high quality education to every student in every school in our district, in a sustainable manner that is within our fiscal means. Today, we are severely challenged to do so. The bottom line is that OUSD has too many schools for the number of students we serve. And many of our students are not and will not be served by a quality school in their neighborhood unless we correct course. Enrollment is flat and family living patterns are changing in various communities across the city. Currently, 11,000 seats are empty across our District-run schools and the current cost of buildings, utilities, and staff is not sustainable long term. Our lack of sustainability hinders our ability to deliver the highest quality education to every student. As a result, we have significant and persistent financial issues that must be addressed.

While we address our structural deficit, we must also continue to transform our schools as more Oakland families actively seek innovative school programs. If parents don't find the school options they are looking for within OUSD, they will vote with their feet and look outside of our district.

We all want well-resourced, high quality schools with innovative programs in every neighborhood. And, to create the necessary conditions in all of our schools, the following must be true:

1. All schools must have high quality teachers and principals, which means we need to compensate employees competitively on an ongoing basis to retain our best talent.

2. All schools must be adequately staffed, so we can support teachers and leaders in creating a quality learning environment for students.
3. All schools must have sufficient academic and enrichment resources and programs.

To invest more in our schools so they are properly resourced and staffed and to reimagine our school programming options requires us to engage in the tough and painful work of both right-sizing our school district--getting to fewer schools, of a sustainable size, with more resources--WHILE reimagining the type of school programs we offer.

If our students are going to ultimately win, we must come together and make the difficult decisions so that we create the right conditions for a high quality public school district that will better serve our families now and attract more families in the future.

While the decisions we propose will impact everyone in our district, I want to acknowledge that this will be a more painful experience for the students, families and staff who will need to move from their current schools. I understand what it means to disrupt an element of life that usually provides stability and safety, both physically and emotionally. In some cases, generations of families have attended the same school. Relationships may have to change and oftentimes, it's these disruptions that have the hardest impact. That is why we are not just "doing this by the numbers." We are making our decisions guided by our mission and vision and more importantly, we are committed to finding ways that invite those who will experience change to collaborate and have agency on some design elements of these transitions.

My true hope is that those old OUSD headlines focused on turmoil and dysfunction become a thing of the past and that we take this opportunity to write a new narrative for OUSD, one of optimism and progress.

Respectfully,



Dr. Kyla Johnson-Trammell  
Superintendent

# BACKGROUND

Oakland is a city with a lot of pride and soul. It is a city which launches movements. Immigrants from around the world live next door to families who have lived here for generations. A booming technology sector is bringing new growth and innovation to the city.

Our school district is no different. We have some of the smartest, most innovative, dedicated and diverse students and staff in the county. Many of our programs are national models.

OUSD serves just over 36,000 students in grades TK-12 at 87 District-run schools and our student population reflects Oakland, one of the most ethnically and linguistically diverse cities in the United States. 89% of our students are students of color, the largest groups being Latino (42%) and African American (24%). We are also a multilingual and multicultural Sanctuary District where everyone is welcome; more than 50% of OUSD students speak a language other than English language at home, and 33% of our students are English Language Learners.

Nonetheless, OUSD faces the same challenges as any high-need urban district in this country. Nearly 75% of our students are low income, and most would be the first generation in their families to go to college. 12% of our students receive Special Education services and 13% of students live in public subsidized housing.

We have been diligently seeking change for our district for a long time, yet some of the quality, financial and safety issues we face today are the same issues we have been facing for decades. Now is the time to address our reality - the challenges and the opportunities - to make bold changes as an entire community to ensure we are a district where every family is confident their child is receiving the best education.

While many of our students face barriers to fully engaging and succeeding in school, OUSD has shown some of the greatest improvement in student achievement of any large urban district in California over the past decade, and including recent gains in graduation rates, reading, and English Language Learner fluency.

## OUR CHALLENGES

OUSD is facing severe budget challenges, central office operational effectiveness needs, and a disproportionate facilities footprint to the size of our student population. We must simultaneously make improvements in financial stability and key central office systems and functions to support high quality teaching and learning across the district.

