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Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Yvette Renteria, Deputy Chief of Innovation

Board Meeting Date June 19, 2019

Subject Blueprint for Quality Schools Action Plan and Selection Considerations
(Revision – June 26, 2019)

Action First Read of the Resolution 1819-0218 “Blueprint for Quality Schools Action Plan and Selection Considerations” to incorporate recommended changes to the Blueprint for Quality Schools Action Plan and Selection Considerations

Background On June 27, 2019 The Board of Education adopted the Blueprint for Quality Schools Work Plan (Resolution 1718-0207), which reaffirmed the district’s Quality Community School Standards, and provided for a process and timeline for selection, planning, and implementation phases. The board also adopted the “Considerations for School Selections in Blueprint for Quality Schools Work Plan” (Resolution 1718-0208), which included: “Guiding Equity Principles for School Changes”, “School Selection Approach Considerations”, “Qualitative Data”, and “Quantitative Data.”

On March 13, 2019 the Board adopted the “Improving Community Engagement for Proposed School Changes” (Resolution 1819-0178), which directed the Superintendent or designee consult with an ad hoc stakeholder group, a time-limited advisory committee, comprising up to 15 individuals, including but not limited to students, families, labor partners, including 2-3 representatives from the Oakland Education Association (as selected by the OEA President), principals, community members and district staff to make recommendations to the Superintendent for any changes to the work plan, data considerations and engagement.

Discussion Superintendent, Kyla Johnson Trammell has reviewed the Blueprint Ad Hoc Committee Recommendations and is proposing in the “Blueprint for Quality Schools Action Plan and Selection Considerations” resolution which incorporates amendments to the work plan, data recommendations and engagement plan.

Fiscal Impact NA

Current Attachment: Resolution No. 1819-0218 Blueprint for Quality Schools Action Plan and Selection Considerations (Revised 6/26/19)

Legacy Attachments

Note: These legacy attachment links outside of the legislative record server (rather than linked inside) have been deactivated and the legacy attachments are bundled as one .pdf document under the Current Attachment (below).

Blueprint Work Plan Resolution
Resolution 1718-0207
Resolution 1718-0208
Blueprint for Quality Schools Action Plan 2018
Board Policy 6006
Citywide and Regional Analysis of Quality and Sustainability
Resolution 1819-0178
Blueprint for Quality Schools Ad Hoc Committee Final Report

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

RESOLUTION NO. 1819-0218

Blueprint for Quality Schools Action Plan and Selection Considerations (Revisions – June 2019)

WHEREAS, the OUSD Board of Education “Board” is responsible for ensuring that the Oakland Unified School District (OUSD) is a high-quality full-service community school district that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day; and

WHEREAS, the Board recognizes the need to increase access to high quality district schools for the students and families of Oakland and to invest in the redesign and reconfiguration of OUSD; and

WHEREAS, the Board acknowledges that in order to stabilize and grow enrollment overtime, the District must design high-quality programs to attract and retain Oakland’s diverse students, families and educators; and

WHEREAS, the Board believes that those closest to the students at a school -educators, families, students, and community members - are generally in the best position to know the specific academic, social, and emotional needs of their students, and how best to address those needs; and

WHEREAS, the Board is committed to empowering school communities to be active and engaged partners in advising around possible school expansions, redesigns, mergers, consolidations and closures; and

WHEREAS, the Board recognizes that it has a fiduciary responsibility to operate a central office and the number and type of schools that it can sustain over time; and

WHEREAS, on June 27, 2018, the Board adopted the Blueprint for Quality Schools Work Plan (Resolution 1718-0207) which reaffirmed the district’s Quality Community School Standards, and provided for a process and timeline for selection, planning, and implementation phases; and

WHEREAS, on June 27, 2018 the Board also adopted the “Considerations for School Selections in Blueprint for Quality Schools Work Plan” (Resolution 1718-0208), which included: “Guiding Equity Principles for School Changes”, “School Selection Approach Considerations”, “Qualitative Data”, and “Quantitative Data”; and

WHEREAS, the Resolution recognizes that the “Blueprint for Quality Schools is an iterative process involving further input and development based on potential Board policies and further engagement with sites and community”; thus, the Board shall receive semi-annual updates on improvements to the process; and

WHEREAS, on March 13, 2019 the Board adopted the “Improving Community Engagement for Proposed School Changes” (Resolution 1819-0178), which directed the Superintendent or designee consult with an ad hoc stakeholder group, a time-limited advisory committee, comprising up to 15 individuals, including but not limited to students, families, labor partners, including 2-3 representatives from the Oakland Education Association (as selected by the OEA President), principals, community members and district staff; and

WHEREAS, the consultations on the criteria, process, and school engagement process took place on April 13, April 29, May 7 and May 21, 2019; and

WHEREAS, the ad hoc stakeholder committee reviewed the “criteria” to identify schools being considered for expansion, redesign, merger, consolidation, or closure, and made recommendations (see Exhibit A for the full report to the

Superintendent) on possible revisions to the Considerations for School Selection and the broader Blueprint for Quality Schools Work Plan and the Engagement Process; and

WHEREAS, the ad hoc committee recommends the Superintendent commits to improve the clarity, transparency and accessibility of the process and decision-making with the community; and

WHEREAS, the ad hoc committee made recommendations to add a pre-selection phase that engages community in citywide and regional analysis of quality and sustainability, school-level analysis of quality; and identifying school communities that demonstrate capacity for change; and

WHEREAS, the ad hoc committee made recommendations to add a post-implementation phase that includes ongoing evaluation, a care management plan for the impacted students, and data collection on the impact of the school change in the following years; and

WHEREAS, the ad hoc committee recommends the Superintendent includes ways for the community to provide input on potential scenarios for school changes; and

WHEREAS, the ad hoc committee made recommendations to add following data considerations to the Blueprint for Quality School Action Plan:

- a. ***lived experience qualitative data*** considerations during pre-selection phase and in the selection year, which will be captured by focus groups, interviews and/or observations
- b. ***analysis of the performance and growth of the most marginalized subgroups of students***, will be incorporated into analysis of school quality by reviewing disaggregated data for different sub groups
- c. explore how to collect ***additional environmental stress factors*** focused on safety and mental health as data to be reviewed during the selection phase of the work plan; and

WHEREAS, the ad hoc committee made recommendations to amend the Blueprint Guiding Principles:

- a. **Guiding Principle #3** (formerly: Every school change is informed by the needs of the school community) amended to read: Every school change is informed by the needs of the school community, *as determined through both community engagement and central office data reviews.*
- b. **Guiding Principle #4** (formerly: Protect successful programs, especially those that serve our historically underserved students) amended to read: *Protect and expand high quality schools, especially those that serve our historically underserved students;*

WHEREAS, the ad hoc committee made recommendations to improve the engagement process by:

- a. including ways for the community to provide input on potential scenarios for schools changes; and
- b. the Superintendent committing to improve the clarity, transparency and accessibility of the process and decision-making with the community; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education rescind Resolution 1718-0208 and Resolution 1718-0207 and replace it with the “Blueprint for Quality Schools Action Plan and Selection Considerations”

BE IT FURTHER RESOLVED, that the Board of Education adopt the revised Blueprint for Quality Schools Action Plan (described below) that incorporates the changes that the Superintendent is recommending based on the Blueprint Ad Hoc Committee Recommendations.

Blueprint for Quality School Action Plan

Guiding Principles for Decisions on School Changes

1. Develop high quality and sustainable school programs in all neighborhoods.
2. Concentrate OUSD’s resources in fewer schools.
3. Every school change is informed by the needs of the school community, as determined through both community engagement and central office data reviews.
4. Protect and expand high quality schools, especially those that serve our historically underserved students.
5. Any school change that results in a reduction is met with an investment in the school program or community.
6. Create feeder patterns across the city that increase neighborhood access to quality programs.
7. Prioritize the use of our facilities that are optimally located and in quality condition to enhance the student learning environment.

	Pre-selection (ongoing)	Selection Phase	Planning Phase	Implementation Phase	Post-Implementation (ongoing)
Purpose	Community Education about Quality and Sustainability	Selection of Schools	School Design	Implementation of newly-designed schools	Evaluation and learning
Analysis	<p>Citywide and regional analysis of quality and sustainability</p> <p>School-level analysis of quality (CA Dashboard, Oakland Public Schools Report Card, CORE Data, School Quality Reviews, etc.)</p> <p>Identify school communities that demonstrate capacity for change.</p>	<p>Quantitative Data: CA Dashboard, CORE data, Facilities Condition Index, Facilities Utilization Rate, Enrollment Demand</p> <p>Qualitative Data: Leadership Capacity, School & Regional Demographics, Program & Pathway Needs, Regional Feeder Patterns, Lived Experience Data (School Quality Reviews)</p>	<p>Asset-based design process</p> <p>Year-long design process, including:</p> <ul style="list-style-type: none"> -Goals -Instructional Model -School Culture Plan <p>Prepare for operational and facilities implications of school changes</p>	Student, family, and staff feedback	Student, family, and staff feedback

		Citywide Data: Enrollment Projections to Seat Capacity, Optimal Location, and Environmental Stress Factors			
Engagement	Citywide/regional conversations about the purpose of the Blueprint for Quality Schools and the need to increase quality and sustainability Individual schools engage in an ongoing analysis of quality	Transparent Decision-Making Iterative opportunities for community to respond to possible scenarios before a decision is made Multiple strategies employed to increase stakeholder participation	Multi-Stakeholder Site-based Design Team Design team regularly engages wider school community (staff, students, families) in the process of developing goals, instructional model, etc.		Care management plan for students who are impacted by the school change
Monitoring			Planning for ongoing assessment of results of school changes	Oversight and support for implementation	Ongoing evaluation and data collection

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District this 26th day of June, 2019, by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Jumoke Hinton Hodge, James Harris, Gary Yee, Shanthi Gonzales, Vice President Jody London, President Aimee Eng

NOES: Roseann Torres

ABSTAINED: None

RECUSE: None

ABSENT: Student Director Chavez, Student Director Omosowho

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 June 26, 2019.

OAKLAND UNIFIED SCHOOL DISTRICT



Aimee Eng
President, Board of Education



Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

**LEGACY
ATTACHMENTS**

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1718-0124**

Work Plan - Blueprint for Quality Schools

WHEREAS, the Board of Education seeks to provide a quality education for all of our students, and passed Board Policy 6005 (Quality School Development) as our strategy for doing so, and

WHEREAS, hundreds of Oaklanders, including an Advisory Group, have participated in providing input into the Blueprint for Quality Schools in order to help us strengthen our school offerings, and

WHEREAS, it is the expectation of the Board of Education that the Blueprint for Quality Schools redesign and innovation work shall be fully integrated into the financial and programmatic planning of the school district, and

WHEREAS, the dozens of options identified by the Blueprint Advisory Group are not currently prioritized for Board action, and

WHEREAS, District is not currently staffed or resourced to support dozens of school reconfigurations and programmatic changes, and

WHEREAS, historically, changes to OUSD's mix of schools without adequate community engagement and planning has negatively impacted OUSD's enrollment, and

WHEREAS, the Board of Education has a core belief around the importance of shared decision making, and recognizes that the success of our school innovation work depends largely on engaging all key stakeholders, and

WHEREAS, the Board of Education seeks to sustainably staff and resource school innovation work,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby directs the Superintendent or her designee to draft a phased work plan for the Blueprint for Quality Schools for Board adoption, and

BE IT FURTHER RESOLVED, that the work plan will articulate both the goals (problems we are seeking to address) and the values that will guide the implementation of the Blueprint for Quality Schools, and

BE IT FURTHER RESOLVED, that the work plan shall specify the staff team that will be needed for each phase of the plan, including current and future employees needed, and their roles, as well as the budget that would be required to support the work of such a team (including both operational and programmatic budgetary needs); and

BE IT FURTHER RESOLVED, that the work plan shall specify the phases of the anticipated work to be done to change District's mix of schools, and articulate why specific options have been recommended to be first, including the opportunity that each option presents for equitably serving more students in high quality programs, and

BE IT FURTHER RESOLVED, that criteria shall be identified and articulated in the selection of schools for reconfiguration. Such criteria shall be approved by the Board of Education prior to any efforts to implement the Blueprint for Quality Schools, and

BE IT FURTHER RESOLVED, that a detailed budget for the implementation of the Blueprint work plan will be presented to the Board of Education for adoption by the second meeting in May 2018 in order to be reflected in budgeting for the 18-19 school year, and

BE IT FURTHER RESOLVED, that the Blueprint for Quality Schools, shall be an integrated component of District's annual planning and budgeting process, and

BE IT FURTHER RESOLVED, that the detailed budget will include resources to support each school for one year of planning, and a minimum of three years of implementation, and

BE IT FURTHER RESOLVED, that the work plan for the Blueprint for Quality Schools shall be presented to the Board of Education for adoption at a study session in June 2018. The Board shall provide a first and second reading at a minimum, to allow opportunities for community input and revisions, and

BE IT FURTHER RESOLVED, that efforts shall be made to include all Oakland charter schools in community engagement and Blueprint conversations regarding neighborhood feeder patterns and efforts at quality school development, and

BE IT FURTHER RESOLVED, that the Board of Education shall require an annual update to the Board to include an evaluation of the implementation of the work plan and the impact on the identified schools, and an update on the utilization of allocated funds. The criteria used to evaluate success shall be approved by the Board ahead of time.

Passed by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NO: Gema Quetzal (Student Director)

PREFERENTIAL ABSTENTION: Enasia Mc-Elvaine (Student Director)

PREFERENTIAL RECUSE: None

AYES: Jody London, Nina Senn, Roseann Torres, Shanthi Gonzales,
James Harris, President Aimee Eng

NOES: None

ABSTAINED: None

RECUSED: None

ABSENT: Vice President Jumoke Hinton Hodge

CERTIFICATION

I 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 February 28, 2018.



Kyla Johnson Tramell
Secretary, Board of Education
OAKLAND UNIFIED SCHOOL DISTRICT

Resolution No. 1718-0124

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Introduction Date	6/20/18
Enactment Number	18-1256
Enactment Date	6/27/18 os

Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent

Board Meeting Date June 20, 2018

Subject Blueprint for Quality Schools Work Plan

Action Adoption by the Board of Education of Resolution No. 1718-0207 - Blueprint for Quality Schools Work Plan.

Background On February 28, 2018, the Governing Board passed Resolution No. 1718-0124 relating to the Work Plan - Blueprint for Quality Schools. The Resolution provides that a work plan with specific elements shall be brought to the Board for adoption after a first and second reading. A Quality Schools Action Plan, which contains many of the elements of a Blueprint for Quality Schools work plan, was developed and presented to the Board and Community through a slide presentation on June 2, 2018. Following the June 2, 2018 study session, the Board sought further development and information relating to the proposed work plan.

Discussion The Blueprint Work Plan is an iterative process as the Board considers potential policies relating to a system of schools and as sites and communities are engaged in further discussion. The initial work plan includes, among other things, phases of work, considerations, goals and values, potential enrollment impacts, and anticipated multi-year costs and savings.

Fiscal Impact The overall budget, including anticipated cost-savings and increased sustainability, is discussed in the Blueprint Work Plan

Attachment Adoption by the Board of Education of Resolution No. 1718-0207 - Blueprint for Quality Schools Work Plan.

RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
NO. 1718-0207

Blueprint for Quality Schools Work Plan

WHEREAS, on February 28, 2018, the Governing Board passed Resolution No. 1718-0124 relating to the Work Plan - Blueprint for Quality Schools;

WHEREAS, Resolution No. 1718-0124 provides that the Superintendent shall draft a work plan for the Blueprint for Quality Schools for Board adoption with the following elements: (1) the goals of the Blueprint for Quality Schools (problems we are seeking to address), (2) the values that will guide the implementation of the Blueprint for Quality Schools, (3) specify the staff team that will be needed for each phase of the plan, including current and future employees needed, and their roles, (4) specify the budget that would be required to support the work of such a team (including both operational and programmatic budgetary needs); (5) specify the phases of the anticipated work to be done to change District's mix of schools, (6) articulate why specific options have been recommended to be first, including the opportunity that each option presents for equitably serving more students in high quality programs;

WHEREAS, Resolution No. 1718-0124 further provides that work plan for the Blueprint for Quality Schools shall be presented to the Board of Education for adoption at a study session in June 2018. The Board shall provide a first and second reading at a minimum, to allow opportunities for community input and revisions;

WHEREAS, following the Blueprint Advisory Group and community engagement processes, a Quality Schools Action Plan, which contains many of the elements of a Blueprint for Quality Schools work plan, has been developed and presented to the Board and Community through a slide presentation on June 2, 2018;

WHEREAS, following the June 2, 2018 study session, the Board sought further development and information relating to the proposed work plan;

WHEREAS, recognizing that the Blueprint for Quality Schools process is an iterative process involving further input and development based on potential Board policies and further engagement with sites and community, the initial version of the Blueprint for Quality Schools Work Plan (attached hereto as Exhibit A) is hereby submitted to the Board for a first and second reading and adoption;


NOW, THEREFORE, BE IT RESOLVED THAT the Blueprint for Quality Schools Work Plan attached hereto as Exhibit A is hereby adopted by the Board of Education.

PASSED AND ADOPTED this 27th day of June, 2018, at a Regular Meeting of the Governing Board by the following vote:

PREFERENTIAL AYE:	Student Director Gema Quetzal
PREFERENTIAL NOE:	None
PREFERENTIAL ABSTENTION:	None
PREFERENTIAL RECUSE:	None
AYES:	Jame Harris, Shanthi Gonzales, Nina Senn, Jody London, Vice President Jumoke Hinto Hodge, President Aimee Eng
NOES:	Roseann Torres
ABSTAINED:	None
RECUSE:	None
ABSENT:	Student Director Enasia Mc-Elvaine

CERTIFICATION

I, Kyla Johnson Trammell, 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 June 27, 2018.



Kyla Johnson Trammell
Secretary, Board of Education



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Enactment Date	6/27/18 os

Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent

Board Meeting Date June 20, 2018

Subject Adoption of Considerations for School Selections In Blueprint for Quality Schools Work Plan

Action Adoption by the Board of Resolution No. 1718-0208 - Considerations for School Selections In Blueprint for Quality Schools Work Plan.

Background On February 28, 2018, the Governing Board passed Resolution No. 1718-0124 relating to the Work Plan - Blueprint for Quality Schools. The Resolution provides that criteria shall be identified and articulated for the selection of schools for reconfiguration.

Discussion Following the Blueprint Advisory Group and community engagement processes, it was determined that, rather than a particular formula, there are multiple considerations, both objective and subjective, relating to selection of schools for reconfiguration. Such considerations were presented to the Board and community in a June 2, 2018, study session. The considerations incorporate an equity lens and a series of qualitative and quantitative data, including without limitation, state dashboard data, enrollment and feeder pattern information, live/go data, facilities conditions and utilization, leadership capacity, school and regional demographics, and specialized programs. There is no single formula for school selection.



Fiscal Impact

The overall budget, including anticipated cost-savings and increased sustainability, is discussed in the Blueprint Work Plan.

Attachment

Adoption by the Board of Resolution No. 1718-0208 - Considerations for School Selections In Blueprint for Quality Schools Work Plan.

RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
NO. 1718-0208

Considerations for School Selections In Blueprint for Quality Schools Work Plan

WHEREAS, on February 28, 2018, the Governing Board passed Resolution No. 1718-0124 relating to the Work Plan - Blueprint for Quality Schools;

WHEREAS, Resolution No. 1718-0124 provides that criteria shall be identified and articulated in the selection of schools for reconfiguration. Such criteria shall be approved by the Board of Education prior to any efforts to implement the Blueprint for Quality Schools;

WHEREAS, following the Blueprint Advisory Group and community engagement processes, it was determined that, rather than a particular formula, there are multiple considerations, both objective and subjective, relating to selection of schools for reconfiguration; such considerations were presented to the Board and community in a June 2, 2018, study session;

WHEREAS, following the June 2, 2018 study session, the Board sought further development and information relating to the proposed work plan and clarity relating to school selection considerations;

WHEREAS, recognizing that the Blueprint for Quality Schools process is an iterative process involving further input and development based on potential Board policies and further engagement with sites and community, the initial considerations for school selection (attached hereto as Exhibit A) are hereby submitted to the Board for adoption;

NOW, THEREFORE, BE IT RESOLVED THAT the Blueprint for Quality Schools Considerations for School Selection attached hereto as Exhibit A is hereby adopted by the Board.

Passed by the following vote:

PREFERENTIAL AYE: Student Director Gema Quetzal

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Jody London, Nina Senn, Shanthi Gonzales, James Harris, Vice President Jumoke Hinton Hodge, President Aimee Eng

NOES: Roseann Torres


ABSTAINED: None

RECUSE: None

ABSENT: Student Director Enasia Mc-Elvaine

CERTIFICATION

I, Kyla Johnson Trammell, 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 June 27, 2018.



Kyla Johnson Trammell
Secretary, Board of Education

Exhibit "A"

Resolution No. 1718-0208



Considerations & Opportunities for Increased Quality

The Board approved [Blueprint Work Plan Resolution](#) calls for staff to present criteria for school selection for board approval. Staff is recommending that the board use data considerations and guiding equity principles rather than criteria to inform school selection.