### Budget Pressures

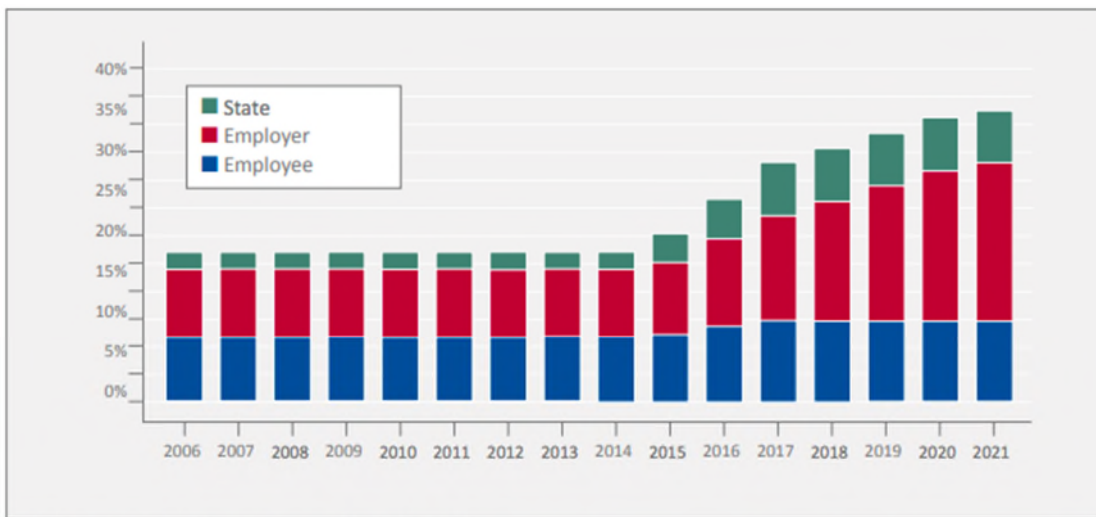
Nationally, California ranks in the bottom quartile per pupil funding, despite having the 5th largest economy in the world.<sup>2</sup> Additionally, there are state and local issues which bring increased costs, such as pension, salary and benefits costs.

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<sup>2</sup> California School Board Association, "California Education Funding, Students Deserve Better", Manuel Buenrostro, August 2017.

## State-level Issues:

**Rising Pension Costs:** OUSD’s growth in pension contributions to CalSTRS, California’s teacher retirement system, continue to rise. In 2013-14 California school districts contributed 8.25% of teacher salaries to the CalSTRS pension fund. In 2021, the rate school districts will pay will be 19.1% of teacher salaries into the system<sup>3</sup>. For example, in 2013-14 if OUSD paid \$10,000 in salary directly to a teacher, OUSD contributed an additional \$825 to the pension fund. In 2020-21, OUSD’s projected contribution on the same salary will be \$1910. CalPERS, California’s other retirement for other public employees system shows similar rates of growth.



Data: CalSTRS’ actuarial valuation reports and Assembly Bill 1469.  
 Notes: Projections are as legislated by Assembly Bill 1469. The projected average employee contributions depend on the proportion of CalSTRS members in each tier of the plan (who are scheduled to pay different rates under AB 1469). Estimates here are based on rough projections of member demographics from CalSTRS’ actuarial valuation reports. Although employee contribution rates remain the same for each tier from 2017 onward (unless normal costs rise substantially, which we do not allow for in the graph), the estimated average member contribution rate decreases slightly over time as more second-tier members enter.

Fig. Realized and Projected CALSTRS Statutory Contributions 2006-2021

**Rising Special Education Costs:** Rising special education costs are not limited to OUSD: “[s]ince 2005-06, school districts’ portion of paying for special education in California has risen 100 percent, from \$4.1 billion to \$8.1 billion. Overall costs of special education have increased 55 percent, from \$8.5 to \$13.17 billion.”<sup>4</sup> OUSD follows this state wide trend.

Fig. OUSD Special Education Costs Over time

	2013-14	2018-19	% Increase
# Students in Special Education	5,085	6470 (+896 pending)	+21.4%

<sup>3</sup> [https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII\\_Brief\\_Pensions.pdf](https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Brief_Pensions.pdf)

<sup>4</sup> <https://edsources.org/2017/parents-strongly-object-to-report-calling-for-local-funding-of-special-education/579265>

General Fund Contribution to Special Education	\$34.2 million	\$50.8 (projected)	+32.7%
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## Local-level Issues:

**Budget Development and Management:** We now know that the current OUSD budget crisis was precipitated by a combination of past administration overspending, long-standing issues in OUSD’s financial systems related to internal controls, position control, and budget monitoring, as well as supporting too many schools for our number of students. In her first year, Superintendent Kyla Johnson-Trammell immediately moved to address the crisis and brought in third party expertise to identify the issues and create a plan to stabilize the District. The result can be found in the public FCMAT reports and OUSD Fiscal Vitality Plan (see appendix).

**Declining Enrollment and Underutilized Schools:** Our enrollment has been hovering around 36,000 for the last five years. However, in 1999-2000, there were 54,068 students in 87 District-run schools. From 2000-2007, 47 new schools were created, and 29 schools were closed, merged, replaced, or in the case of six of these schools, converted to charters. At the high point in 2009-10, OUSD had 106 District-run schools serving 38,360 students -- a net increase of 19 schools since 1999-2000. Today, we have the same number of District-run schools as we did in 1999-2000, with 17,000 fewer students.<sup>5</sup>

This means that many of our schools are under enrolled and unsustainably small. According to the most recent analysis, there are nearly 11,000 empty seats across our District-run schools. Having too many schools with low enrollment prevents us from reaching our North Star. Simply put, we are spreading our resources too thin. Maintaining the status quo will not improve outcomes for our students. The cost of buildings, utilities, and staff is not sustainable.

### Aging Facilities:

Along with a large number of schools is the related short and long-term maintenance of those facilities. In looking at capital needs, a recent analysis identified \$2 billion in necessary repairs.

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<sup>5</sup> In 2000, the Board passed a New Small Autonomous Schools District Policy (in partnership with Oakland Community Organizations and the Bay Area Coalition for Equitable Schools) to create up to ten new small schools during a time of severe overcrowding and underperforming schools in the heartlands. At that time, we had some multi-track, year round elementary schools with 1,000 to 1,500 students in facilities built for 500, and high schools like Fremont bursting at the seams. In total, between 2000-2007, 47 new District-run schools were created, and 29 schools were closed, merged, replaced by new schools, or converted to charters. At the high point in 2009-10, OUSD had 106 district-run schools serving 38,360 students -- a net increase of 19 schools since 1999-2000. As enrollment continued to decline, OUSD closed or merged 17 of schools between 2010 and 2013, in an effort to concentrate district resources in a smaller number of schools, and 3 schools converted to charters during this same period.