DRAFT

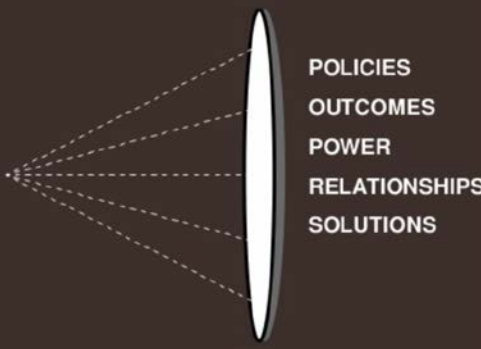
Guiding Equity Principles for School Changes

These are proposed lenses through which conflicts will be managed in the planning for changes including consolidations, expansions, replications and closures.

- **Principle #1:** Reduce the overall district footprint to cut costs and better leverage resources to expand access to quality.
- **Principle #2:** Increase excellence in achievement & program effectiveness for low income students of color, English language learners, and students with disabilities.
- **Principle #3:** Don't take without giving something in return.
- **Principle #4:** Build upon parent and community program interests.
- **Principle #5:** Prioritize neighborhood schools as a means of nurturing community and decreasing transportation time for Special Education students.
- **Principle #6:** Expand access to high demand school programs and specialty schools for communities without them.

School Selection Approach Considerations

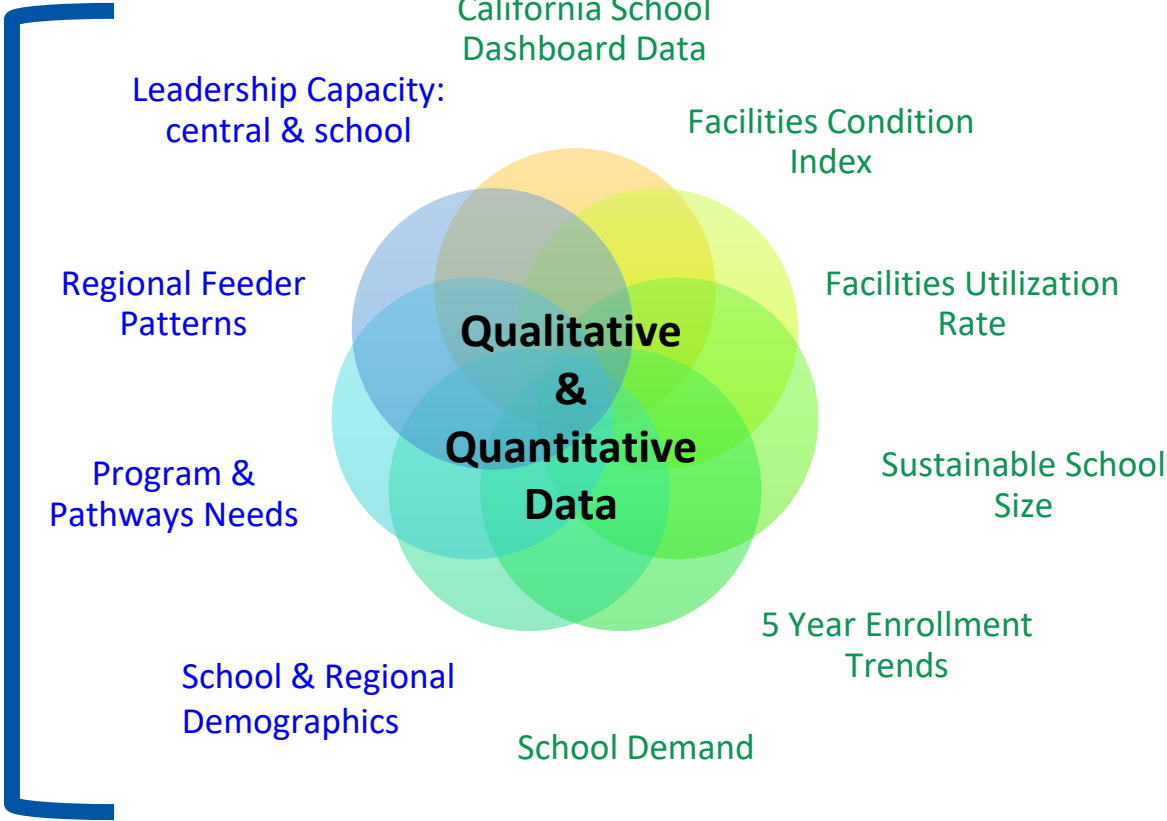
Using an Equity Lens



A diagram showing a lens on the left with dashed lines radiating from its focal point to a list of factors on the right: POLICIES, OUTCOMES, POWER, RELATIONSHIPS, and SOLUTIONS.

POLICIES
OUTCOMES
POWER
RELATIONSHIPS
SOLUTIONS

Key:
GREEN = Initial Considerations
BLUE = Secondary Considerations



Quantitative Data

Consideration	Key Question
California School Dashboard data	<p>What is the SBAC performance & change over time in Math and English Language Arts?</p> <p>What percentage of English language learners are making annual progress toward English proficiency?</p> <p>What is the suspension rate?</p> <p>What is the graduation rate for high schools?</p>
Facilities Condition Index	<p>What is the condition of the school buildings?</p>
Facilities Utilization Rate	<p>What is the utilization rate for each school? Is the school under-enrolled or overenrolled? What percentage of enrollment capacity is in portables?</p>
Enrollment Trends/Demand	<p>Is the school in demand (greater than 70% first-choice applicants for available seats)?</p>

*GREEN = Initial Considerations for School Selection

Qualitative Data

Consideration	Key Question
Leadership Capacity	<p>Has the principal been in place for greater than 2 years?</p> <p>Does the leader have prior experience that would enable him/her to lead major change?</p> <p>Has the principal demonstrated capacity to take on additional responsibilities for leading change (e.g., building teams, engaging with parents and community, etc.)?</p>
School & Regional Demographics	<p>Does the school draw a large % of students living in the attendance area?</p> <p>Is there a nearby charter school or district school that is drawing students?</p> <p>If so, does it have a specialized program that is attractive to families, or does it have higher academic performance?</p> <p>What are the demographics in the community?</p> <p>What is the recent history of movement of families into and out of this neighborhood?</p>

Qualitative Data

Consideration	Key Question
Program & Pathway Needs	<p>Does the school have special programs and pathways that draw students?</p> <p>Is there a need or community demand for a specialized program or pathway in school(s) serving this part of the city?</p>
Regional Feeder Patterns	<p>What schools feed the most students into this school?</p> <p>What would be the impact on those feeder schools if a change is made to the receiving school?</p> <p>Do greater than 80% of the students at the school live in the school's attendance area and immediately adjacent attendance areas?</p>

BLUE = Secondary Considerations for School Selection

EXHIBIT "A"



BLUEPRINT
FOR
QUALITY SCHOOLS

Quality Community Schools Action Plan: Cohort 1 Proposals



iam OUSD

June 20, 2018
Presentation to the Board of Education

Norms

- ▶ Honor Time - No Sidebars, Technology Aligned to Meeting Purpose, Start and End on Time
- ▶ Act as a Collective Body - Honor Confidentiality
- ▶ Check for Understanding, Surface Assumptions
- ▶ Share Divergent Views - Value as a Learning Opportunity
- ▶ Celebrate Successes and Each Other's Contributions
- ▶ Presume positive intent
- ▶ No personal attacks

Board Questions on 6/2

Today's Outcomes

<p>What is the plan for the planning year and implementation year (what engagement will occur)?</p>	<ul style="list-style-type: none">❖ Share timelines for a Three-Phased Approach to the Quality Community Schools Action Plan (1st Read) <p><i>The final version of the Quality Community Schools Action Plan will be presented to the board on June 27 per Board approved Blueprint Work Plan Resolution.</i></p>
<p>What is the selection criteria for school changes in the blueprint for 18-19 and going forward?</p>	<ul style="list-style-type: none">❖ Share draft <i>considerations</i> for selecting school sites as the Quality Community Schools Action Plan for board approval
<p>How will the proposed changes lead to better quality (esp. for most needy students- SPED, newcomer, etc.)?</p>	<ul style="list-style-type: none">❖ Share opportunities for increased quality for each Cohort 1 proposal
<p>What is the financial and enrollment impact analysis of the proposed changes?</p>	<ul style="list-style-type: none">❖ Share initial enrollment & financial impact analysis of Cohort 1 schools (<i>final analysis will be presented on June 27</i>)
<p>How is the Quality Community School Action Plan different than past processes for school changes (e.g. ISS)</p>	<ul style="list-style-type: none">❖ Share the how the Quality Community Schools Action Plan is based on a system wide approach to increasing quality and sustainability by discussing

Our Vision And Mission Ground Us

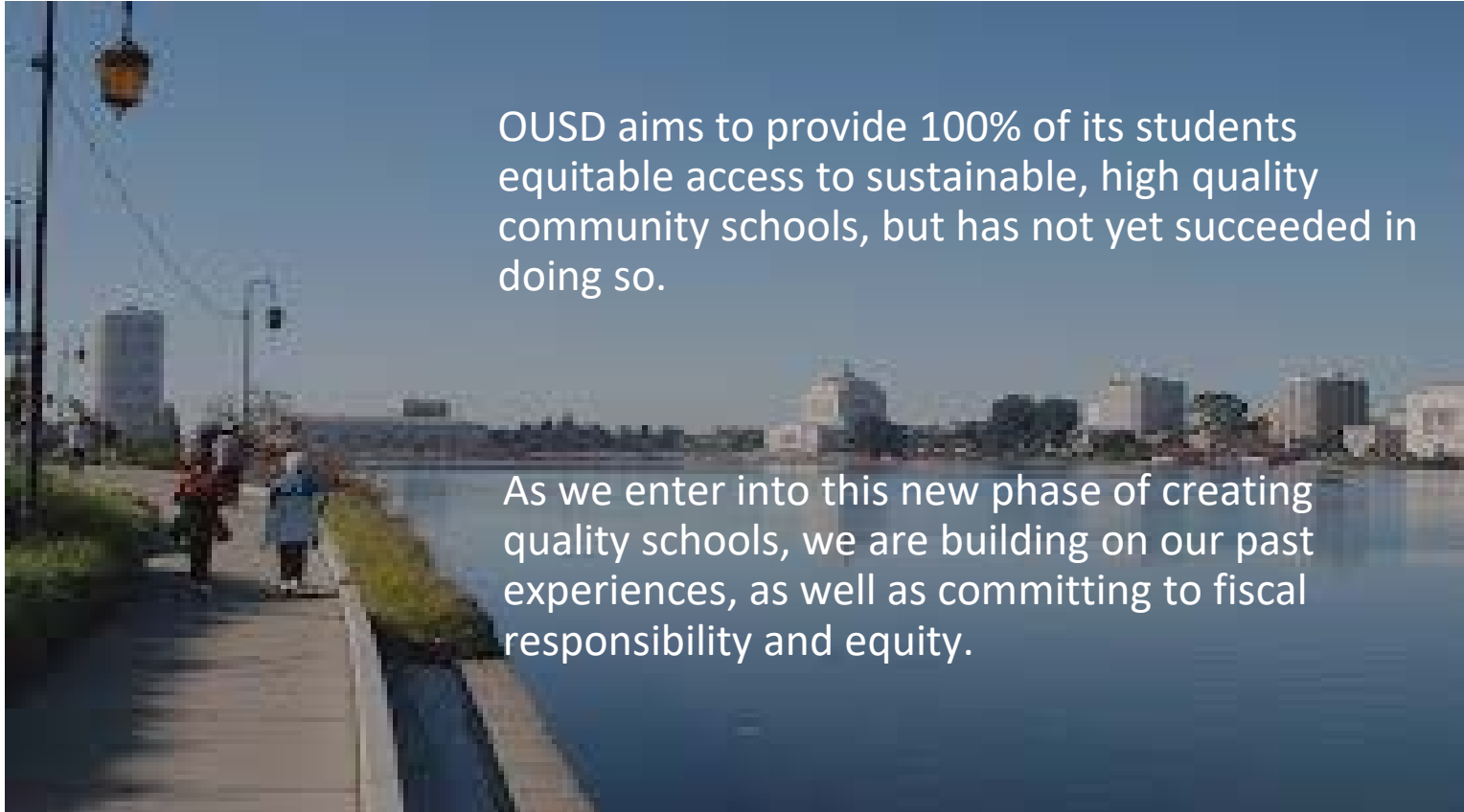
Vision: All OUSD students will find joy in their academic learning experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

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.



**Focused on Quality:
Equity, Access and Sustainability**

Our Journey: Learning From The Past



OUSD aims to provide 100% of its students equitable access to sustainable, high quality community schools, but has not yet succeeded in doing so.

As we enter into this new phase of creating quality schools, we are building on our past experiences, as well as committing to fiscal responsibility and equity.

Addressing Our Challenges

- Significant and pervasive structural budget troubles
- Significant achievement challenges with 16 of 87 schools rating successful on state accountability matrices
- Implementation of Board-approved strategies for improving student outcomes is being stymied by budget troubles.
- Recent analysis of assets and capacities demonstrate significant variation across communities that coincide with patterns of racial segregation, and systemic community disinvestment.



Compelling Data Impacting Quality & Sustainability

- OUSD does not have the enrollment for all 87 schools.
- OUSD does not have the dollars to resource 87 Full Service Community Schools
 - District is subsidizing 23 schools that are currently below sustainability for even the basic set of expectations.
 - District employs more central office administrators than like-size districts.
- According to recent reports the district has about 12,414 empty seats.
- City of Oakland produces an additional 11,000 students not captured by either district-run or charter-run public schools.

Definition of Quality Community Schools

Quality Community School Standards

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

Building and Realizing a Ten Year Vision

Enrollment

Projections over the next 10-12 years

Fiscal Reality

Financial health of OUSD

+

Facilities

Health and Capacity of our Buildings (schools and offices)

Program

Student outcomes reflect our ability to meet their needs and demands of families

Every Student Thrives!



A System Of Quality Schools



Quality
Community
Schools
Action Plan



Facilities
Master Plan



Facility Asset
Management
Plan



Charter
Management &
Partnership Plan



Enrollment
Stabilization &
Recruitment
Plan

A Comprehensive Strategy



Quality Community Schools Action Plan: A Three Phased Cycle

Quality Community School Action Plan

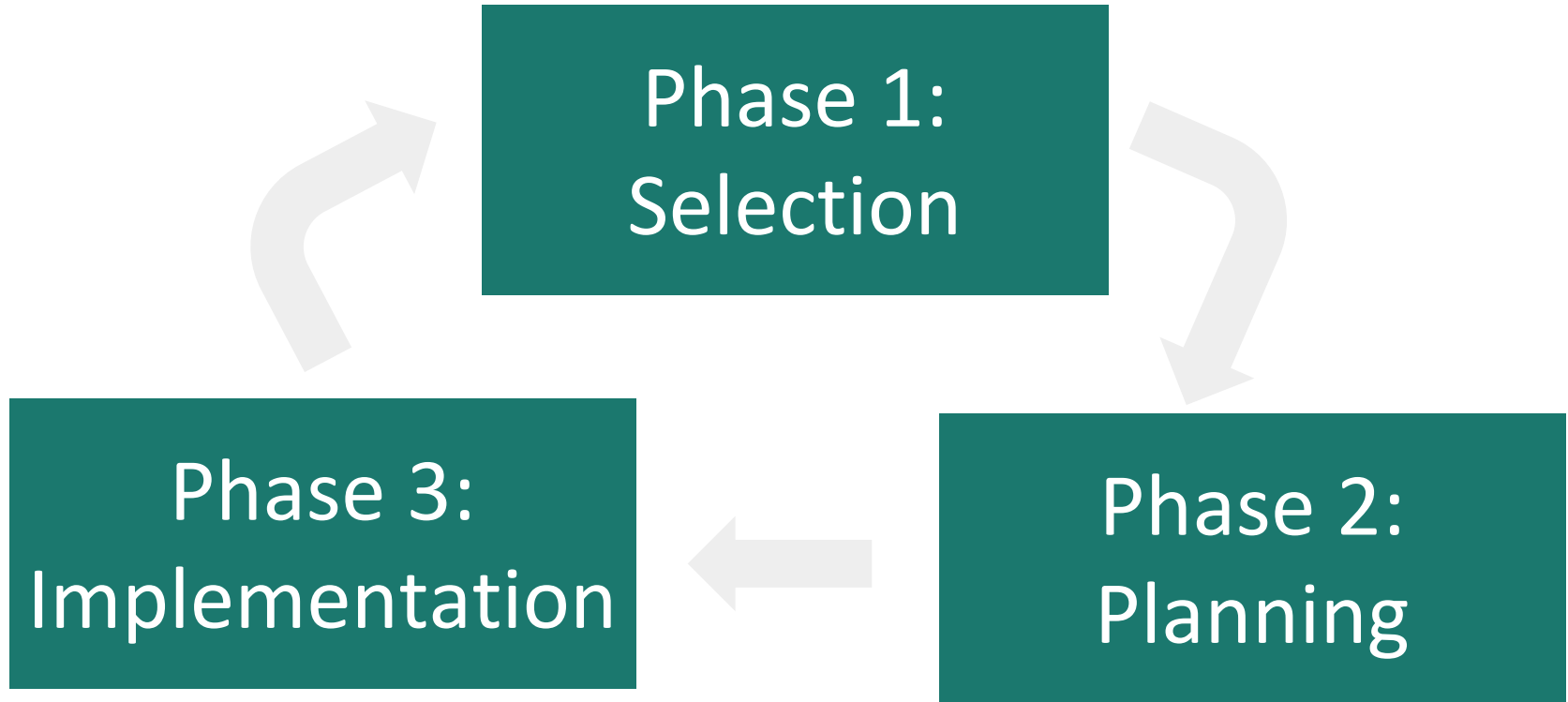


Purpose: Define the process and support structures for making school changes in order to:



- reduce the overall district footprint to better leverage resources to expand access to quality
- increase excellence in achievement & program effectiveness for low income students of color, English language learners, and students with disabilities.

Quality Community School Action Plan: A Three Phased Cycle



Selection Phase Timeline

- *Engage with external stakeholders interested in partnering with the district regarding a change to program, facilities, or school configuration
- *Assess site principal interest in possible changes to program, grade configuration or facilities updates

- *Analyze a school’s candidacy for implementing a change to ensure that all changes are aligned and do not conflict with other priorities and programs
- *Analyze Qualitative Considerations



- *Assess our fiscal needs and capacity in order to set the parameters for the scope of changes we can make.
- *Analyze Quantitative Considerations

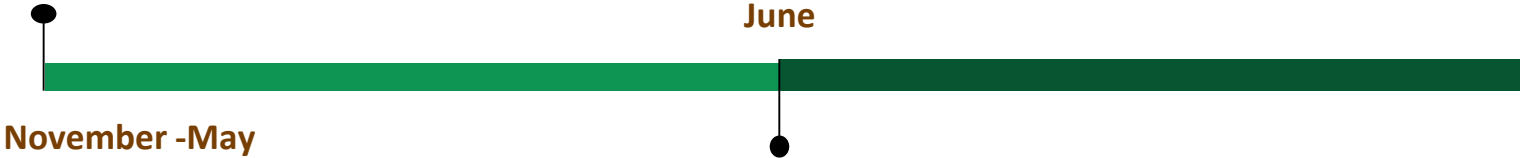
- *Conduct a careful review of the proposed change to become a quality community school with school teams.
- *For schools requesting a change, ensure staff is engaged in creating a recommendation for Board approval.

Selection Phase Timeline Continued

*Series of ongoing engagements with school communities to discuss and further define the proposed changes.

*These engagements include:

- Regional meetings
- Site-based meetings
- Possible school tours
- Professional development on the change process
- Development of a proposal to bring to the Board

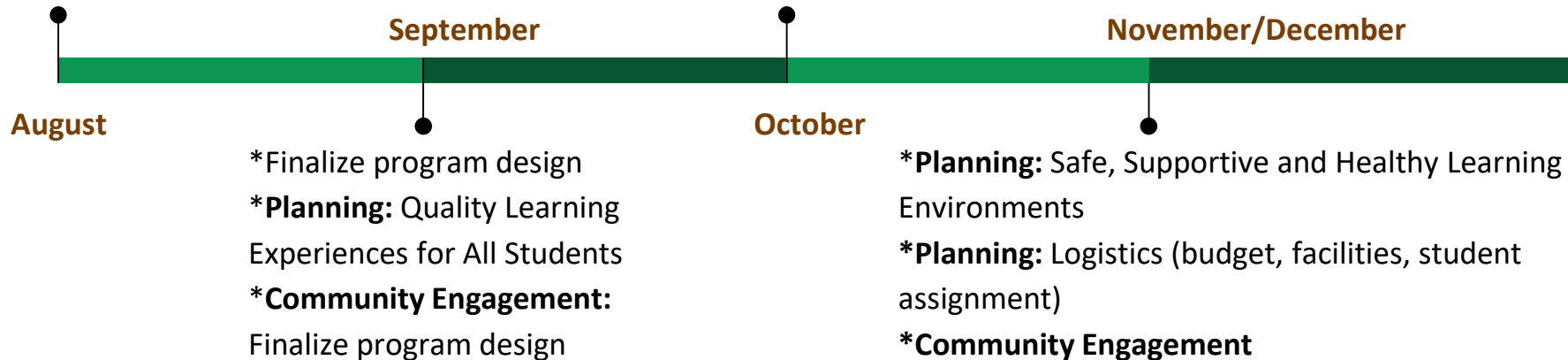


*Submit a package of proposed changes to the Board of Education that includes analysis of:
Impact on enrollment, Budget, Facilities modification costs (if appropriate), School and community feedback

Planning Phase Timeline

- *Form design team
- *Identify and review possible program designs
- ***Community Engagement:** Needs, assets, priorities, special considerations

- ***Planning Finalized:** Quality Learning Experiences for All Students
- ***Planning:** Logistics (staffing and program needs)
- ***Community Engagement:** Context-specific needs and considerations



Planning Phase Timeline Continued

***Planning:** Learning Communities Focused on Continuous Improvement

***Planning:** Logistics (Budget & School Plan)

***Community Engagement:** Program priorities and goals

***Planning:** Effective School Leadership and Resource Management

***Planning:** Logistics (Staff hiring)

***Community Engagement:** Honoring and recognizing the past, hiring committee

***Planning:** Implementation Plan for 2019-20

***Planning:** Logistics (supports moving forward)

•Community Engagement: Celebrations

February

March

April

May/June

***Planning:** Meaningful Student, Family and Community Engagement

***Planning:** Logistics (Facilities and Central Supports)

***Community Engagement:** Finalize Plans

***Planning:** High Quality Central Office in Support of Schools

***Planning:** Logistics (details--textbooks, furniture, moving)

***Community Engagement:** Preparing for the new design, establish ongoing structures

Implementation Phase

On-going Support

- Community Engagement
- Communication
- Curriculum & Program Supplies
- Coaching & Professional Development



Considerations & Opportunities for Increased Quality

The Board approved [Blueprint Work Plan Resolution](#) calls for staff to present criteria for school selection for board approval. Staff is recommending that the board use data considerations and guiding equity principles rather than criteria to inform school selection.