## OUSD Capital Needs top \$2 Billion

Fig. OUSD Projected Capital Projects

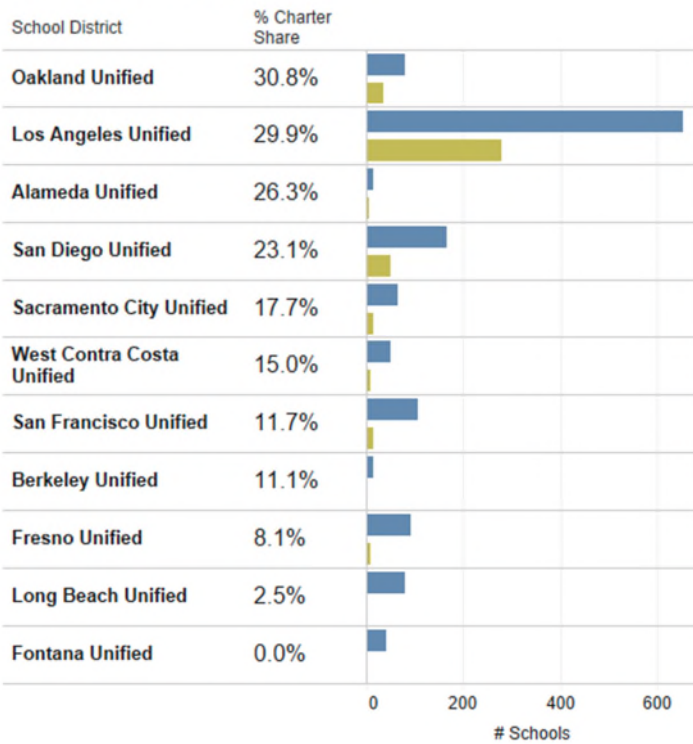


**Charter Expansions:** The proportion of students in charter schools in Oakland is much higher than the state average. In Oakland, in terms of enrollment, about 2/3 of students attend District-run schools and 1/3 of students attend charters schools. The Oakland charter sector has grown from approximately 1,000 students in 7 District-authorized charter schools in 1999 to its current level of 13,711 students in 34 District-authorized charter schools, plus another 2,948 students in 9 Alameda County-authorized charter schools (and 52 students in 1 state-authorized charter school).

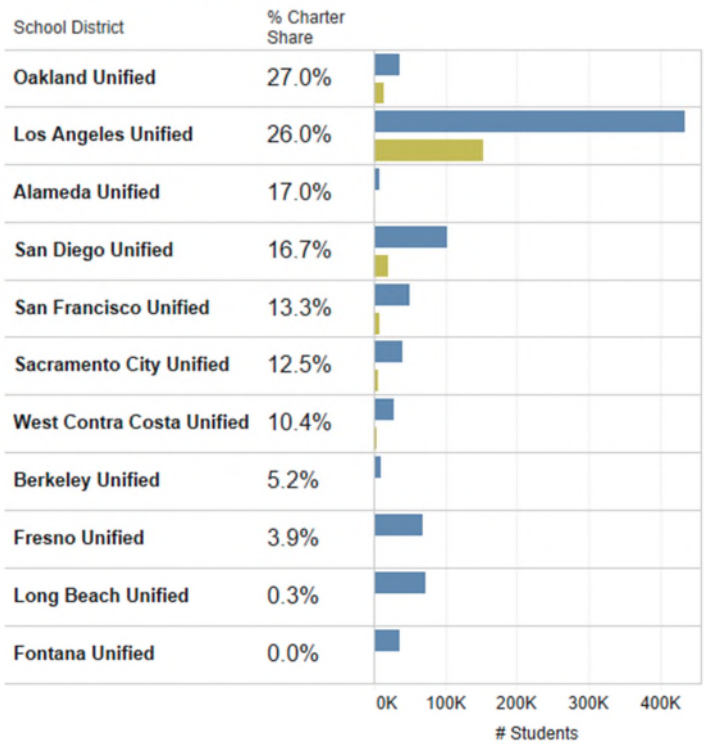
Fig. Student and School counts by District. Official CDE enrollment data for 2017-18

■ District-Run Traditional Schools  
■ District-Authorized Traditional Charter Schools

**Count of Schools by District**



**Count of Students by District**



The current mix of charter schools and District-run schools, combined with the requirements of Proposition 39, impedes OUSD’s ability to make coherent long-term plans for its facilities footprint.

The intent of Proposition 39<sup>6</sup> is that public school facilities should be shared fairly among all public school pupils, including those in charter schools. This law requires that the District provide facilities to Oakland charter schools who request space annually. The facilities that have available space for charter schools changes year to year, which creates instability for both District-run schools and charter schools.

The District must work together with charter schools to make every public school option a quality option.

## GETTING TO OUR NORTH STAR

In order to reach our vision of all Oakland students being prepared for college, community, and career success and our mission of having a quality and sustainable school in every neighborhood, we need to make some important shifts in how we operate. At a high level, our three district priorities are: (1) organizational resilience; (2) fiscal vitality; and (3) quality community schools.