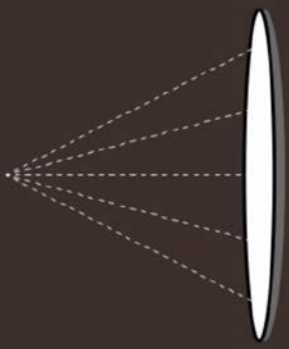
Guiding Equity Principles for School Changes

These are proposed lenses through which conflicts will be managed in the planning for changes including consolidations, expansions, replications and closures.

- **Principle #1:** Reduce the overall district footprint to cut costs and better leverage resources to expand access to quality.
- **Principle #2:** Increase excellence in achievement & program effectiveness for low income students of color, English language learners, and students with disabilities.
- **Principle #3:** Don't take without giving something in return.
- **Principle #4:** Build upon parent and community program interests.
- **Principle #5:** Prioritize neighborhood schools as a means of nurturing community and decreasing transportation time for Special Education students.
- **Principle #6:** Expand access to high demand school programs and specialty schools for communities without them.

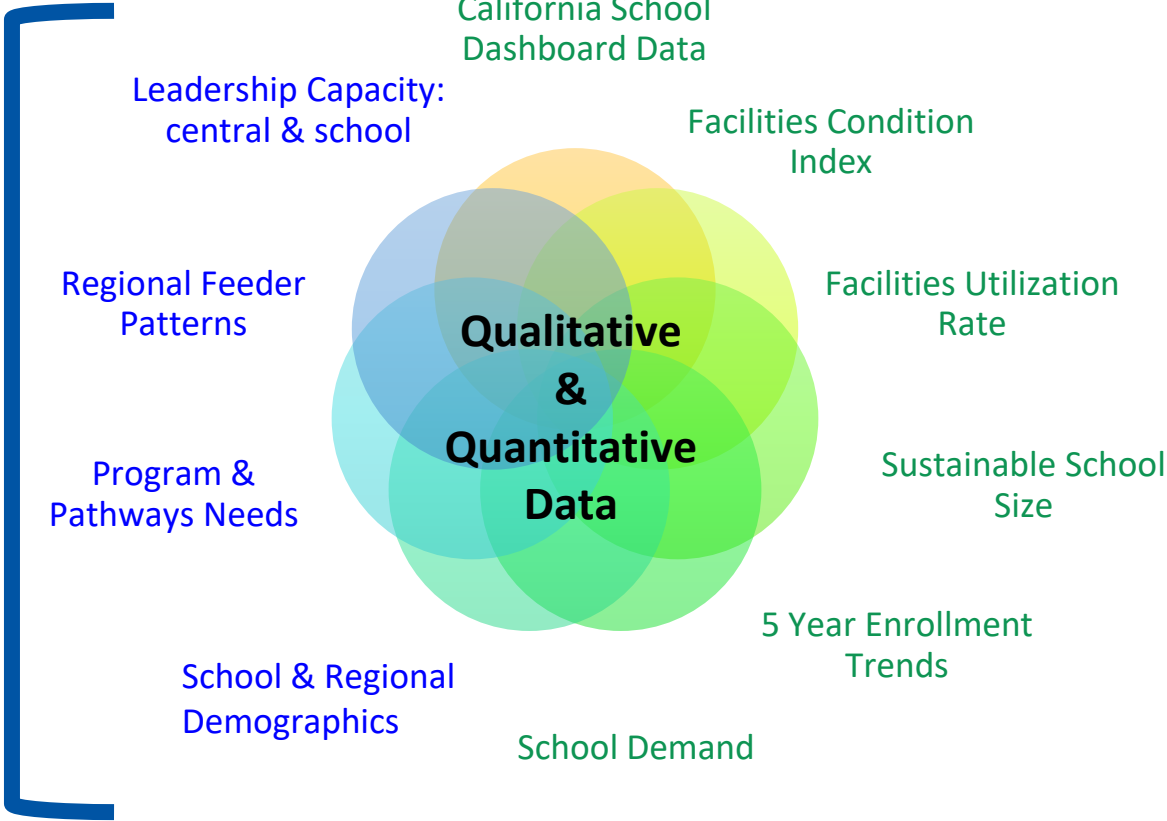
School Selection Approach Considerations

Using an Equity Lens



POLICIES
OUTCOMES
POWER
RELATIONSHIPS
SOLUTIONS

Key:
GREEN = Initial Considerations
BLUE = Secondary Considerations



Quantitative Data

Consideration	Key Question
<p>California School Dashboard data</p>	<p>What is the SBAC performance & change over time in Math and English Language Arts?</p> <p>What percentage of English language learners are making annual progress toward English proficiency?</p> <p>What is the suspension rate?</p> <p>What is the graduation rate for high schools?</p>
<p>Facilities Condition Index</p>	<p>What is the condition of the school buildings?</p>
<p>Facilities Utilization Rate</p>	<p>What is the utilization rate for each school? Is the school under-enrolled or overenrolled? What percentage of enrollment capacity is in portables?</p>
<p>Enrollment Trends/Demand</p>	<p>Is the school in demand (greater than 70% first-choice applicants for available seats)?</p>

*GREEN = Initial Considerations for School Selection

Qualitative Data

Consideration	Key Question
Leadership Capacity	<p>Has the principal been in place for greater than 2 years?</p> <p>Does the leader have prior experience that would enable him/her to lead major change?</p> <p>Has the principal demonstrated capacity to take on additional responsibilities for leading change (e.g., building teams, engaging with parents and community, etc.)?</p>
School & Regional Demographics	<p>Does the school draw a large % of students living in the attendance area?</p> <p>Is there a nearby charter school or district school that is drawing students?</p> <p>If so, does it have a specialized program that is attractive to families, or does it have higher academic performance?</p> <p>What are the demographics in the community?</p> <p>What is the recent history of movement of families into and out of this neighborhood?</p>

Qualitative Data

Consideration	Key Question
Program & Pathway Needs	<p>Does the school have special programs and pathways that draw students?</p> <p>Is there a need or community demand for a specialized program or pathway in school(s) serving this part of the city?</p>
Regional Feeder Patterns	<p>What schools feed the most students into this school?</p> <p>What would be the impact on those feeder schools if a change is made to the receiving school?</p> <p>Do greater than 80% of the students at the school live in the school's attendance area and immediately adjacent attendance areas?</p>

BLUE = Secondary Considerations for School Selection

Applying the Considerations to Cohort 1



- First Cohort was **limited to a smaller collection of schools** as we refined the overall process and increase our central capacity to support the work
- First Cohort **prioritizes schools that have already been engaged about a potential change**
- Engagements with school communities have **provided specific, site based information** to help inform Cohort recommendations to the Board

Cohort 1 Proposals Impact 5 Schools

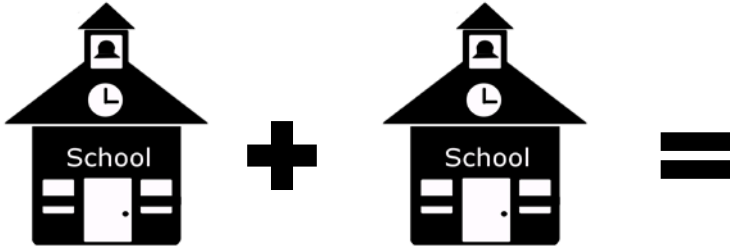
We are recommending:

- 2 consolidations of schools on shared campuses under one leadership structure per campus

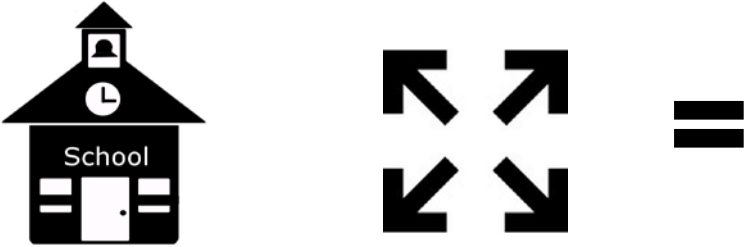
and

- 1 expansion of quality program in high demand

for our first Blueprint Cohort

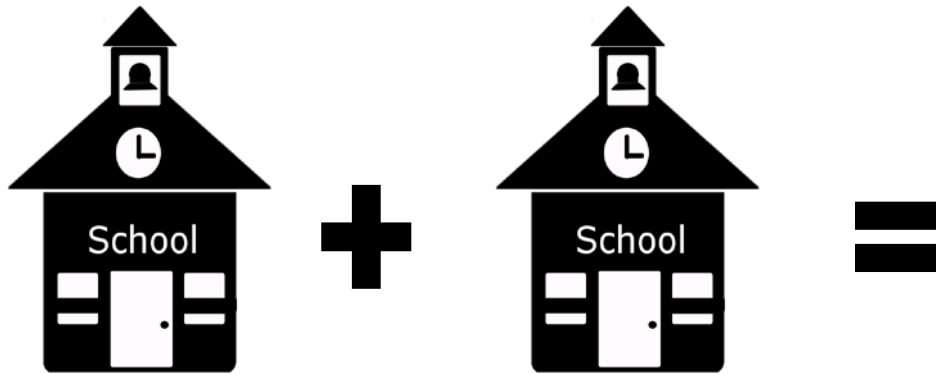


**1 Principal
and 1
School
Program**



**Expansion
of program
to serve
more
students**

Proposal 1: Futures & CUES Merge



**1 Principal, 2
Schools, and
Aligned School
Improvement
Grant plans, with
a plan to become
1 unified school
over time**

Futures Quantitative Data

Consideration	Key Question
California School Dashboard Data	<p>What is the SBAC performance & change in Math and ELA data? Red (Very Low/Significantly Declined) in ELA , Red (Very Low/Maintained) in Math</p> <p>What % of English Learners are making progress? Red (37.4%, Very Low/Significantly Declined)</p> <p>What is the suspension rate? Orange (4.2%, High/ Maintained)</p>
Facilities Condition Index	<p>What is the condition of the <u>campus</u> buildings? 56%. Cost of all repairs is about 56% of cost of building new.</p>
Facilities Utilization Rate	<p>What is the <u>campus</u> facility utilization rate? 66%</p>
Enrollment Trends/Demand	<p>Is the school in demand (greater than 70% first choice demand for available seats)? 18.2% first choice for 42 seats in TK or K grades</p>

Futures Qualitative Data

Consideration	Key Question
Leadership Capacity	<p>Has the principal been in place for greater than 2 years? The principal has been in place 2 years. In addition to this year, she was an AP at another campus and demonstrated the ability to make significant changes by working with staff and community. In her last 3 years of leadership, she has made a significant and positive impact on the campuses she has served.</p> <p>Does the leader have prior experience that would enable him/her to lead changes now? Selected to come to Futures based on the quality work she did as an AP on another campus. Highly sought after new leader with turn around training.</p> <p>Has the principal demonstrated capacity to take on additional responsibilities for leading change (i.e. building teams, engaging with parents and community, etc.)? The former Principal at CUES has been gone over 4 months and Principal McCray has stepped up to support with professional development, complete teacher evaluations, meet with and coach staff, and observe classroom instruction with current Assistant Principal.</p>

Futures Qualitative Data

Consideration	Key Question
School & Regional Demographics	<p>Is there a large % of students living in the attendance area? Yes, 51.4%</p> <p>Is there a local charter school or district school that is drawing students? 62% of students who live in the Futures/CUES shared attendance area go to other schools, including EnCompass (5%), Greenleaf (4.8%), Lighthouse (2.6%), ACORN Woodland (2.5%), and others.</p> <p>What are the demographics in the community? What is the recent history of movement of families into and out of this neighborhood?</p> <p>Home languages: 51.7% English, 37.2% Spanish, 7.1% Arabic, 0.7% Khmer, 0.7% Vietnamese, 0.3% Tongan.</p>

Futures Qualitative Data

Consideration	Key Question
Program & Pathway Needs	<p>Are there programs and pathways that draw students? The recently implemented improvement practices that are being implemented at Futures within the School Improvement Grant (SIG) are drawing family interest in the improvements taking place, such as, Eureka Math, Teaching Well, Tool Box, Academic Parent Teacher Teams (held 3x per year), and Saturday School using Standards Plus.</p> <p>Is there a need or community demand for a specialized program or pathway in school(s) serving this part of the city? There is a high concentration of language learners and the connection with CUES makes it possible to offer an option for a language program. There is a growing interest for a STEM School through engagements with the SIG committee with a focus on engineering.</p>

Futures Qualitative Data

Consideration	Key Question
Regional Feeder Patterns	<p>If we closed or intervened at this school, are we interrupting with regional feeder patterns that we want to support? No. Proposed changes would strengthen the existing feeder pattern to the neighboring secondary school campus.</p> <p>Do more than 66% of the students at the school live in the neighborhood? 51.4% live in the attendance area, and an additional 27.4% live in adjacent attendance areas for Greenleaf K-8, Markham, and East Oakland PRIDE elementary schools.</p>

Community United (CUES) Quantitative Data

Consideration	Key Question
California School Dashboard data	<p>What is the SBAC performance & growth in math and ELA data? Red (Very Low/Maintained) in ELA, Red (Very Low/Declined) in Math</p> <p>What % of English Learners? Yellow (60.9%, Low/Significantly Increased)</p> <p>What is the suspension rate? Orange (5.1% - High/Increased)</p>
Facilities Condition Index/ Campus	<p>What is the condition of the <u>campus</u> buildings? 56%. Cost of all repairs is about 56% of cost of building new.</p>
Facilities Utilization Rate / Campus	<p>What is the <u>campus</u> facility utilization rate? 66%</p>
Enrollment Trends/Demand	<p>Is the school in demand (greater than 70% first choice demand for available seats)? 44.1% first choice for 68 seats in TK or K grades</p>

CUES Qualitative Data

Consideration	Key Question
Leadership Capacity	<p>Has the principal been in place for greater than 2 years? On the campus for 2 years</p> <p>Does the leader have prior experience that would enable him/her to lead changes now? Principal information is the same as Futures. Maintaining Assistant Principal to guide the Dual Language Programs.</p> <p>Has the principal demonstrated capacity to take on additional responsibilities for leading change (i.e. building teams, engaging with parents and community, etc.)?</p>
School & Regional Demographics	<p>Is there a large % of students living in the attendance area? Yes, 54%</p> <p>Is there a local charter school or district school that is drawing students? 62% of students who live in the Futures/CUES shared attendance area go to other schools, including EnCompass (5%), Greenleaf (4.8%), Lighthouse (2.6%), ACORN Woodland (2.5%), and others.</p> <p>What are the demographics in the community? What is the recent history of movement of families into and out of this neighborhood?</p> <p>Home languages: 62% Spanish, 28.3% English, 3.6% Mam, 4.2% Arabic, 0.6% Pashto, 0.3% Farsi, 0.3% Hindi, 0.3% Uzbek.</p>

CUES Qualitative Data

Consideration	Key Question
<p>Program & Pathway Needs</p>	<p>Are there programs and pathways that draw students? Dual Language program is supported by many Latino families in the neighborhood.</p> <p>Is there a need or community demand for a specialized program or pathway in school(s) serving this part of the city? Parents have voiced a desire to sustain the dual language program in plans for the future of this campus.</p>
<p>Regional Feeder Patterns</p>	<p>Do more than 66% of the students at the school live in the neighborhood? 54% live in the attendance area, and an additional 29.8% live in adjacent attendance areas for Markham, Greenleaf K-8, and East Oakland PRIDE elementary schools.</p> <p>If we closed or intervened at this school, are we interrupting with regional feeder patterns that we want to support? No. Proposed changes would strengthen the existing feeder pattern to the neighboring secondary school campus.</p>

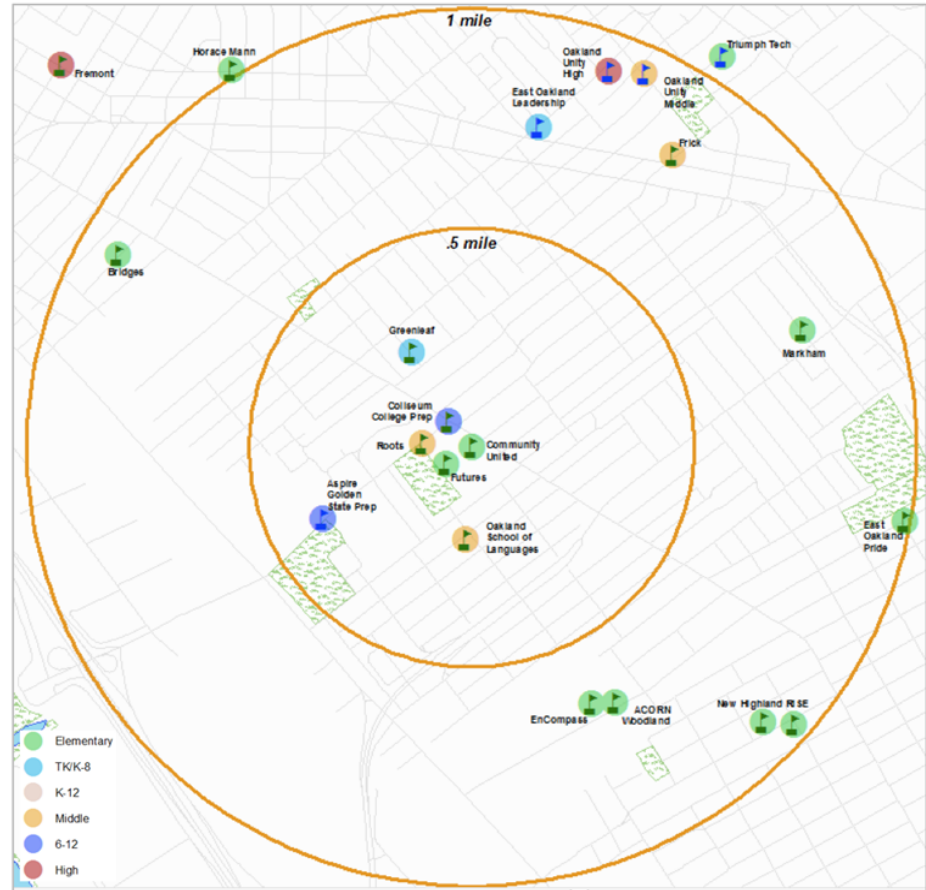
Opportunity for Increased Quality

- Opportunity to create a neighborhood elementary school program in the Lockwood/Havenscourt communities that prepares diverse students for secondary school.
- With so many CUES and Futures students transitioning to neighboring, high performing Coliseum College Prep Academy (CCPA), this is also an opportunity to increase the academic level of CCPA's entering sixth grade class, including English Language Learners/Academic Language Learners and students with disabilities.
- Opportunity to leverage two large, multi-year School Improvement Grants towards an aligned vision, strong leadership and collaboration with teacher, community and families.
- Opportunity to build on what's working and to sustain an inclusive dual language strand within a larger school with students from around the world.