The Community of Schools **Citywide Plan** is focused on ensuring that there is a high quality, sustainable school offering the types of programs our families want in every neighborhood. To achieve that we must:

<sup>6</sup>[https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I37D74210D48011DEBC02831C6D6C108E&originalContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I37D74210D48011DEBC02831C6D6C108E&originalContext=documenttoc&transitionType=Default&contextData=(sc.Default))

- Determine the right number and location of high quality schools and programs;
- Increase access and equity by establishing strong feeder patterns and partnering with charters to ensure that our highest needs students are being well served;
- Strengthen OUSD’s role as a charter authorizer in terms of oversight and accountability for quality;
- Establish a clear definition of school quality to which all schools are held and share best practices across all public schools; and
- Redesign central office in support of school innovation to accelerate program diversity and the number of high quality school options

This work will be grounded in the following Board policies:

- Community of Schools Policy (6006)
- Quality Schools Development Policy (6005)
- Results Based Budgeting Policy (3150)
- School Governance Policy (3625)
- Assets Management Policy (7350)

The tables on the following page divide the work of the Citywide Plan into the five areas of work outlined in the Board’s policy and our theory of change:

- A. Facilities
- B. Enrollment & Transportation
- C. Charter Authorization
- D. Sharing Best Practices
- E. Defined Autonomy

For each area, we lay out clear goals and key strategies for how we will achieve the outcomes we desire for our students.



# GOALS AND KEY STRATEGIES

<p><b>A. FACILITIES</b></p> <p>Goal 1: Provide a quality school in every neighborhood.</p> <p>Goal 2: Identify a fiscally sound number of schools.</p> <p>Goal 3: Generate revenue from surplus property.</p>	<p><b>Key Strategy 1:</b> Implement the <b>Blueprint for Quality Schools Action Plan</b> which identifies 4 Cohorts of School Changes focused on increasing quality and sustainability across all OUSD schools. (2018-2023)</p> <p><b>Key Strategy 2:</b> Create a <b>Citywide Map</b> that identifies a fiscally sound number of schools given OUSD's projected student population for 2023 and shows optimal locations for schools and where high quality options are needed. (2019)</p> <p><b>Key Strategy 3:</b> Finalize an updated <b>Facilities Master Plan</b> and initiate a <b>7-11 Committee</b> that will identify how to best leverage vacant, underutilized and surplus properties and utilize facility use agreements to strategically engage all Oakland public schools - District-run or charter. (2018-2019)</p> <p><b>Key Strategy 4:</b> Identify <b>Criteria for Long-Term Leases for Quality Charter Schools</b> to support a more stable footprint of schools in our city. (2018-2019)</p>
<p><b>B. ENROLLMENT &amp; TRANSPORTATION (Access and Equity)</b></p> <p>Goal 1: Create high quality and predictable feeder patterns across the city</p> <p>Goal 2: Create partnerships with Charter schools to increase equity of enrollment.</p>	<p><b>Key Strategy 1:</b> Create a <b>Citywide Map</b> that articulates high quality neighborhood feeder patterns, including District-run and charter schools, with a focus on programming for students with special needs and newcomer students; both of which need specific programming. (2018-19)</p> <p><b>Key Strategy 2:</b> Update the existing Board Policy on Enrollment to (1) prioritize access to quality for students coming from school consolidations (<b>Opportunity Ticket</b>) and (2) revisit the priority ranking to ensure more equity in access to quality schools. (2018-19)</p> <p><b>Key Strategy 3:</b> Develop <b>Charter Partnerships</b> to commit to how District-run and charter schools will serve the same diverse populations of students, including students with</p>

**Goal 3: Increase Charter Participation in the OUSD SELPA.**

special needs, Newcomers, unsheltered, low-income, foster, and English Language Learner students, as OUSD schools so that the highest needs students are not concentrated only in District-run schools. (2019-2021)

**Key Strategy 4:** Examine a **SELPA Expansion Process** by which charter schools may rejoin the OUSD SELPA to increase state funding and increase coordination of services to our students with special needs. (2019-2023)

**C. CHARTER AUTHORIZATION**

**Goal 1: OUSD will strengthen its role in oversight and accountability of district authorized charter schools.**

**Key Strategy 1:** Adopt a **Board Policy on Charter Authorization** that articulates how OUSD can strengthen its role in oversight and accountability to ensure that all charter schools operating in Oakland are providing a high quality education and working to address inequities at their schools. (2019)

**Key Strategy 2:** Create and adopt **Quality School Standards** in order to have a common understanding of quality across all public schools in the city and to support continuous improvement. (2019)

**Key Strategy 3: Expand the role of the Charter School Office** beyond compliance to establishing a vision for how charter public schools can contribute to a citywide vision of educational quality and how charter public schools will increase their responsibility for serving all students. (2018-2020)

**Key Strategy 4:** Adoption by the Board of Education of its Legislative Principles and **2019 State Legislative Priorities**, including Charter Authorization (see full list in the appendix).