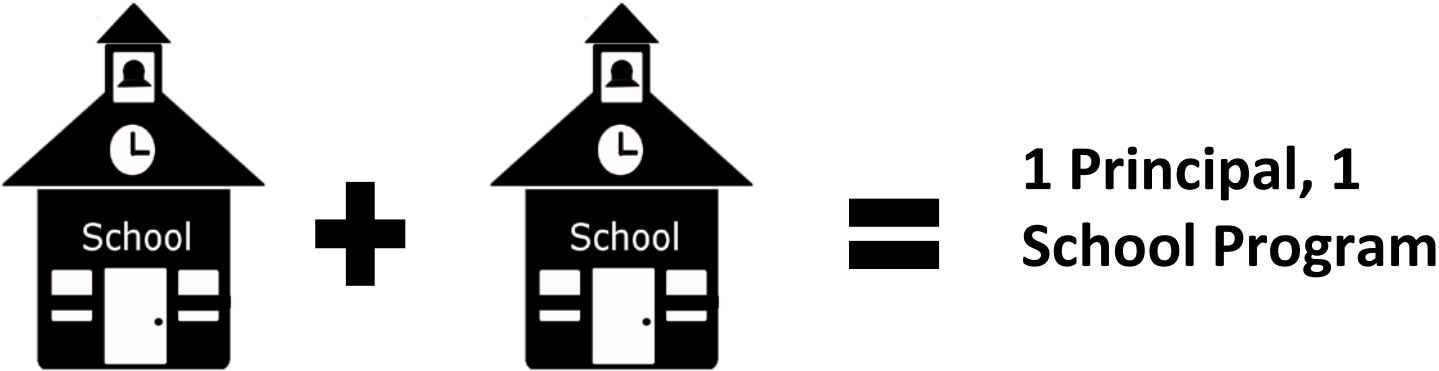
School distances from CUES/Futures

School	Type	Admin	CMO	SRA	BOE	Campus	Grades	Distance (miles)
Roots	DR	OUSD		East	6	Havenscourt	6-8	0.00
Coliseum College Prep	DR	OUSD		East	6	Havenscourt	6-12	0.00
Community United	DR	OUSD		East	6	Lockwood	PK/TK-5	0.00
Futures	DR	OUSD		East	6	Lockwood	TK-5	0.00
Oakland School of Languages	DR	OUSD		East	7		6-8	0.21
Greenleaf	DR	OUSD		East	6	Whittier	TK-8	0.25
Aspire Golden State Prep	CH	OUSD	Aspire	East	6		6-12	0.37
1 ACORN Woodland	DR	OUSD		East	7	Highland	K-5	0.64
2 EnCompass	DR	OUSD		East	7	Highland	TK-5	0.64
3 East Oakland Leadership	CH	OUSD		East	6		K-8	0.74
4 Markham	DR	OUSD		East	6	Markham	TK-5	0.79
Frick	DR	OUSD		East	6	Frick	6-8	0.80
5 Bridges	DR	OUSD		East	5	Melrose	PK/TK-5	0.91
6 New Highland	DR	OUSD		East	7	Highland	TK-5	0.91
Oakland Unity Middle	CH	ACOE		East	6		6-8	0.94
Oakland Unity High	CH	OUSD		East	6		9-12	0.94
7 RISE	DR	OUSD		East	7	Highland	TK-5	0.96
8 East Oakland Pride	DR	OUSD		East	6	Webster	TK-5	0.99
9 Horace Mann	DR	OUSD		East	4	Horace Mann	TK-5	1.01
10 Triumph Tech	CH	OUSD	Aspire	East	6		TK/K-5	1.05
11 Aspire College	CH	OUSD	Aspire	East	6		TK/K-5	1.17

- There are **11** schools serving grades elementary grades within approximately 1 mile of CUES/Futures (**8** district-run/**3** charter)
- **4,008** elementary students live within 1 mile of CUES/Futures
 - **540** attend CUES & Futures (**14%**)
 - **311** attend CUES (**86% of total CUES enrollment**)
 - **229** attend Futures (**77% of total Futures enrollment**)
 - **1,492** (**37%**) attend other elementary schools within approximately 1 mile of CUES/Futures; **2,516** attend other elementary schools **beyond 1 mile of CUES/Futures**
 - **3,138** (**78%**) attend district-run schools; **870** (**22%**) attend charter schools
- **26** (**42%**) of CUES 2016-17 5th graders went on to CCPA for 6th grade in 2017-18; **16** (**26%**) to Roots
- **13** (**28%**) of Futures 2016-17 5th graders went on to Roots for 6th grade in 2017-18; **12** (**26%**) to CCPA



Proposal 2: Alliance & Elmhurst Merge



Alliance Quantitative Data

Consideration	Key Question
California School Dashboard Data	<p>What is the SBAC performance & growth in math and ELA data? Red (Very Low/Maintained) in ELA , Red (Very Low/Declined)</p> <p>What % of English Learners are making progress? Blue (87.3% - Very High/Increased)</p> <p>What is the suspension rate? Yellow (12.1% - Very High, Significantly Declined)</p>
Facilities Condition Index / Campus	<p>What is the condition of the <u>campus</u> buildings? FCI=50%. Cost of all repairs is about 50% of cost of building new.</p>
Facilities Utilization Rate/ Campus	<p>What is the <u>campus</u> facility utilization rate? 75%</p>
Enrollment Trends/Demand	<p>Is the school in demand (greater than 70% first choice demand for available seats)? No, 63.4% first choice demand for 112 seats in grade 6.</p>

Alliance Qualitative Data

Consideration	Key Question
Leadership Capacity	<p>Has the principal been in place for greater than 2 years? Yes</p> <p>Does the leader have prior experience that would enable him/her to lead changes now?</p> <p>Has the principal demonstrated capacity to take on additional responsibilities for leading change (e.g., building teams, engaging with parents and community, etc.)?</p>
School & Regional Demographics	<p>Is there a large % of students living in the attendance area? 68.6%</p> <p>Is there a local charter school or district school that is drawing students? No. No nearby schools serve grades 6-8.</p> <p>What are the demographics in the community? What is the recent history of movement of families into and out of this neighborhood? Latino families are the majority in this part of East Oakland, with African American families as the second largest group, with other families coming from around the world. Home languages are: Spanish (68.6%), English (22.7%), Arabic (3.8%), Tongan (1.5%), Mam (1.2%), and 0.6% each for Tagalog, Vietnamese, and Cantonese.</p>

Alliance Qualitative Data

Consideration	Key Question
Program & Pathway Needs	<p>Are there programs and pathways that draw students? Alliance is working with the Alameda County of Education to implement an arts integrated academic program.</p> <p>Is there a need or community demand for a specialized program or pathway in school(s) serving this part of the city? Newly implemented Newcomer Program.</p>
Regional Feeder Patterns	<p>What schools feed into this school? 83 of 122 (68%) Grade 6 students came from: Reach (n=27), EFC Cox (n=19), RISE (n=14), East Oakland PRIDE (n=13), Korematsu (n=10).</p> <p>What would be the impact on those schools if a change is made to the receiving school? Feeder schools are similar for both Alliance and ECP.</p> <p>Does greater than 66% of the students at the school live in the neighborhood? Yes. 68.6% live in the attendance area and most others live in adjacent attendance areas.</p>

Elmhurst Community Prep Quantitative Data

Consideration	Key Question
California School Dashboard data	<p>What is the SBAC performance & growth in math and ELA data? Red (Very Low/Declined) in ELA ; Red (Very Low/ Maintained) in Math</p> <p>What % of English Learners are making progress? Blue (100% - Very High/Significantly Increased)</p> <p>What is the suspension rate? Red (14% - Very High/Significantly Increased)</p>
Facilities Condition Index for Elmhurst/Alliance campus	What is the condition of the school building? FCI=50%. Cost of all repairs is about 50% of cost of building new.
Facilities Utilization Rate/Campus	What is the <u>campus</u> facility utilization rate? 75%
Enrollment Trends/Demand	Is the school in demand (greater than 70% first choice demand for available seats)? No, 60.3% first choice demand for 116 Grade 6 seats

Elmhurst Qualitative Data

Consideration	Key Question
Leadership Capacity	<p>Has the principal been in place for greater than 2 years? Yes</p> <p>Does the leader have prior experience that would enable him/her to lead changes now? Yes,</p> <p>Has the principal demonstrated capacity to take on additional responsibilities for leading change (i.e. building teams, engaging with parents and community, etc.)?</p>
School & Regional Demographics	<p>Is there a large % of students living in the attendance area? 70.3%</p> <p>Is there a local charter school or district school that is drawing students? No. No other schools in the area serve grades 6-8.</p> <p>What are the demographics in the community? What is the recent history of movement of families into and out of this neighborhood? Latino families are the majority in this part of East Oakland, with African American families as the second largest group, with other families coming from around the world. Home languages are: Spanish (61%), English (36%), Mam (1%), Tongan (1%), Arabic (0.6%), and Gujarati (0.3%).</p>

Elmhurst Qualitative Data

Consideration	Key Question
Program & Pathway Needs	<p>Are there programs and pathways that draw students? Is there a need or community demand for a specialized program or pathway in school(s) serving this part of the city? This area of East Oakland needs a quality comprehensive middle school program. No other nearby schools serve grades 6-8.</p>
Regional Feeder Patterns	<p>What schools feed into this school? 71 (60%) of 118 Grade 6 students came from: EFC Cox (n=18), Korematsu (n=15), New Highland (n=15), RISE (n=12), and Reach (n=11). What would be the impact on those schools if a change is made to the receiving school? Feeder schools are similar for both Alliance and ECP. Does greater than 66% of the students at the school live in the neighborhood? Yes. 70.3% live in the attendance area and most others live in adjacent attendance areas.</p>

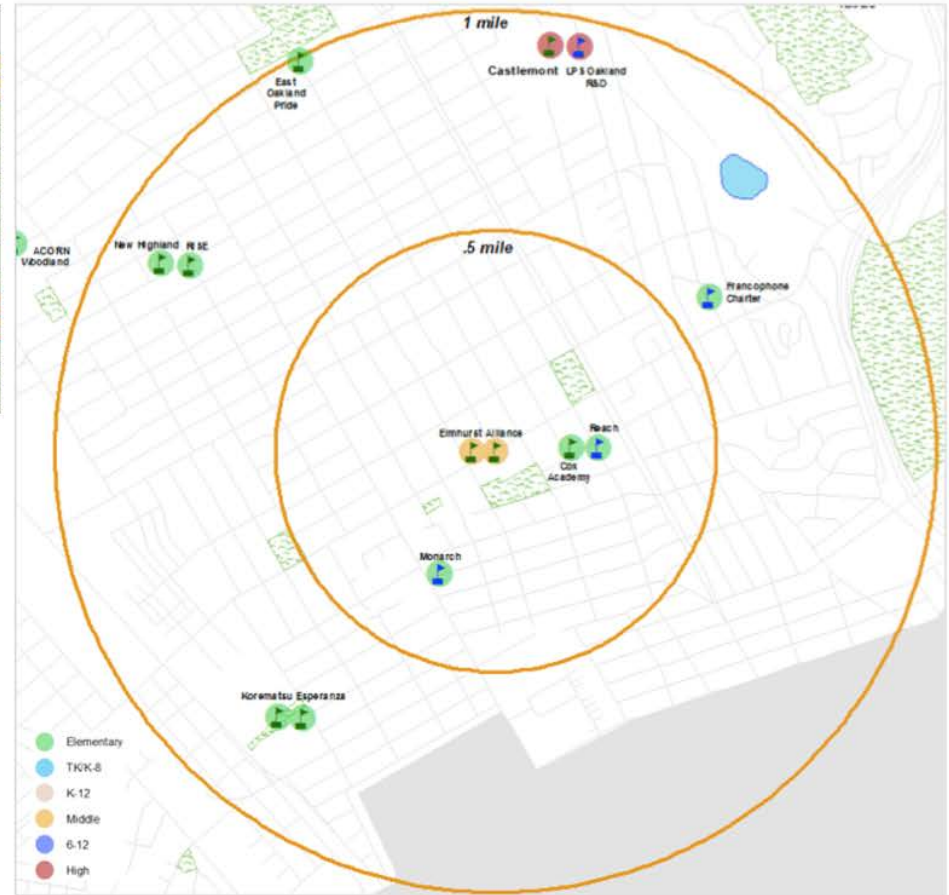
Opportunity for Increased Quality

- Opportunity to create an enriched, comprehensive middle school program -- the only one in this part of East Oakland -- that has a broad course of study and prepares diverse students including students with disabilities for high school, college and career.
- Opportunity to build on what's working at Alliance and Elmhurst Community Prep, such as the progress that English language learners are making toward English fluency and proficiency.

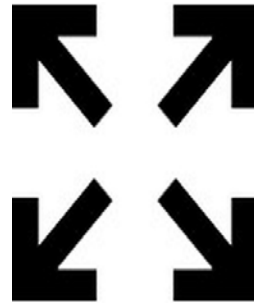
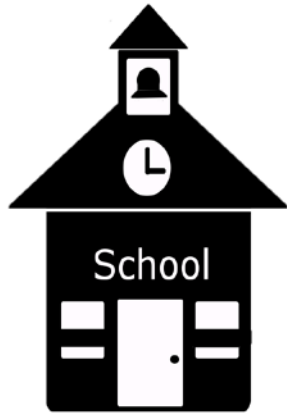
School distances from Elmhurst/Alliance

School	Type	Admin	CMO	SRA	BOE	Campus	Grades	Distance (miles)
Alliance	DR	OUSD		East	7	Alliance/ECP	6-8	0.00
Elmhurst (ECP)	DR	OUSD		East	7	Alliance/ECP	6-8	0.00
Reach	DR	OUSD		East	7	Cox Elementary	PK/TK-5	0.17
Cox Academy	CH	ACOE	EFC	East	7	Cox Elementary	TK/K-5	0.23
Monarch	CH	OUSD	Aspire	East	7		TK/K-5	0.31
Francophone Charter	CH	OUSD		Northeast	7	Toler Heights	TK/K-5	0.60
Esperanza	DR	OUSD		East	7	Stonehurst	TK-5	0.75
Korematsu	DR	OUSD		East	7	Stonehurst	TK-5	0.78
RISE	DR	OUSD		East	7	Highland	TK-5	0.81
New Highland	DR	OUSD		East	7	Highland	TK-5	0.87
Castlemont	DR	OUSD		East	7	Castlemont	9-12	0.93
LPS Oakland R&D	CH	OUSD	LPS	East	7	Castlemont	9-12	0.94
East Oakland Pride	DR	OUSD		East	6	Webster	TK-5	0.99
Aspire College	CH	OUSD	Aspire	East	6		TK/K-5	1.07
EnCompass	DR	OUSD		East	7	Highland	TK-5	1.19

- There are no other schools serving grades 6-8 within 1 mile of Alliance/Elmhurst
- **1,743** grade 6-8 students live within 1 mile of Alliance/Elmhurst
 - **543** attend Alliance/Elmhurst (31%)
 - **266** attend Alliance (77% of total Alliance enrollment)
 - **277** attend Elmhurst (75% of total Elmhurst enrollment)
 - **1,200** attend other middle schools **beyond 1 mile of Alliance/Elmhurst** (69%)
 - **140** attend Lionel Wilson Charter (12%)
 - **138** attend Madison Park Upper (11%)
 - **101** attend Aspire Golden State Charter (8%)
 - **1,070** attend district-run schools (62%); **669** attend charter schools (38%)
- **39** (33%) of Elmhurst 2016-17 8th graders went on to LPS Oakland Charter for high school in 2017-18; **21** (18%) to Castlemont; **20** (17%) to Skyline
- **38** (32%) of Alliance 2016-17 8th graders went on to LPS Oakland Charter for high school in 2017-18; **28** (24%) to Castlemont; **25** to unknown schools



Project 3 Proposal: MetWest Expansion



Explore
expansion of
MetWest

MetWest Quantitative Data

Consideration	Key Question
California School Dashboard: High School Indicators	<p>What is the graduation rate? Green (High and Increased) 92.9% cohort graduation rate in 2016 (most recent available); 100% for English Learners and Students with Disabilities.</p> <p>What % of English learners making progress? 82.8%</p> <p>What is the suspension rate? Orange (Medium and Increased from 1.8% to 2.3%)</p>
Facilities Condition Index	<p>What is the condition of the school building? 0% FCI. Repairs would total 0% of the cost of building new.</p>
Facilities Utilization Rate	<p>What is the utilization rate? 100%+ utilization, no portables</p>
Enrollment Trends/Demand	<p>Is the school in demand (greater than 70% first choice demand for available seats)?</p> <p>Yes, 374% first choice demand rate for 39 seats.</p>

MetWest Qualitative Data

Consideration	Key Question
Leadership Capacity	<p>Has the principal been in place for greater than 2 years? No.</p> <p>Does the leader have prior experience that would enable him/her to lead changes now? Yes, as an experienced Advisor/Teacher at MetWest.</p> <p>Has the principal demonstrated capacity to take on additional responsibilities for leading change (e.g., building teams, engaging with parents and community, etc.)? Yes.</p>
School & Regional Demographics	<p>MetWest is a citywide magnet high school following the Big Picture Schools model, with internships and exhibitions starting in 9th grade. It has no attendance area. The student demographics reflect Oakland - 61% Latino, 19% African American, 6% Asian, 7% white, and 77% eligible for free or reduced-price lunch.</p>

MetWest Qualitative Data

Consideration	Key Question
Program & Pathway Needs	<p>Are there programs and pathways that draw students? Yes, Big Picture Learning school that highlights personalization through an advisory structure that uses internships to allow students to pursue their interests. This school has been in high demand since it opened in 2002 and has been a great source of innovation in the district.</p>

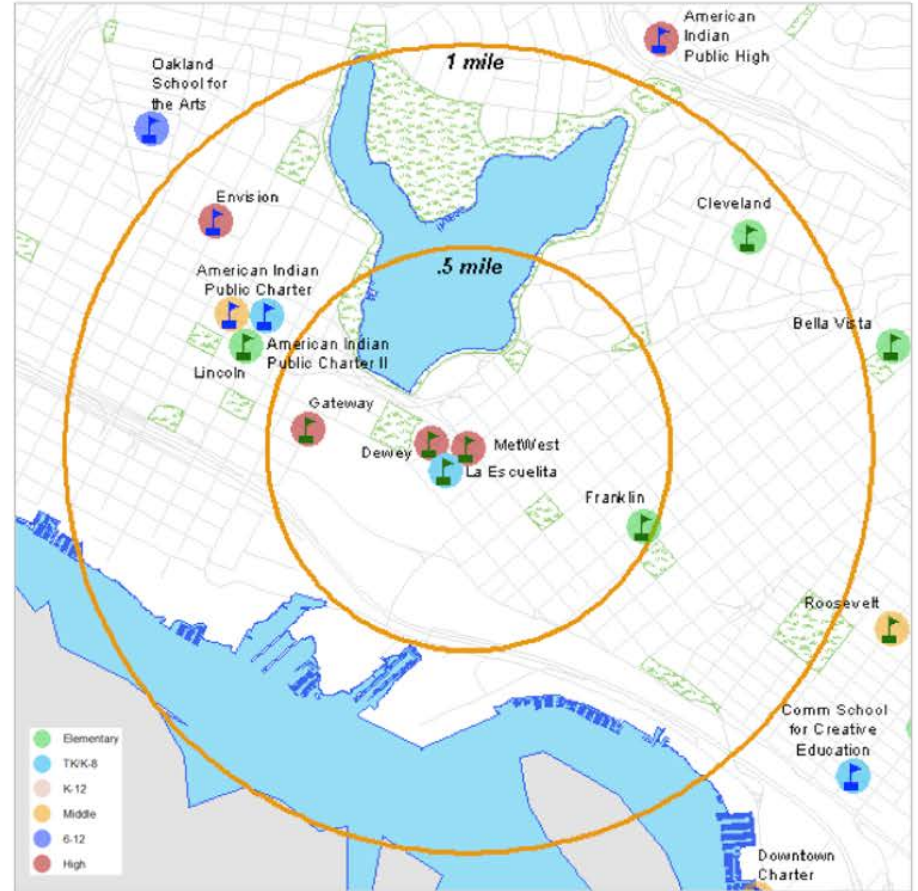
Opportunity for Increased Quality

- Opportunity to increase or even double the size of MetWest, increasing access to a high school model in high demand and with high student outcomes and college-going rates.
- Increasing enrollment also contributes to making the school more fiscally self-sustaining.
- Students have access to classes at Laney College.
- Students have access to four years of high quality internships in areas of individual interest that contribute to the community.
- Opportunity to build on high graduation rates for English language learners and students with disabilities.

School distances from MetWest

School	Type	Admin	CMO	SRA	BOE	Campus	Grades	Distance (miles)
MetWestA	DR	OUSD		Central	2	Downtown Ed Complex	9-12	0.0
La Escuelita	DR	OUSD		Central	2	Downtown Ed Complex	TK-8	0.1
Dewey	DR	OUSD		Central	2	Downtown Ed Complex	9-12	0.1
Gateway	DR	OUSD		Central	2		9-12	0.4
Franklin	DR	OUSD		Central	2	Franklin	TK-5	0.5
American Indian Public Charter II	CH	OUSD	American Indian	Central	2		K-8	0.6
Lincoln	DR	OUSD		Central	2	Lincoln	TK-5	0.6
American Indian Public Charter	CH	OUSD	American Indian	Central	2		6-8	0.7
Envision	CH	ACOE		Central	3		9-12	0.8
Cleveland	DR	OUSD		Central	2	Cleveland	K-5	0.9
Bella Vista	DR	OUSD		Central	2	Bella Vista	TK-5	1.1
Oakland School for the Arts	CH	OUSD		West	3	OSA	6-12	1.1
American Indian Public High	CH	OUSD	American Indian	Northeast	2	Lakeview	9-12	1.1
Roosevelt	DR	OUSD		Central	2	Roosevelt	6-8	1.1
Westlake	DR	OUSD		West	3	Westlake	6-8	1.2
Oakland High	DR	OUSD		Central	2	Oakland High	9-12	1.3

- There are **3** other non-alternative schools serving grades 9-12 within approximately 1 mile of MetWest; they are all charter schools (Envision, American Indian Public High, Oakland School for the Arts)
- **921** grade 9-12 students live within 1 mile of MetWest
 - **21** attend MetWest (12% of MetWest total enrollment)
 - **106** attend other non-alternative high schools within approximately 1 mile of MetWest (12%)
 - **18** attend Oakland School for the Arts Charter (17%)
 - **17** attend Envision Charter (16%)
 - **71** attend American Indian Public High Charter (67%)
 - **679** attend district-run schools (74%); **242** attend charter schools (26%)
- **64** (38%) of MetWest students live in the Fremont attendance area; **38** (22%) live in the Oakland High attendance area; **31** (18%) live in the Castlemont attendance area
- **14** (34%) of MetWest 2017-18 9th graders came from Urban Promise Academy s in 2016-17; **5** (12%) came from Westlake.





Proposed Cohort 1 Schools: Financial and Enrollment Impact Analysis (Initial Draft)

Summary

- Predictive models were used to determine the impact of Blueprint changes built on a series of core assumptions; all models have inherent limitations but this represents our best thinking based on known information
- Preliminary data suggests that merging CUES/Futures and Alliance/Elmhurst will yield annual savings over the long term
- Preliminary data suggests that expanding Metwest will result in a more fiscally sustainable program; however, full impact analysis is dependent on location for expansion

What are Model Assumptions and Limitations?

Assumptions are expectations based on **known data**. For the financial models built for the presentation, the assumptions are expectations about the organization's cost drivers and revenue drivers. These assumptions allow us to determine how an action or decision can potentially impact our enrollment numbers and fiscal health.

Limitations are influences that are **outside of the researcher's control that can influence the outcomes of the financial model**. Often times these relate to factors that cannot be calculated in a reliable manner. All predictive models have limitations. Given the limitations, a range should be put on the placed on cost implications of the model.

*A **predictive model** is a tool used to help us understand the impact of our decision making. For the Blueprint changes, we needed to build multiple predictive models in order to assess the impact. Every model begins with establishing a methodology and a core set of assumptions.*

All assumptions and limitations are detailed in the appendix of this deck.

How Merged Schools will be Different Financially

Savings

Expenses

- School administration (fewer Principals, APs)
- School Clerical
- Teaching/Substitute Staff

Revenue

- Concentration funds can be repurposed and reinvested into program enhancements



Costs

Expenses

- Additional operational costs to implement merger

Revenue

- Less revenue from state due to possible enrollment loss



Note: The district's financial status determines the level of investment that the district can make into new programs and program implementation; If the costs are higher than savings, that means less \$\$ for the district to redistribute to create more quality programs

Projected Enrollment Impact: Futures/CUES

FY 2018-19 (planning year)	2019-20	2020-21	2021-22	2022-23	2023-24
647	635	623	611	599	587

Caveat: The most reliable method to make future enrollment projections is based on known historical data; Futures/CUES show a decline in enrollment because both schools have shown a statistically significant historical decline over the last 4 years. The enrollment for the merged scenario is the sum of the enrollment of the individual schools. Should the merge yield successful outcomes, it is possible for enrollment to grow and we will update our projections accordingly after we see evidence of sustained growth. Our 5 year enrollment forecast is still in development and changes in housing and charter activity will impact long term projections

Financial Impact Analysis: Futures/CUES

	Current Year (‘17-18)	Planning YR (‘18-’19)	YR 1 (‘19-’20)	YR 2 (‘20-’21)	YR 3 (‘21-’22)	YR 4 (‘22-’23)	YR 5 (‘23-’24)
Additional funds available from reduced FTE	\$0	\$0	\$275,254	\$284,837	\$196,649	\$269,821	\$377,369
Repurposed Concentration funds to be reinvested in program	\$0	\$0	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Net savings from merger	\$0	\$0	\$375,254	\$384,837	\$296,649	\$369,821	\$477,369

Note: Full assumptions and limitations in appendix

Projected Enrollment Impact: Alliance/Elmhurst

FY 2018-19 (planning year)	2019-20	2020-21	2021-22	2022-23	2023-24
635	635	635	635	635	635

Caveat: The most reliable method to make future enrollment projections is based on known historical data. For our current methodology, if a site showed statistically significant increase or decline in enrollment in the last 4 years, that trend is applied for the following 5 years. If the increase or decline was not statistically significant, then the enrollment is kept the same. Alliance and Elmhurst have experienced fluctuations in enrollment patterns, but because 5 year trends have not shown reliably predictive movement, the enrollment is kept the same. The enrollment for the merged scenario is the sum of the enrollment of the individual schools. Our 5 year enrollment forecast is still in development and changes in housing and charter activity will impact long term projections

Financial Impact Analysis: Alliance/Elmhurst

	Current Year (‘17-18)	Planning YR (‘18-‘19)	YR 1 (‘19-‘20)	YR 2 (‘20-‘21)	YR 3 (‘21-‘22)	YR 4 (‘22-‘23)	YR 5 (‘23-‘24)
Additional funds available from reduced FTE	\$0	\$0	\$116,739	\$120,825	\$125,054	\$129,430	\$133,960
Repurposed Concentration funds to be reinvested in program	\$0	\$0	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Site operational costs	\$5,000	\$50,000	\$5,000	\$5,000	\$0	\$0	\$0
Net savings from merger	(5,000)	(50,000)	\$211,739	\$215,825	\$225,054	\$229,430	\$233,960

Note: Full assumptions and limitations in appendix

Savings Expected for School Mergers Over Long Term; Anticipate Investment in 2018-19 DRAFT

		Current Year	Planning YR ('18-'19)	YR 1 ('19-'20)	YR 2 ('20-'21)	YR 3 ('21-'22)	YR 4 ('22-'23)	YR 5 ('23-'24)
Cohort 1 operational costs	Central admin	\$0 Using repurposed funds	\$0 Using repurposed funds	\$0 Using repurposed funds	\$0 Using repurposed funds	\$0 Using repurposed funds	\$0 Using repurposed funds	\$0 Using repurposed funds
	Site costs	\$5,000	\$50,000	\$5,000	\$5,000	\$0	\$0	\$0
Cohort 1 savings		\$0	\$0	\$591,993	\$605,661	\$521,703	\$599,251	\$711,330
Cohort 1 net savings		(\$5,000)	(\$50,000)	\$586,993	\$600,661	\$521,703	\$599,251	\$711,330

Source: Implementation funds based on staff recommendations from June 13, 2018; Central staff dedicated to Blueprint have been repurposed with existing funds so will not represent an additional expense
Full assumptions and limitations in appendix

Note: Please use caution in interpreting data due to small sample size

DRAFT

MetWest 3 Year Enrollment Waitlist

School where students landed from MetWest's waitlist

	15-16	16-17	17-18	3 year average
1 Other (charter, other school district, private, home school, etc.)	41	40	31	37
2 Oakland High	8	15	7	10
3 Fremont	11	5	2	6
4 MetWest	4	7	6	6
5 Skyline	4	5	5	5
Other OUSD schools (aggregated)	4	19	16	13
Total	72	91	67	77

Over the last 3 years, 49% of the students on MetWest's waitlist ended up going outside the district; however, expansion would also likely impact other OUSD high schools

Expansion can Make MetWest's Program More Sustainable; Full Analysis Dependent on Location

	Current: MetWest at enrollment of 164	Moderate growth: MetWest at enrollment of 239	Significant growth: MetWest at enrollment 328
Total unrestricted cost	\$1,760,137	\$2,197,191	\$2,631,155
Total unrestricted revenue	\$1,186,521	\$1,729,137	\$2,373,042
Gap to sustainability	\$573,616	\$468,054	\$258,113

Note: Excludes appeals and excludes facilities analysis; full enrollment and fiscal impact of expansion is dependent on choice of location as well as potential facilities costs associated with reconfiguring facilities to be suitable for MetWest's program; costs refer to those incurred by the site; the model assumes revenue from LCFF base, LCFF supplemental, LCFF concentration, Measure G, Lottery. Per student revenue total for high schools is \$10,839; when we take into account fixed district costs, the amount going for schools per student is \$7,234.88.



A City Wide Approach: Building Background Knowledge for a Quality System of Schools

Building and Realizing a Ten Year Vision

Enrollment

Projections over the next 10-12 years

Fiscal Reality

Financial health of OUSD

+

Facilities

Health and Capacity of our Buildings (schools and offices)

Program

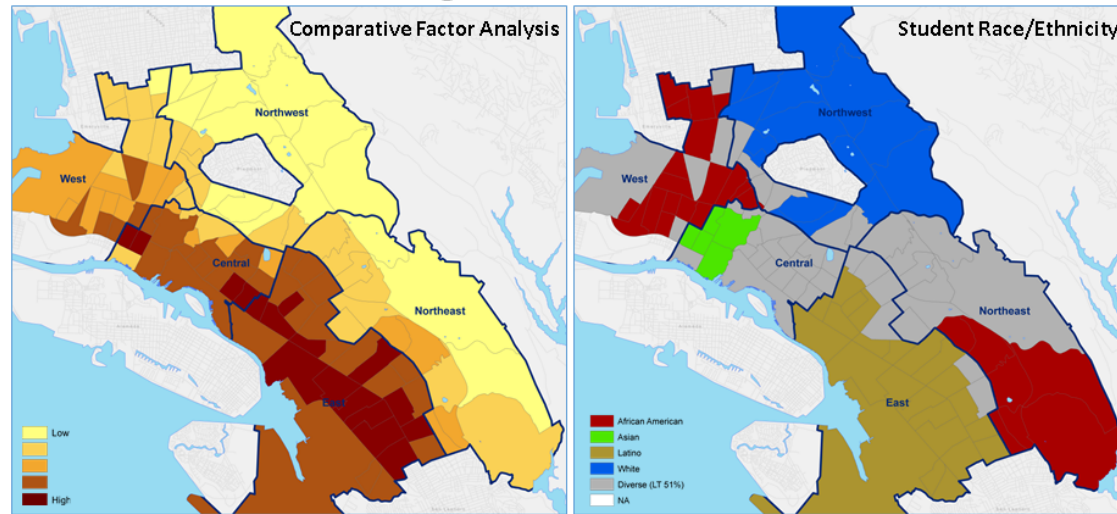
Student outcomes reflect our ability to meet their needs and demands of families

Every Student Thrives!



A Regional and Citywide Approach

5 Regions defined



- SRA divides Oakland into 5 regions – Central, East, Northeast, Northwest, & West
 - Comparative factor analysis for each census tract is based on an **index of four factors**:
 - % of students eligible for free or reduced price lunch
 - % of population on Medicaid
 - % of students who are English Language Learners
 - % of students for whom English is not their home languageThe darker the color of the census tract, the higher the needs of the students with respect to poverty and English fluency.
 - Student Race/Ethnicity: Majority student race/ethnicity for census tracts with greater than 51% concentration of any one race/ethnicity.

OUSD SRA 2017-18 (04.13.2018)

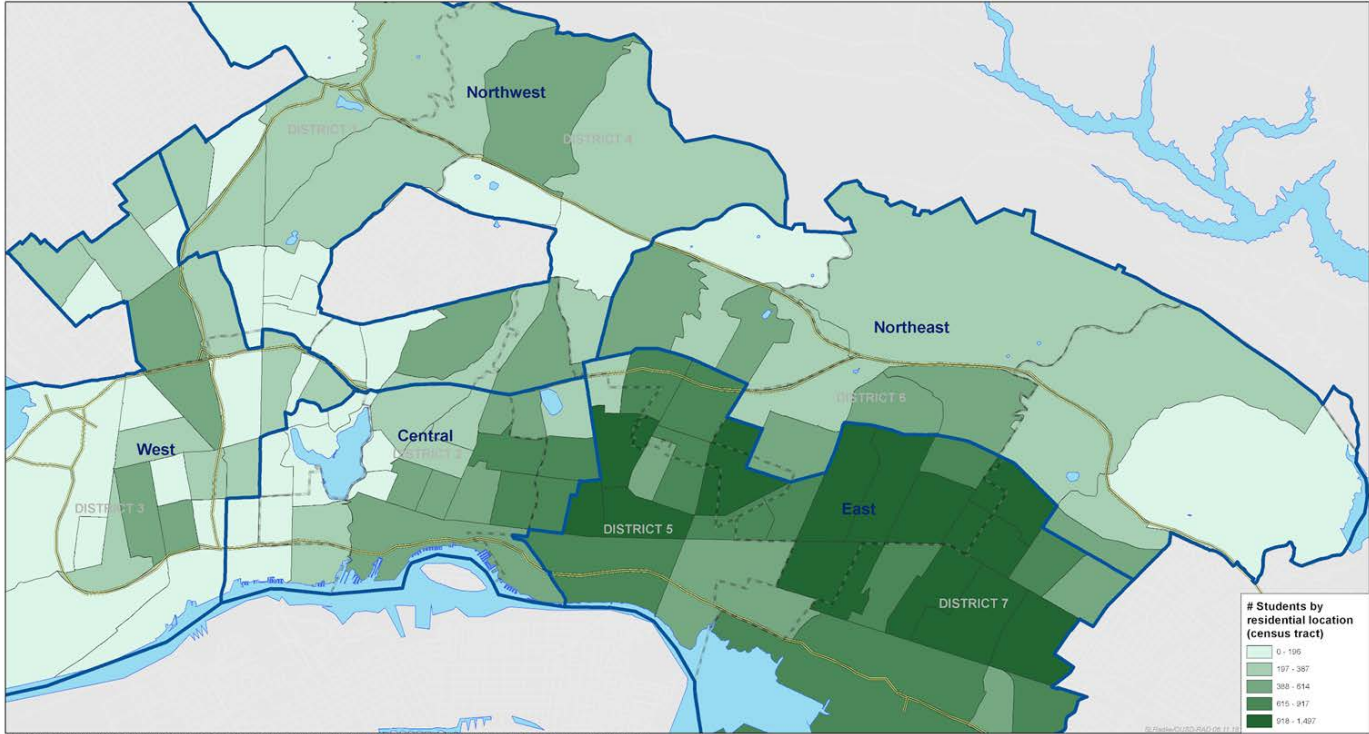
1

Student Population Density by Region



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OUSD 2017-18 Student Residential Location*



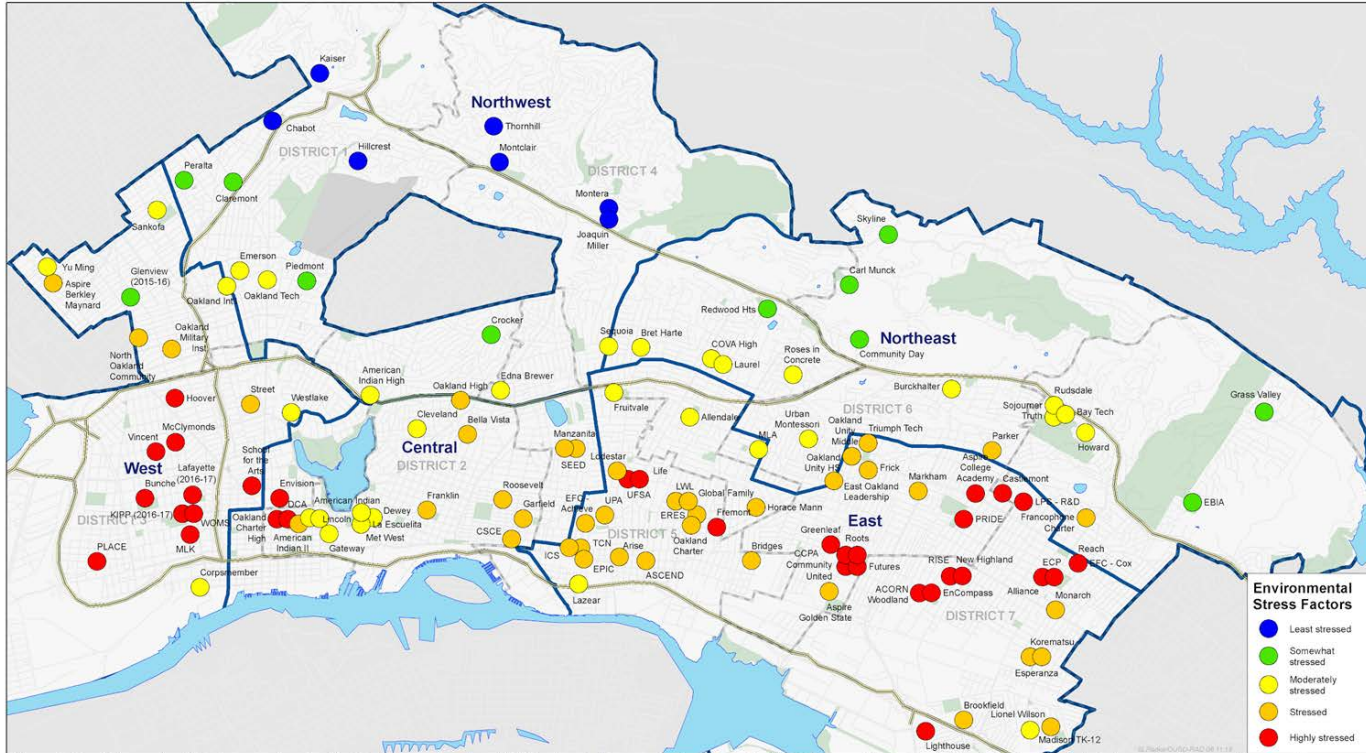
*Includes 49,679 district-run (35,713) and charter students (13,966) living in Oakland who attend non-special education schools.

School Location and Environmental Stress



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OUSD 2016 Environmental Stress Factors



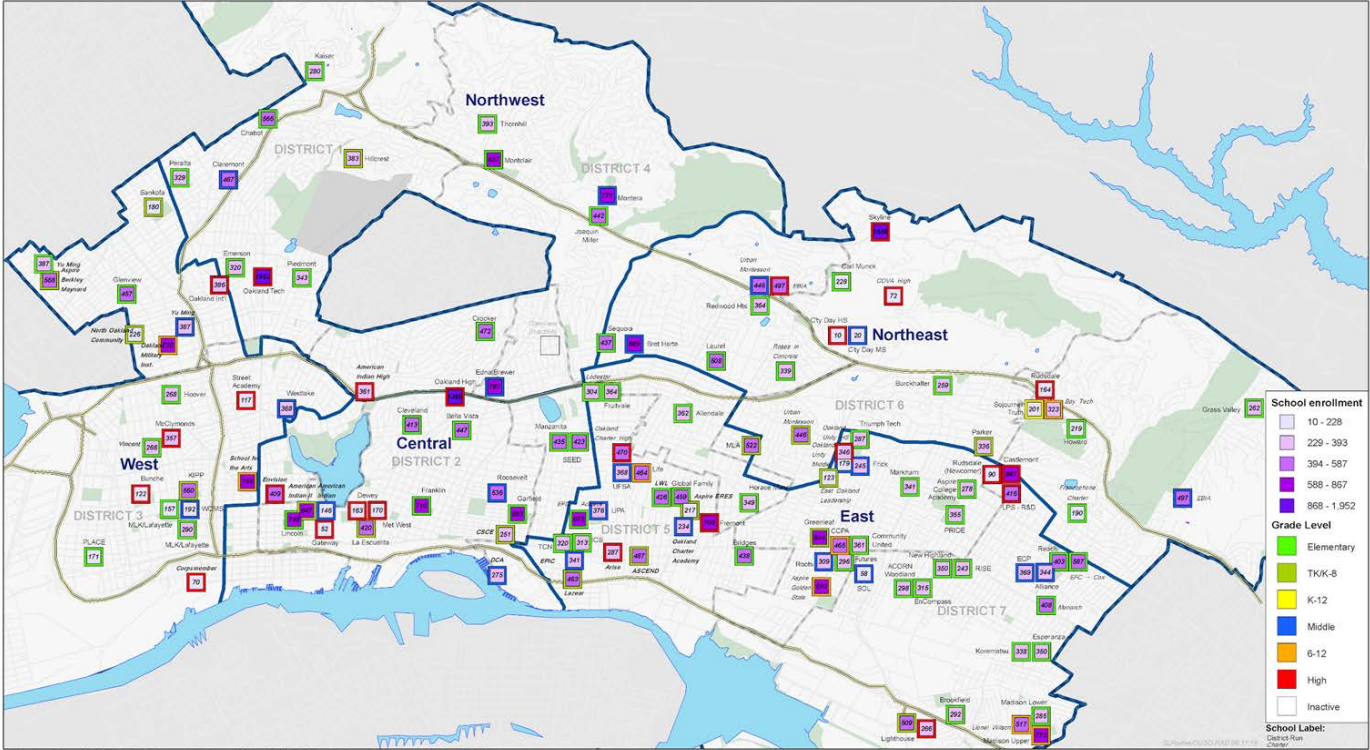
Environmental stress factors, such as violent crime, unemployment, residential vacancy, poor air quality, and limited food security, have a compounding effect on schools located in the most disinvested parts of the city, largely serving students who come from the surrounding communities.

Current School Enrollment



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OUSD 2017-18 School Grade Level & Enrollment



School enrollment totals for district-run schools as of June 7, 2018, for charter schools as of October 2017.