**D. SHARING BEST PRACTICES**

**Goal 1: Identify a definition of quality for all public schools;**

**Key Strategy 1:** Create and adopt **Quality School Standards** in order to have a common understanding of quality across all public schools in the city and to support continuous improvement. (2019)

District-run and charter.

Goal 2: Share best practices and innovation across all public schools to improve equitable educational access for all Oakland students.

**Key Strategy 2:** Create a clear, transparent and robust **Accountability System** for both District-run and charter public schools. And use data to drive decisions and to inform the **Continuous Improvement** of schools. (2019-2023)

**Key Strategy 3:** Develop **Collaborative Opportunities** for educators across the city to share best practices that improve equitable educational access for all Oakland students (e.g., professional development, recruitment and retention). (2020-2023)

**Key Strategy 4:** Develop a **Formal Structure for OUSD leadership and Charter leadership** to meet regularly to discuss how to share responsibility and opportunities for Oakland students. (2019)

**E. DEFINED AUTONOMIES**

Goal 1: Support continued innovation within OUSD schools to accelerate the number of high quality school options.

Goal 2: Increase the opportunities of those closest to the school site to make decisions about improving outcomes for students.

**Key Strategy 1:** Partner with a **Multiple Stakeholder Groups** in learning from other cities and district models that have empowered their school sites. (2018-2019)

**Key Strategy 2:** Develop and implement a **Defined Autonomy Framework** that identifies how OUSD can best support continued innovation within OUSD schools and accelerate the number of high-quality school options within OUSD (i.e., by providing District-run schools similar autonomies to charter schools). (2019-2020)

**Key Strategy 3:** Create a clear, transparent, and robust **Accountability System** for both District-run and charter public schools. And use data to drive decisions and to inform the **Continuous Improvement** of schools. (2019-2023)

**Key Strategy 4:** **Reorganize Central Office** in a way that allows for more resources and decision making to be held at the school sites and is grounded in practices of **Continuous Improvement** of central services to sites. (2018-23)

## 2018-2019 TIMELINE

Date	2018-19 Board Meeting/Stakeholder Engagement
June, 2018	(6/27) Approved the Community of Schools Board Policy
September, 2018	(9/8) Special Retreat on Asset Management
November, 2018	(11/14) Provided an Update on the methodology used to create a Citywide Map
December, 2018	(12/5) Initial discussion on the Long Term Leases for Charters
January, 2019	(1/23) Roots/CCPA Change (first read) (1/28) Roots/CCPA Change (approval)
February, 2019	(2/13) <a href="#">Citywide Plan Report</a> (first read) (2/27) Citywide Plan Report (approval)
March, 2019	(3/6) Quality School Standards and Blueprint Cohort 1 & 2 update (engagement plan) (3/13) Long Term Charter Lease Criteria (first read) (3/27) Long Term Charter Lease Criteria (approval)
April, 2019	(4/17) Citywide Plan Study Session: -Citywide Map (first read) -Blueprint Cohort 2 Financial Impact Analysis and other updates (4/24) Facilities Master Plan (first read)
May, 2019	(5/8) Defined Autonomies Framework (Presentation) (5/22) Citywide Map (approval) (5/22) Blueprint cohort 2 (approval) (5/22) Facilities Master Plan (approval) (5/22) 7-11 Committee Update



# APPENDIX

## Board Policy and Guiding Documents

[BP 6006 Quality School Development: Community of Schools](#)

[OUSD Government Theory of Action](#)

[OUSD School Quality Standards](#)

[Legislative Priorities](#)

## Financial Documents

[FCMAT Report](#)

[OUSD Fiscal Vitality Plan](#)

## Websites

[www.ousd.org/citywideplan](http://www.ousd.org/citywideplan)

[www.ousd.org/blueprintforquality](http://www.ousd.org/blueprintforquality)

[www.ousd.org/fiscalvitality](http://www.ousd.org/fiscalvitality)