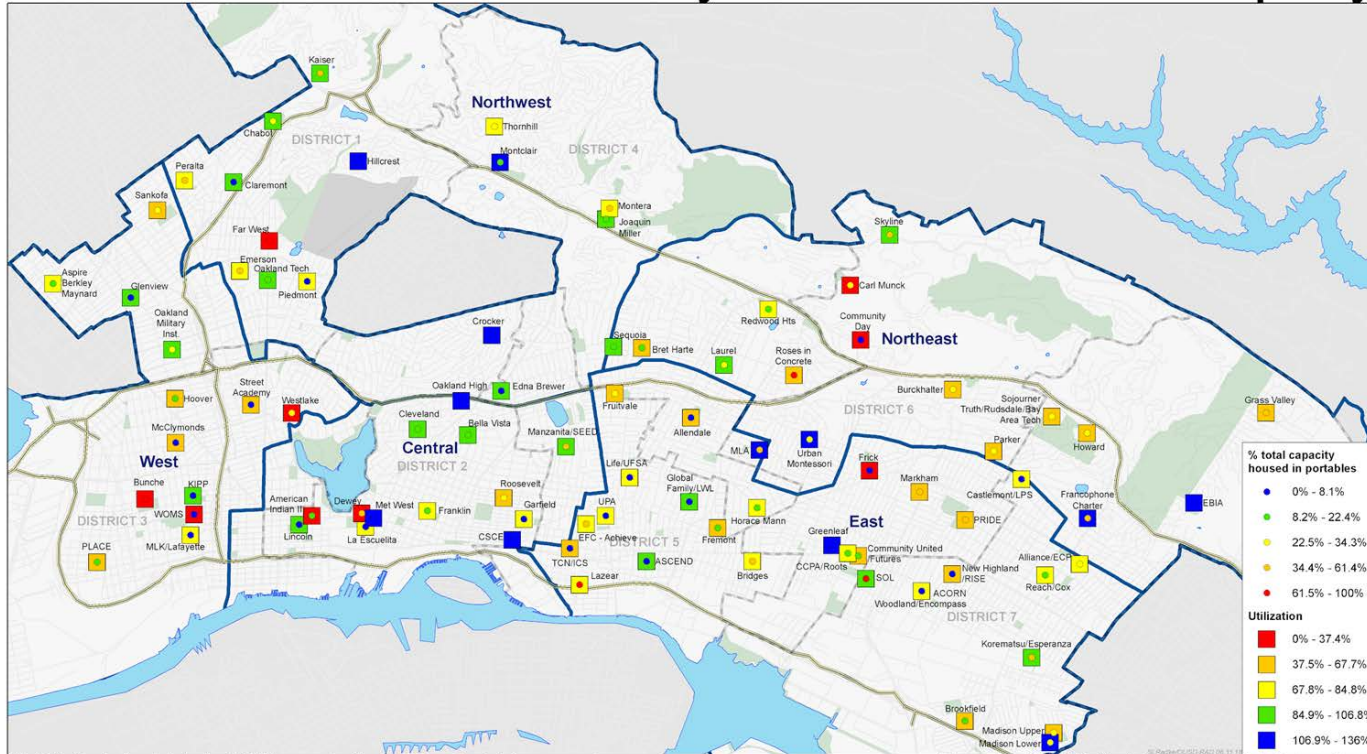


Facility Capacity and % in Portables



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OUSD 2017 Facility Utilization and Portable Capacity



Utilization is determined by projected enrollment divided by permanent and temporary seat capacity, adjusted for newcomer seats.
 Capacity in portables shows how much capacity is held in temporary buildings.
 Example: red dot on green square shows site with high utilization rate, with much of it held in temporary portables.

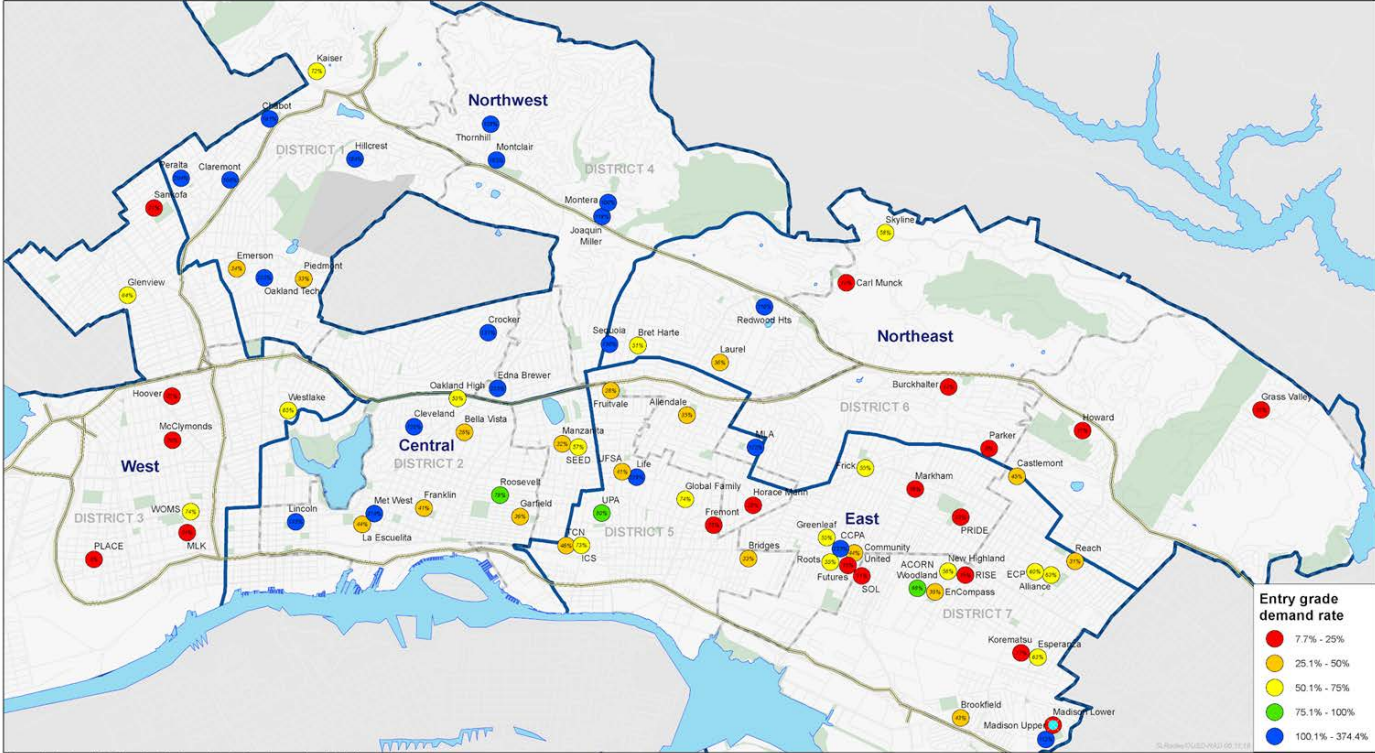
Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group.
 NOTE: Schools that share common campuses also share site capacity levels.
 Data is shown only for those schools and sites included in the OUSD 2017 Facilities Master Plan.

School Choice Demand Rate



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OUSD 2017-18 School Demand



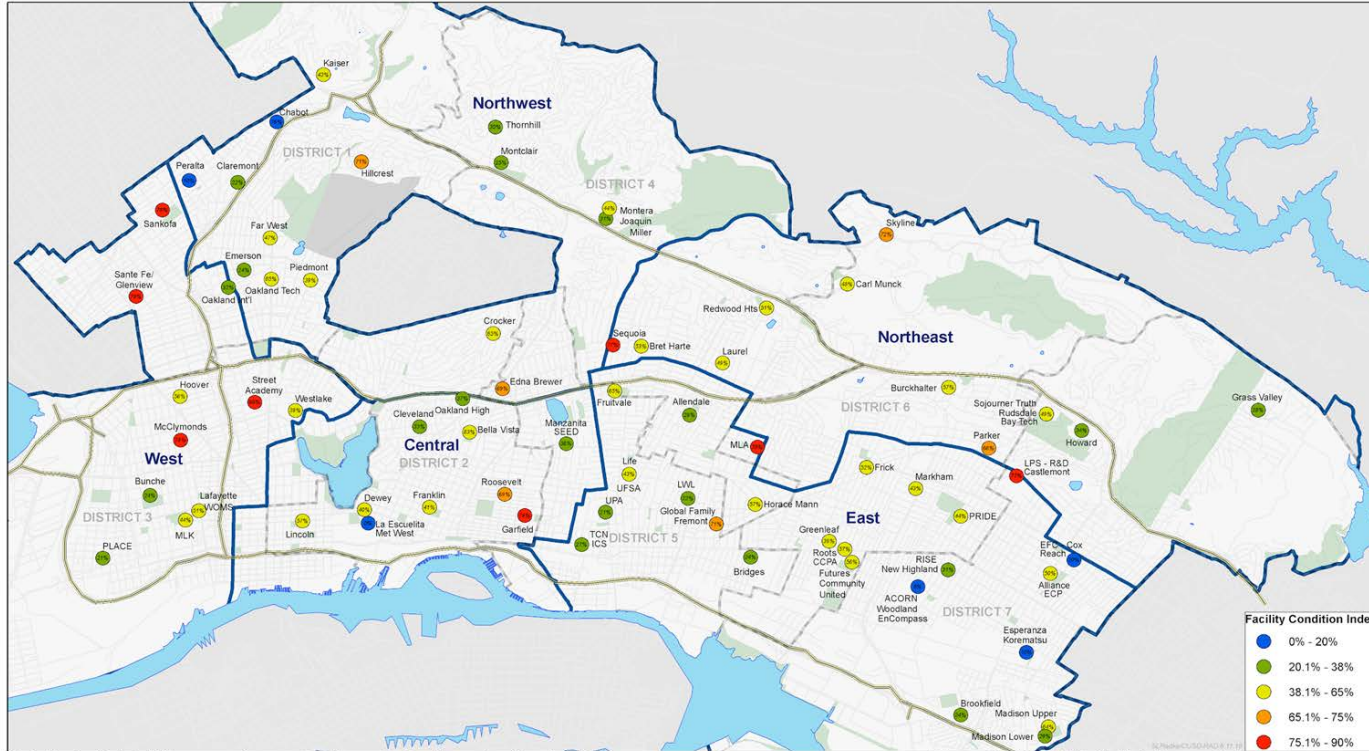
Demand rate is calculated as first choice applicants for entry grades, divided by available seats.

Facilities Condition, % Cost of Building New



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OUSD Facilities Condition 2017



The Facilities Condition Index (FCI) is a measure of campus repair conditions as a function of the percentage of the cost of rebuilding. An FCI score of XX% means that to repair this facility would require funds totaling XX% of the cost of building a new facility.

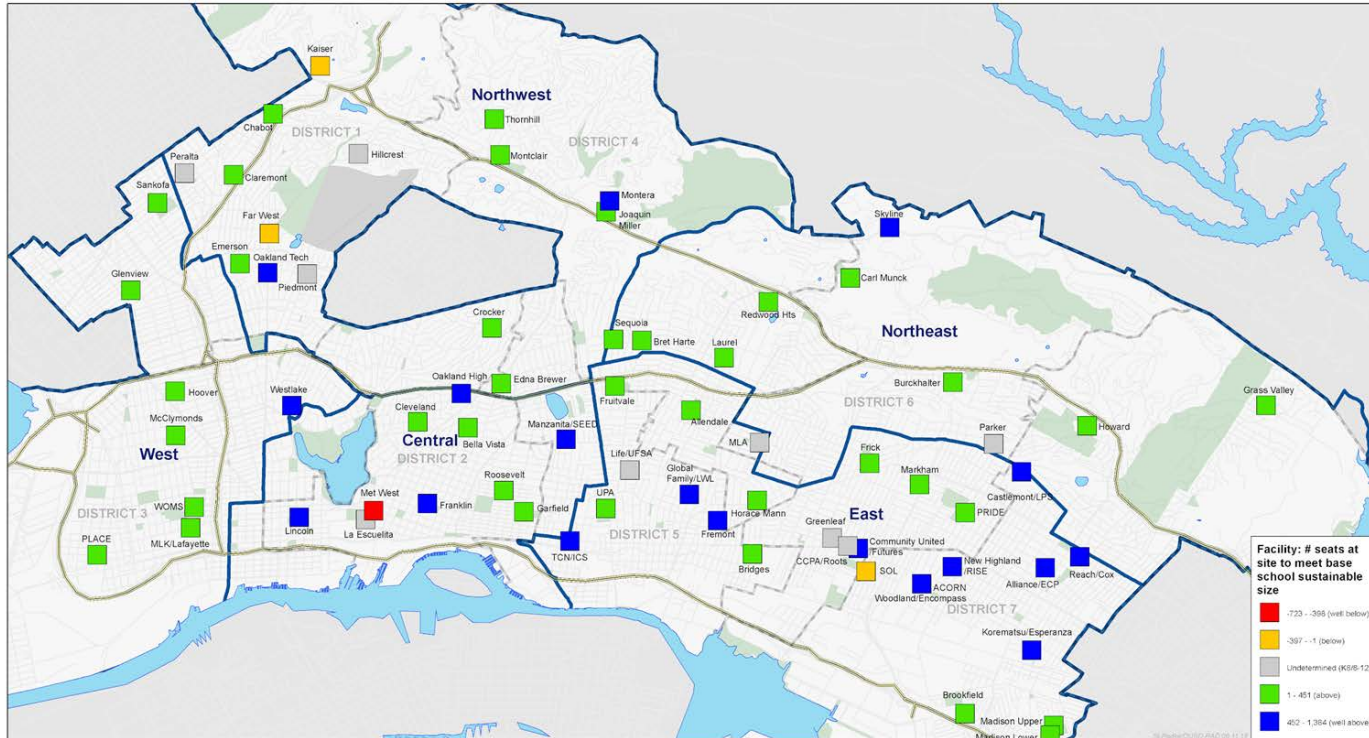
Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group.
NOTE: Schools that share common campuses also share site building condition levels.
Data is shown only for those sites and schools included in the 2017 OUSD Facilities Master Plan.

Facilities Capacity for Base School Size



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OUSD Sustainable School Size by Facility Capacity Base School Size



Base school sustainable size is 304 or higher for elementary, 381 or higher for middle, and 519 or higher for high school.
Sustainable size by facility is calculated by subtracting the seat capacity of each site from the sustainable size to determine the number of seats above or below sustainable size.

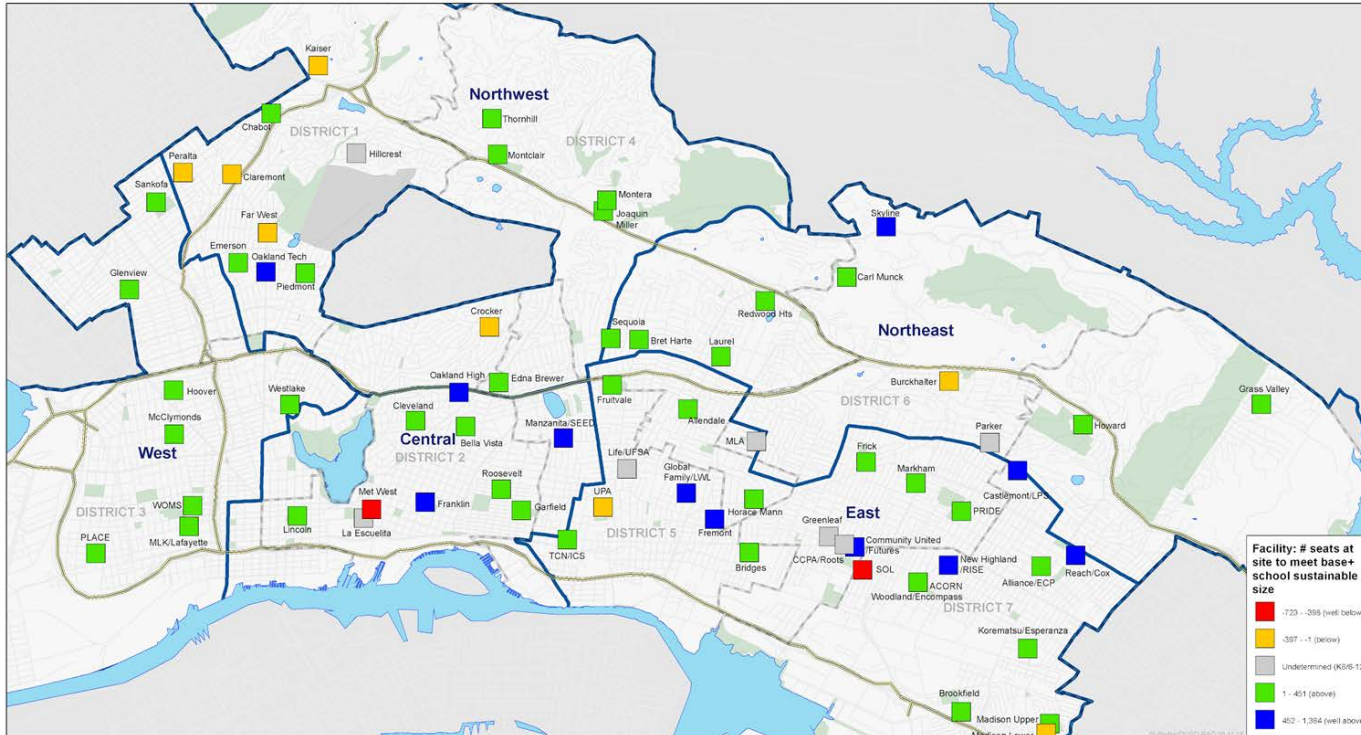
Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group.
NOTE: Schools that share common campuses also share site capacity levels.
Data shown only for non-alternative traditional elementary, middle and high school sites included in the 2017 OUSD Facilities Master Plan.

Facilities Capacity for Base+ School Size



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OUSD Sustainable School Size by Facility Capacity Base+ School Size



*Base+ school sustainable size is 397 or higher for elementary, 645 or higher for middle, and 585 or higher for high.
Sustainable size by facility is calculated by subtracting the seat capacity of each site from the sustainable size to determine the number of seats above or below sustainable size.

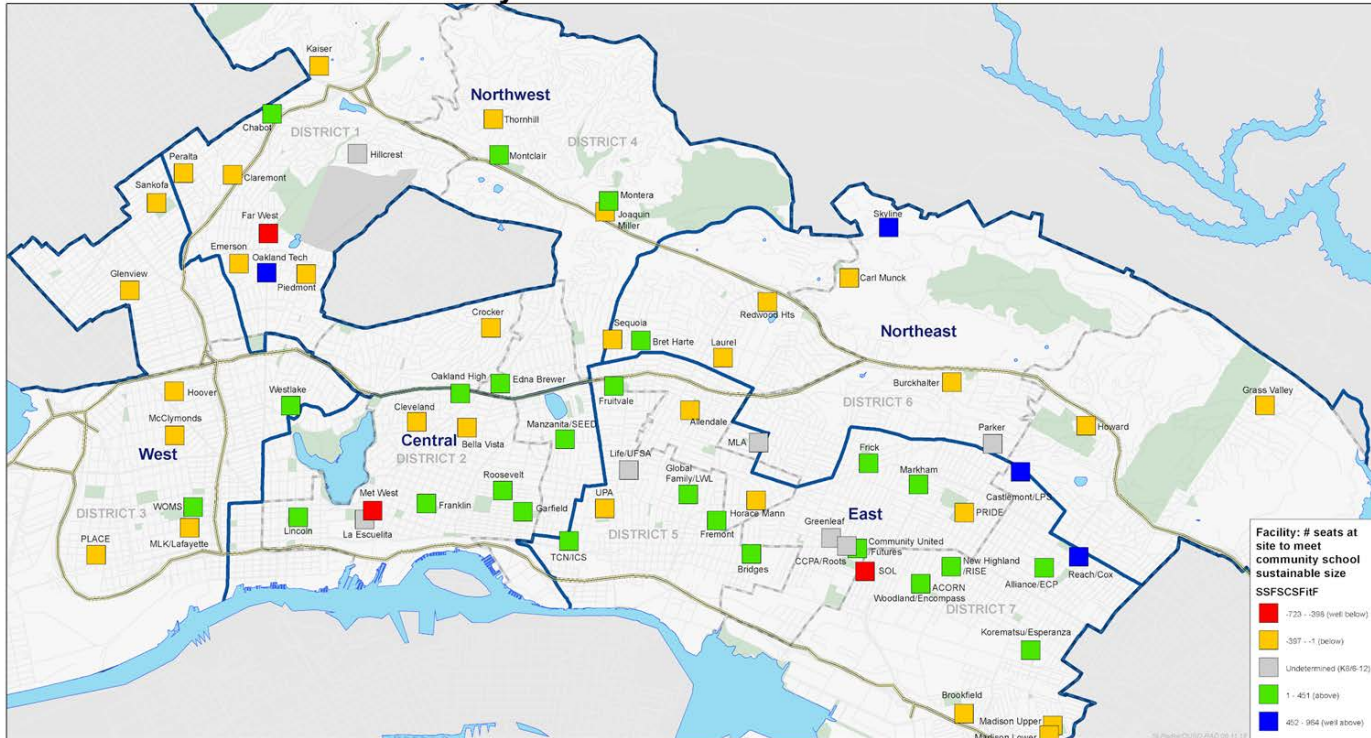
Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group.
NOTE: Schools that share common campuses also share site capacity levels.
Data shown only for non-alternative traditional elementary, middle and high school sites included in the 2017 OUSD Facilities Master Plan.

Facilities Capacity for FSCS* School Size



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OUSD Sustainable School Size by Facility Capacity Community School Size



* **FSCS**: Full Service Community School

Community school sustainable size is 590 or higher for elementary, 639 or higher for middle, and 636 or higher for high. Sustainable size by facility is calculated by subtracting the seat capacity of each site from the sustainable size to determine the number of seats above or below sustainable size.

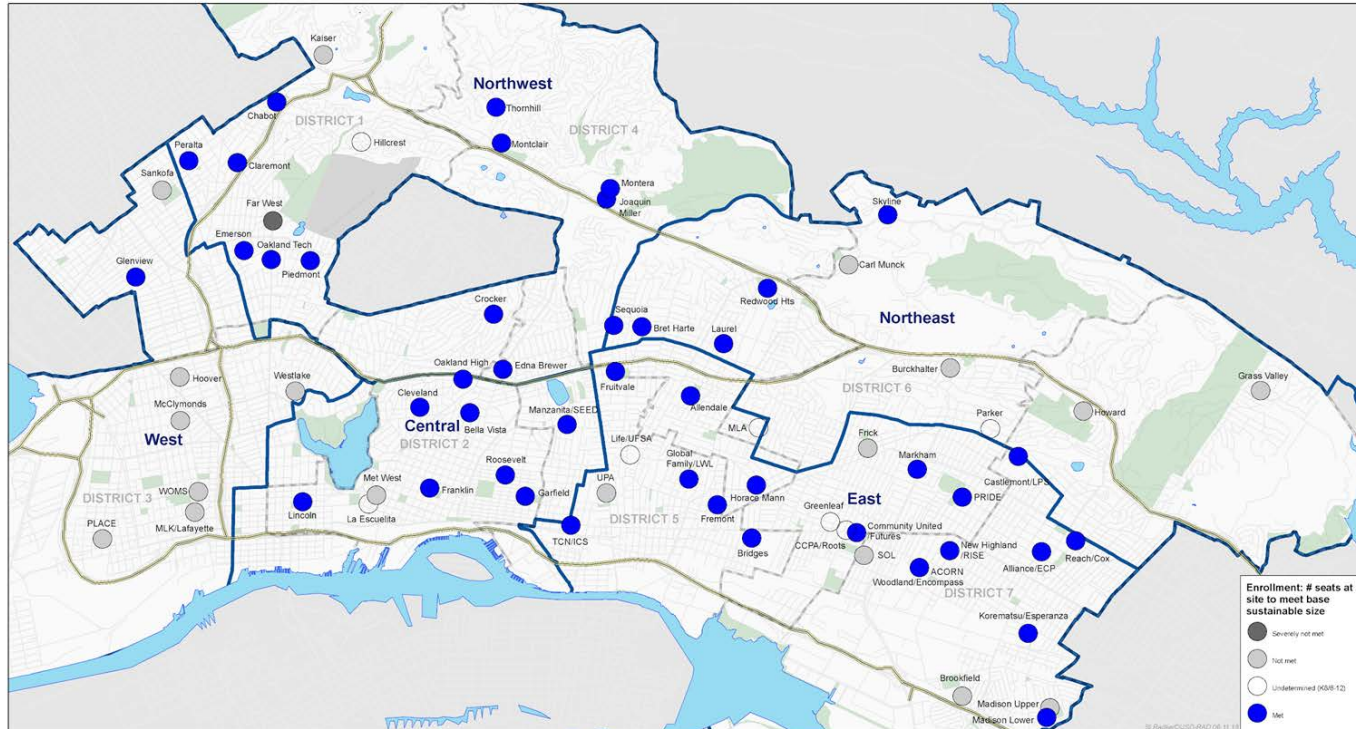
Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group.
 NOTE: Schools that share common campuses also share site capacity levels.
 Data shown only for non-alternative traditional elementary, middle and high school sites included in the 2017 OUSD Facilities Master Plan.

Enrollment for Base School Size



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OUSD Sustainable School Size by Enrollment: Base School Size



Base school sustainable size is 304 or higher for elementary, 381 or higher for middle, and 519 or higher for high. Sustainable size by facility is calculated by subtracting the seat capacity of each site from the sustainable size to determine the number of seats above or below sustainable size.

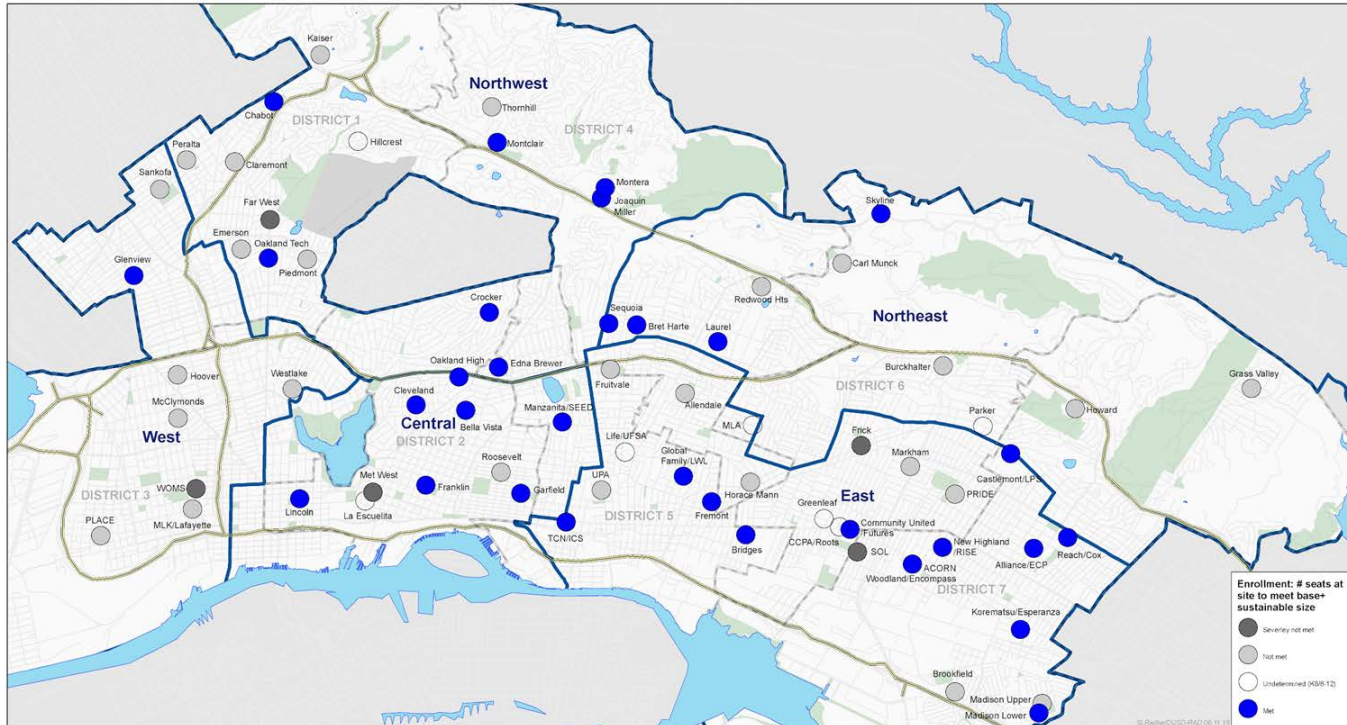
Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group.
NOTE: Schools that share common campuses also share site capacity levels.
Data shown only for non-alternative traditional elementary, middle and high school sites included in the 2017 OUSD Facilities Master Plan.

Enrollment for Base+ School Size



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OUSD Sustainable School Size by Enrollment: Base+ School Size



Base+ school* sustainable size is 397 or higher for elementary, 645 or higher for middle, and 585 or higher for high.
Sustainable size by facility is calculated by subtracting the seat capacity of each site from the sustainable size to determine the number of seats above or below sustainable size.

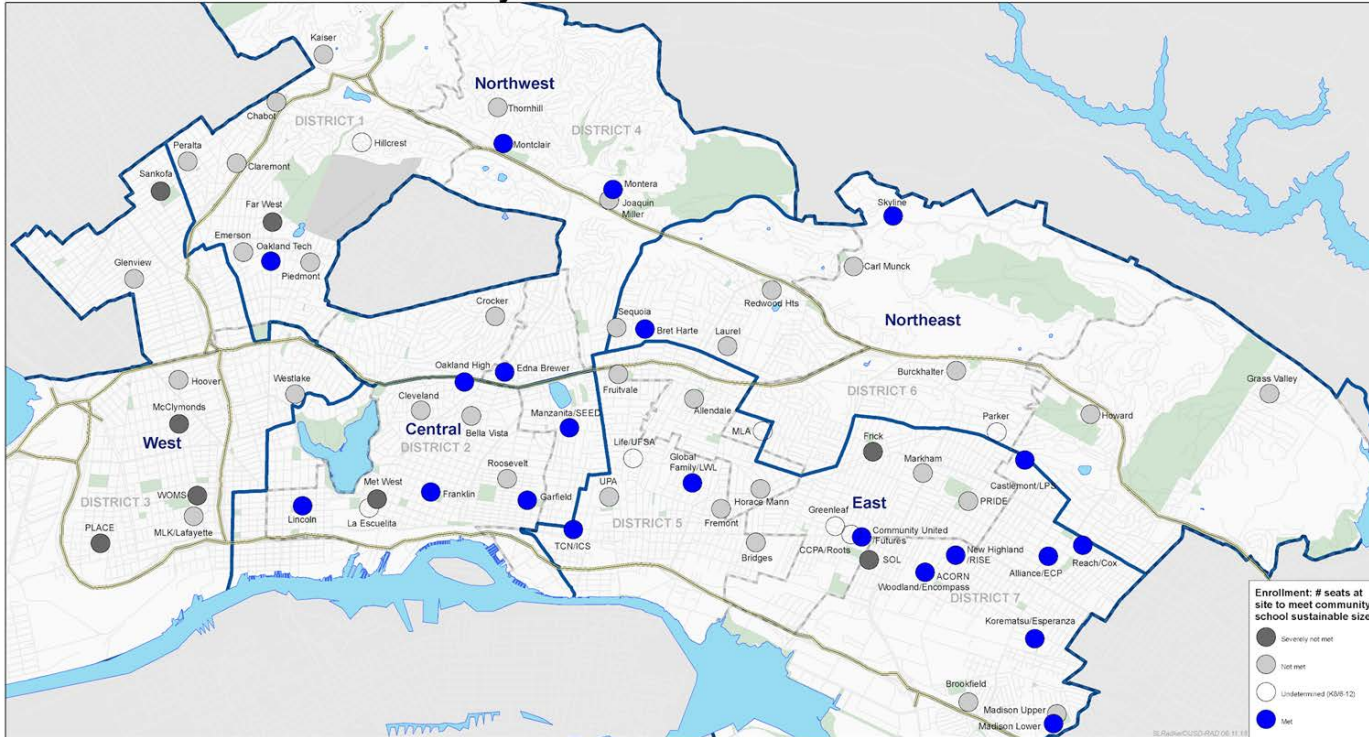
Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group.
NOTE: Schools that share common campuses also share site capacity levels.
Data shown only for non-alternative traditional elementary, middle and high school sites included in the 2017 OUSD Facilities Master Plan.

Enrollment for FSCS* School Size



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OUSD Sustainable School Size by Enrollment: Community School Size



* **FSCS:** Full Service Community School

"Community school" sustainable size is 590 or higher for elementary, 939 or higher for middle, and 636 or higher for high. Sustainable size by facility is calculated by subtracting the seat capacity of each site from the sustainable size to determine the number of seats above or below sustainable size.

Data sourced from 2017 OUSD Facilities Master Plan prepared by Jacobs Engineering Group. NOTE: Schools that share common campuses also share site capacity levels. Data shown only for non-alternative traditional elementary, middle and high school sites included in the 2017 OUSD Facilities Master Plan.



Next Steps:

June 27:

- Present Quality Community Action Plan with three cycles: Selection, Planning and Implementation Cycles; including an Enrollment Impact Analysis
- Board votes on Cohort 1 proposals

July - August: Hire Deputy Chief of Innovation; Create Multi-Year Budget for Blueprint for Quality Schools



iam 
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Appendix



Financial model assumptions & Limitations

Model Assumptions of Mergers (1 of 2)

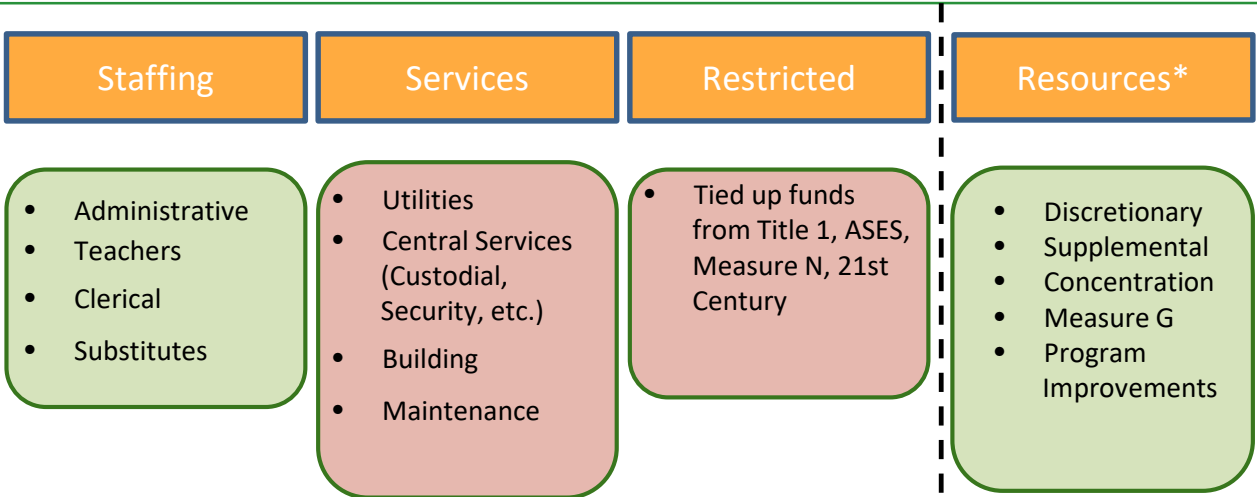
This model should not be used as the only source to make decisions about school portfolio. The model is intended to provide an initial comparison of school-level costs and savings from mergers.

1. This model looks at cost-savings from the district's perspective. Cost savings from mergers occur from reduced FTE at sites due to enrollment efficiencies and/or declines. In addition, concentration funds can be repurposed with fewer sites and reinvested into program enhancements
2. The model accounts for site staff and unrestricted resources only. Other costs (building maintenance, utilities, and restricted funding) are not included as they are either not expected to change through merger or the change cannot be reasonably predicted. This model does not take into account centrally managed services (like nurses, Network Superintendents, etc.) as these positions may not adjust in a predictable manner through merger
3. All staffing FTEs in this model, except for substitutes, are directly related to the number of students at a school. Therefore, FTE estimates for these positions will adjust based on enrollment

Model Assumptions of Mergers (2 of 2)

4. Resources are funding sources that each school receives based on demographics and enrollment. Discretionary funds, Measure G, and Lottery are distributed on a per-pupil basis. Supplemental and Concentration funds are distributed to sites based on their demographics
5. The enrollment projections for years 1-5 are based on a regression analysis of enrollment and year. If a site showed statistically significant increase or decline in enrollment in the last 4 years, that trend is applied for the following 5 years. If the increase or decline was not statistically significant, then the enrollment is kept the same. We are still in the process of refining our long term projections methodology.
6. Operational costs for Cohort 1 changes are \$5,000 for the selection year, \$50,000 for planning year, and \$5,000 for 2 implementation years. CUES/FUTURES will not receive these funds due to existence of SIG grant.
7. A 3.50% cost of living adjustment is applied to all staffing costs

Which sources of costs and revenue are included in the financial model?



These costs are included in the model and expected to differ between separate or merged scenarios.

These costs are not expected to (or cannot be reasonably predicted to) change in merged scenario, and are not included in the model.

*Resources aren't costs, but sources of revenue that may change based on enrollment and school performance.

Model Limitations of Mergers

- 1 . Cost savings are subject to change should any of the assumptions (staffing costs, enrollment, staffing matrix, one-time operational costs, etc.); as a result, a range should be placed on cost implications
2. In order to achieve cost savings, the following must be true:
 - A multi-year process is taken to successfully operationalize merge that takes into consideration community engagement, change management, program design work. and culture-building
 - Sites receive the support they need to undergo merger
 - Cost savings is achieved through lower administrative and clerical costs.
 - Cost savings is achieved through fewer teachers at consolidated site due to loss in enrollment.
 - Loss in revenue from possible enrollment decline will not outweigh these savings.
 - A long term approach is taken into consideration, since short term cost savings may be offset by 1 time operational costs
3. Long term enrollment projections are currently in development and will be improved with more robust charter and housing data.
4. We are limited to state, federal, and contractual business rules that our district currently has in place
5. This model does not account for some longer-term costs of merger (that may have a significant qualitative impact over the years) like culture-building at the schools
6. We are predicting 19-20 impact and beyond based on 18-19 data; should any of the above assumptions change, proposed impact will also change

Current assumptions for Expansion of MetWest

Assumption	Description
1	The model assumes revenue from LCFF base, LCFF supplemental, LCFF concentration, Measure G, Lottery. Per student revenue total for high schools is \$10,839, but when we take into account fixed district costs, the amount going for schools per student is \$7,234.88.
2	Staffing matrix data from 2/26/18 is used for Elementary, Middle, and High; contractual agreements are for teachers, principals, assistant principals, attendance clerks, noon supervisor, general clerk, teachers prep, school nurse, other clerical, and subs (admin).
3	The following assumptions are made about per classroom costs: Classroom Supplies: \$1,600 Subs (teachers): \$1,400 Subs (admin): \$1,400
4	Local overhead costs are the average of high school overhead for SSOs, utilities, and custodial services since we have not yet made a decision about what facility MetWest will expand into

Model limitations for Expansion of MetWest

1. Model currently excludes appeals to include costs that can be reliably counted upon
1. Averages used for overhead costs due to unknown impact of potential new site
1. Full analysis of impact of expansion is dependent on choice of location as well as potential facilities costs associated with reconfiguring facilities to be suitable for MetWest's program
4. We are limited to state, federal, and contractual business rules that our district currently has in place
5. We are predicting 19-20 impact and beyond based on 18-19 data; should any of the above assumptions change, proposed impact will also change

Note: Please use caution in interpreting data due to small sample size

Over the last 3 years, half of the students on MetWest’s waitlist ended up going outside the district; however, expansion would also likely impact district run schools

	School where students landed from MetWest's 15-16 waitlist	School where students landed from MetWest's 16-17 waitlist	School where students landed from MetWest's 17-18 waitlist	3 year average	
NULL (private or charter)	41	40	31	37	Students that could be attracted back to district
Madison Upper	0	1	1	1	
Castlemont	0	2	2	1	
Fremont	11	5	2	6	
McClymonds	1	0	4	2	
Dewey	0	1	1	1	
Life	0	0	2	1	Students that got into MetWest off the waitlist
MetWest	4	7	6	6	
Oakland High	8	15	7	10	
Oakland International	0	2	0	1	
Oakland Tech	1	6	3	3	
Rudsdale	1	0	0	0	
Skyline	4	5	5	5	
Sojourner Truth	1	4	2	2	
Street Academy	0	3	1	1	
Total	72	91	67		



School Site Engagement & Data Snap Shots

School Level Engagement





May through June, we engaged with principals, school teams, and school communities in order to:

- Review district recommendation for changes
- Gather staff and community feedback
- Refine the recommendation for Board approval in June

If approved, in **August** we will:

- Begin the planning phase
- Facilitate engagements within the school community to gather feedback on potential designs
- Complete implementation design planned for 2019-20 school year

Futures & CUES School Engagement

			
Engagements	Opportunities	Challenges	Next Steps
<ul style="list-style-type: none"> ● 5/14 - Staff - Announce merger ● 5/15 - Families - Announce merger ● 5/24- Staff, follow-up ● 5/31 - Families - Ongoing outreach and sharing of FAQ 	<p>Many families are in agreement that having one campus is better than two in terms of the experience for students.</p> <p>Both the goal of the SIG grants and the Blueprint process is increased quality.</p> <p>1 Principal will lead both schools next year due to a leadership change.</p>	<p>Biggest concern for families is around programming, especially dual language.</p> <p>Another concern is mistrust of the District and belief that any change to the campus will not lead to increased quality.</p> <p>Worry was expressed around how this merger would impact SIG funds.</p>	<p>Plan summer meetings.</p>

Alliance & Elmhurst School Engagement



Engagements

Opportunities

Challenges

Next Steps

- 5/21 - Staff
- 5/22 - Families
- 5/31- Principal selection- Students
- 5/31 - Principal Selection - Staff
- 5/31 - Principal Selection - Families

Leaders at the schools sites are ready to engage in this process.

Some families felt that there should not be two different District run schools on the same campus.

One of the site leaders shared their belief that if the schools merged there would be increased investment in programming.

Staff expressed a real need to bridge the divide between the two staff teams.

Staff asked to be informed of who the new school leader would be prior to the start of the planning year.

Parents want more information on how the changes will lead to increased quality.
School safety is a concern since the school will house 700+ students.

Identify the principal for the new configuration and communicate this decision to staff and families.

Begin to design the Planning phase.

MetWest: School Engagement

			
Engagements	Opportunities	Challenges	Next Steps
<ul style="list-style-type: none"> ● 5/15 - School Leaders ● 5/23 - School Staff ● TBD - Families 	<p>Expand opportunities for students where there is clear demand in terms of enrollment and choice data.</p> <p>Staff was mostly supportive of the proposal yet had many questions that will be explored in the next convening.</p>	<p>Need to locate ideal facility, process to replicate the program while keeping the existing program high quality.</p> <p>Need to identify what additional costs will be needed for expansion at another site.</p>	<p>Identify and address questions from staff and central office to see if expanding MetWest will work at this time.</p> <p>Engage with families.</p> <p>Make final determination if MetWest will enter into Cohort (by end of Sept.)</p>

Futures Data

Futures Serves 296 students

(40.5% Latino, 46% African American, 7% Asian)

Home Language:

1.7 % Mam; 7.1% Arabic; 37.2% Spanish

Performance:

“Red” academic performance on state indicator for English Language Arts and Math (average SBAC scores) (-131 points below standard in ELA and declining, -115 pts below standard in Math)

Live/Go:

51% of students live in shared Futures/CUES attendance area. 8 first-choice families for grades TK/K (18.2% demand rate)

Suspensions:

Up from 4.1% in 2016 to 5.1% for current year-to-date. 8.7% for African American students. Rates are high for elementary level

Teacher

Retention: 47% one-year teacher retention; 13% three-year teacher retention (Low)

ELLs Performance:

37% of English Learner students made progress on state indicator (Low and Increased). 10.3% Reclassification Rate

Community United Elementary Data

CUES Serves 369 students

(71% Latino, 19% African American, 4% Asian)

Home Language:
3.6% Mam; 4.2% Arabic;
62% Spanish

Performance: “Red” academic performance on state indicator for English Language Arts and Math (average SBAC scores) (-102 points below standard in ELA and declining, -121 pts below standard in Math).

Live/Go: 54% of students live in shared Futures/CUES attendance area. 30 first-choice families for grades TK/K (44.1% demand rate)

Suspensions: Down from 4.8% in 2016 to 3.4% for current year-to-date. 11.2% for African American students. Rates are high for elementary level

Teacher Retention: 48% one-year teacher retention; 30% three-year teacher retention (Low)

ELLs Performance: 61% of English Learner students made progress on state indicator (Low and Increased). 6.9% Reclassification Rate

Elmhurst Community Prep Data

ECP Serves

371 Students

(66% Latino, 27% African American, 3% Pacific Is.)

High School

Readiness: 42% of 8th grade students meet all four criteria for High School Readiness (96% attendance, no suspensions, 2.5+ GPA, no Ds or Fs in Math or ELA)

Performance: “Red” academic performance on state indicator for English Language Arts and Math (average SBAC scores: -74 points below standard in ELA and declining, -130 pts below standard in Math and maintaining)

Live/Go: 70% of students live in shared ECP/Alliance attendance area. 70 first-choice families for grade 6 (60.3% demand rate)

Suspensions: Suspensions low for past three years, reduced to 3.3% for current year-to-date

Teacher Retention:

75% one-year teacher retention; 38% three-year teacher retention

ELLs Performance:

100% of English Learner students made progress on state indicator (Very High and Significantly Increased)

Alliance Data

Alliance Serves 358 Students

(73% Latino, 17% African American, 3% Pacific Islander)

High School

Readiness: 33% of 8th grade students meet all four criteria for High School Readiness (96% attendance, no suspensions, 2.5+ GPA, no Ds or Fs in Math or ELA)

Performance: “Red” academic performance on state indicator for ELA and Math (average SBAC scores: -99 points below standard in ELA and maintaining, -148 pts below standard in Math and declining)

Live/Go: 69% of students live in shared Alliance/ECP attendance area. 71 first-choice families for grade 6 (63.4% demand rate)

Suspensions: Suspensions way down from 18.2% in 2016 to 5.2% for current year-to-date

Teacher Retention:

52% one-year teacher retention; 30% three-year teacher retention

ELLs Performance: 87% of English Learner students made progress on state indicator (Very High and Increased)

MetWest Data

MetWest Serves 173 Students

(61% Latino, 19% African American, 6% Asian, 7% White)

Graduation

Rate: 92.9% cohort graduation rate in 2016 (100% for Special Ed & English Learners)

A-G Completion:

76.3% A-G completion (district average = 44%)

ELLs Performance:

16.5% Long-term English Learners; 48% Reclassified Fluent English Proficient

Safety: 78% feel safe or very safe at school (54% district average for high schools)

First Choice: 146 first choice school in OUSD lottery (374% demand rate for 39 seats)

Free/Reduced Lunch: 77% Free or reduced-price lunch



Blueprint for a System of Quality Schools Budget

Projected School Site Support: Menu of Options

Selection Year	Planning Year	Implementation Year (s)
Community Engagement Communication	Community Engagement Communication Design Team Meetings Model Site Visits Coaching & Professional Development Custodial/Building & Grounds Costs	Community Engagement Communication Curriculum & Program Supplies Coaching & Professional Development Additional Staffing for school sites

Additional Staffing for 18-19

- Deputy Chief of Innovation
- Director of Continuous Improvement
- Coordinator of Continuous Improvement

Cross-Divisional Work Teams:

- Blueprint Leadership Team
- School Site Decision Team
- Network Lead Team



BLUEPRINT
FOR
QUALITY SCHOOLS

Quality Community Schools Action Plan



iam OUSD

June 27, 2018
Presentation to the Board of Education

Today's Outcomes

Board approval of the final version of the Quality Community Schools Action Plan as directed in the [Blueprint Work Plan Resolution](#).

- ❖ Share timelines for a Three-Phased Approach to the Quality Community Schools Action Plan
- ❖ Share the considerations for selecting school sites for board approval
- ❖ Share enrollment & financial impact analysis is applied in the Quality Community Schools Action Plan
- ❖ Share the overall Blueprint budget for the 2018-19 school year and steps for developing an ongoing budget for the next several years
- ❖ Share next steps for the next iteration of the Quality Schools Action Plan that includes vetted Equity Principles and a 10 Year Vision for a System of Quality Schools

Our Vision And Mission Ground Us

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.

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.



**Focused on Quality:
Equity, Access and Sustainability**

Our Journey: Learning From The Past



OUSD aims to provide 100% of its students equitable access to sustainable, high quality community schools, but has not yet succeeded in doing so.

As we enter into this new phase of creating quality schools, we are building on our past experiences, as well as committing to fiscal responsibility and equity.

Addressing Our Challenges

- Significant and pervasive structural budget troubles
- Significant achievement challenges with 16 of 87 schools rating successful on state accountability matrices
- Implementation of Board-approved strategies for improving student outcomes is being stymied by budget troubles.
- Recent analysis of assets and capacities demonstrate significant variation across communities that coincide with patterns of racial segregation, and systemic community disinvestment.



Compelling Data Impacting Quality & Sustainability

- OUSD does not have the enrollment for all 87 schools.
- OUSD does not have the dollars to resource 87 Full Service Community Schools
 - District would be subsidizing 23 schools that are currently below sustainability for even the basic set of expectations.
 - District employs more central office administrators than like-size districts.
- According to recent reports the district has about 12,414 empty seats.
- City of Oakland produces an additional 11,000 students not captured by either district-run or charter-run public schools.

Definition of Quality Community Schools

Quality Community School Standards

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

Building and Realizing a Ten Year Vision

Enrollment

Projections over the next 10-12 years

Fiscal Reality

Financial health of OUSD

+

Facilities

Health and Capacity of our Buildings (schools and offices)

Program

Student outcomes reflect our ability to meet their needs and demands of families

Every Student Thrives!



Guiding Equity Principles for School Changes

These are proposed lenses through which conflicts will be managed in the planning for changes including consolidations, expansions, replications and closures.

- **Principle #1:** Reduce the overall district footprint to cut costs and better leverage resources to expand access to quality school programs.
- **Principle #2:** Increase excellence in achievement & program effectiveness for low income students of color, English language learners, and students with disabilities.
- **Principle #3:** Don't take without giving something in return.
- **Principle #4:** Build upon parent, school staff and community program interests.
- **Principle #5:** Prioritize neighborhood schools as a means of nurturing community.
- **Principle #6:** Decrease transportation time for Special Education students.
- **Principle #7:** Expand access to high demand school programs and specialty schools for communities without them by considering replication of a successful school program.

A System Of Quality Schools



Quality
Community
Schools
Action Plan



Facilities
Master Plan



Facility Asset
Management
Plan



Charter
Management &
Partnership Plan



Enrollment
Stabilization &
Recruitment
Plan

A Comprehensive Strategy



Quality Community Schools Action Plan: A Three Phased Cycle

Quality Community School Action Plan

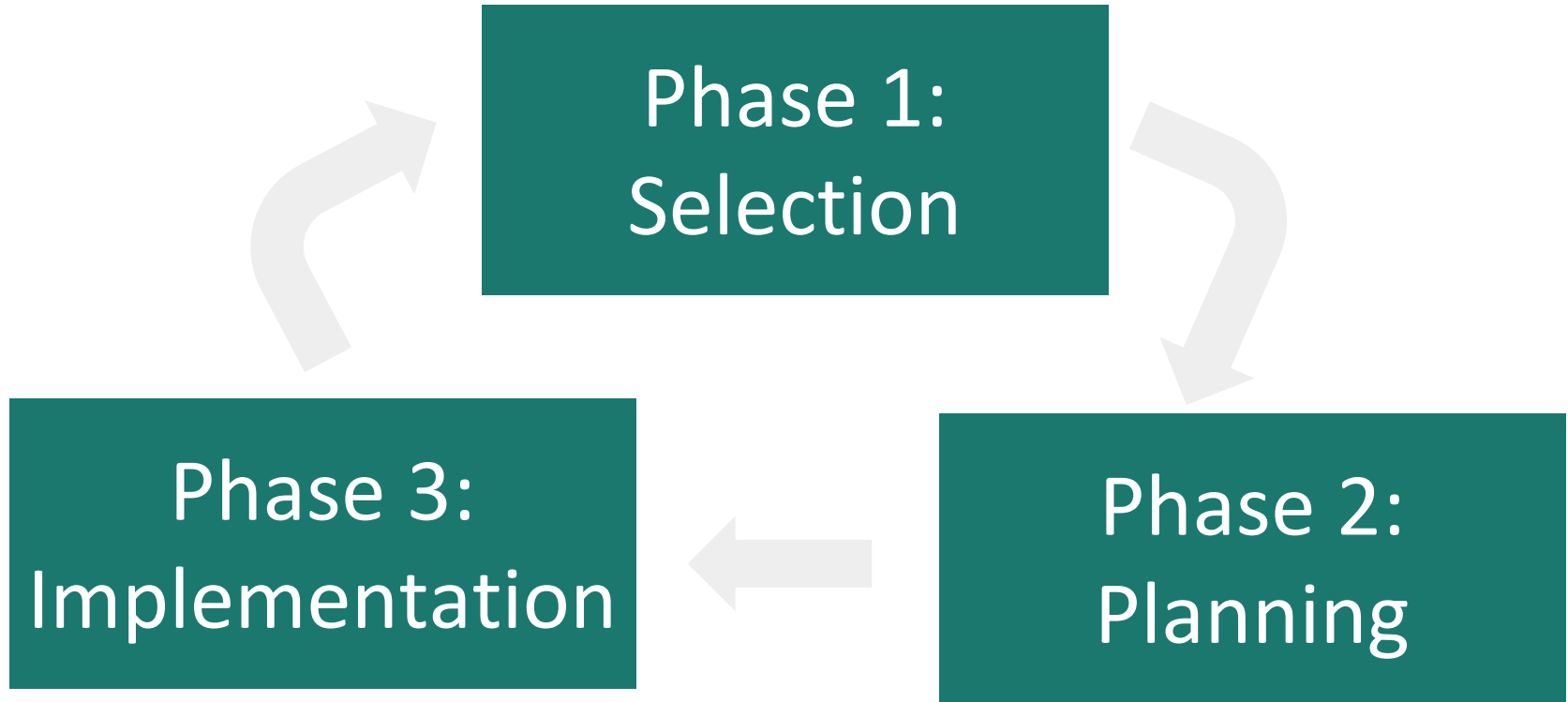


Purpose: Define the process and support structures for making school changes in order to:



- reduce the overall district footprint to better leverage resources to expand access to quality
- increase excellence in achievement & program effectiveness for low income students of color, English language learners, and students with disabilities.

Quality Community School Action Plan: A Three Phased Cycle



Selection Phase Timeline

*Engage with external stakeholders
(Montessori, Big Picture, etc...)
interested in partnering with the
district regarding a change to
program, facilities, or school
configuration
*Assess site principal interest in
possible changes to program, grade
configuration or facilities updates

*Analyze a school’s candidacy
for implementing a change to
ensure that all changes are
aligned and do not conflict with
other priorities and programs
*Analyze Qualitative
Considerations



August

*Assess our fiscal needs and capacity in
order to set the parameters for the
scope of changes we can make.
*Analyze Quantitative Considerations

October

*Conduct a careful review of the proposed change to
become a quality community school with school teams.
*For schools requesting a change, ensure staff is
engaged in creating a recommendation for Board
approval.

Mid October

Selection Phase Timeline Continued

*Series of ongoing engagements with school communities to discuss and further define the proposed changes.

*These engagements include:

- Regional meetings
- Site-based meetings
- Possible school tours
- Board Meeting Updates
- Professional development on the change process
- Development of a proposal to bring to the Board

*Submit a package of proposed changes to the Board of Education that includes analysis of:
Impact on enrollment, Budget, Facilities
modification costs (if appropriate), School and community feedback

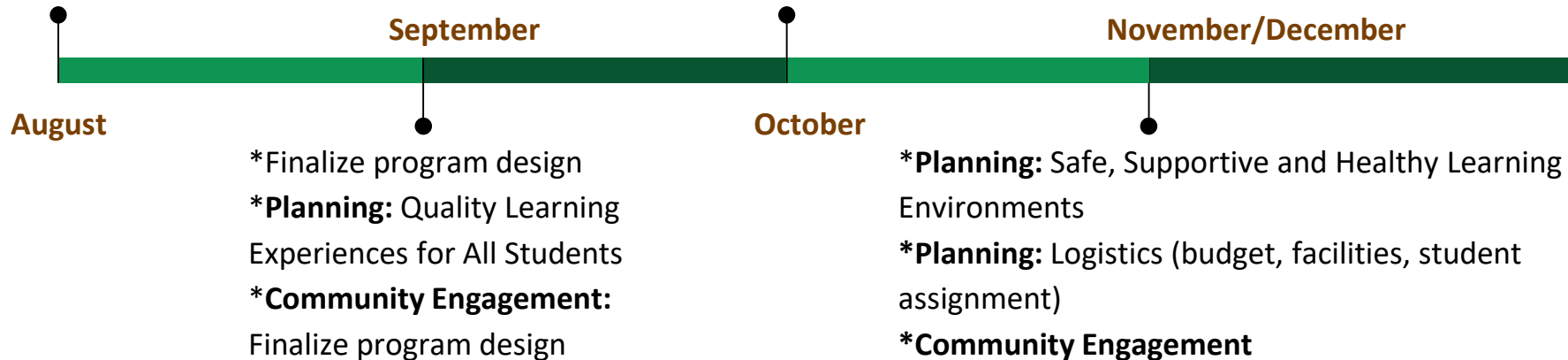


*Preview initial proposals for board review and feedback before a final vote in June.

Planning Phase Timeline

- *Form design team
- *Identify and review possible program designs
- ***Community Engagement:** Needs, assets, priorities, special considerations

- ***Planning Finalized:** Quality Learning Experiences for All Students
- ***Planning:** Logistics (staffing and program needs)
- ***Community Engagement:** Context-specific needs and considerations



Planning Phase Timeline Continued

***Planning:** Learning Communities Focused on Continuous Improvement

***Planning:** Logistics (Budget & School Plan)

***Community Engagement:** Program priorities and goals

***Planning:** Effective School Leadership and Resource Management

***Planning:** Logistics (Staff hiring)

***Community Engagement:** Honoring and recognizing the past, hiring committee

***Planning:** Implementation Plan for 2019-20

***Planning:** Logistics (supports moving forward)

•Community Engagement: Celebrations

February

March

April

May/June

***Planning:** Meaningful Student, Family and Community Engagement

***Planning:** Logistics (Facilities and Central Supports)

***Community Engagement:** Finalize Plans

***Planning:** High Quality Central Office in Support of Schools

***Planning:** Logistics (details--textbooks, furniture, moving)

***Community Engagement:** Preparing for the new design, establish ongoing structures

Implementation Phase

On-going Support

- Community Engagement
- Communication
- Curriculum & Program Supplies
- Coaching & Professional Development

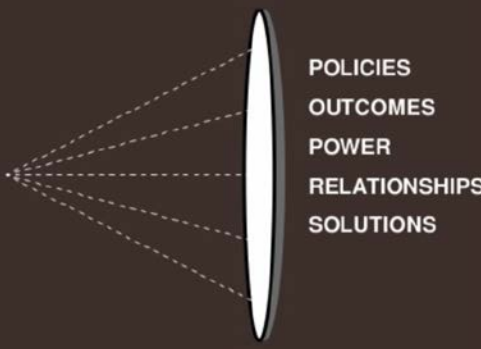


Considerations & Opportunities for Increased Quality

The Board approved [Blueprint Work Plan Resolution](#) calls for staff to present criteria for school selection for board approval. Staff is recommending that the board use data considerations and guiding equity principles rather than criteria to inform school selection.

School Selection Approach Considerations

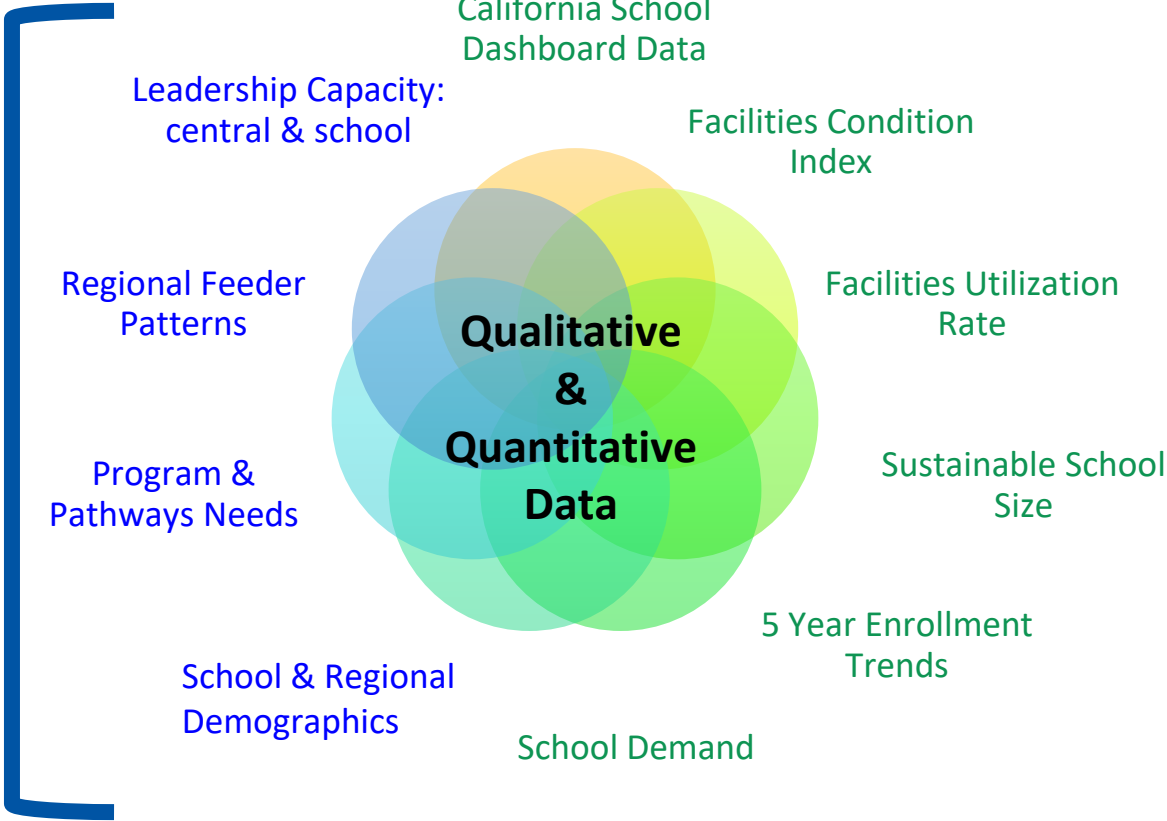
Using an Equity Lens



A diagram showing a lens on the left with dashed lines radiating from its center to a list of factors on the right. The factors are: POLICIES, OUTCOMES, POWER, RELATIONSHIPS, and SOLUTIONS.

POLICIES
OUTCOMES
POWER
RELATIONSHIPS
SOLUTIONS

Key:
GREEN = Initial Considerations
BLUE = Secondary Considerations



Quantitative Data

Consideration	Key Question(s)
California School Dashboard data	<p>What is the SBAC performance & change over time in Math and English Language Arts?</p> <p>What percentage of English language learners are making annual progress toward English proficiency?</p> <p>What is the suspension rate?</p> <p>What is the graduation rate for high schools?</p>
Facilities Condition Index	<p>What is the condition of the school buildings?</p>
Facilities Utilization Rate	<p>What is the utilization rate for each school? Is the school under-enrolled or overenrolled? What percentage of enrollment capacity is in portables?</p>
Enrollment Trends/Demand	<p>Is the school in demand (greater than 70% first-choice applicants for available seats)?</p>

*GREEN = Initial Considerations for School Selection

Qualitative Data

Consideration	Key Question(s)
Leadership Capacity	<p>Has the principal been in place for greater than 2 years?</p> <p>Does the leader have prior experience that would enable him/her to lead major change?</p> <p>Has the principal demonstrated capacity to take on additional responsibilities for leading change (e.g., building teams, engaging with parents and community, etc.)?</p>
School & Regional Demographics	<p>Does the school draw a large % of students living in the attendance area?</p> <p>Is there a nearby charter school or district school that is drawing students?</p> <p>If so, does it have a specialized program that is attractive to families, or does it have higher academic performance?</p> <p>What are the demographics in the community?</p> <p>What is the recent history of movement of families into and out of this neighborhood?</p>

Qualitative Data

Consideration	Key Question(s)
Program & Pathway Needs	<p>Does the school have special programs and pathways that draw students?</p> <p>Is there a need or community demand for a specialized program or pathway in school(s) serving this part of the city?</p>
Regional Feeder Patterns	<p>What schools feed the most students into this school?</p> <p>What would be the impact on those feeder schools if a change is made to the receiving school?</p> <p>Do greater than 80% of the students at the school live in the school's attendance area and immediately adjacent attendance areas?</p>

BLUE = Secondary Considerations for School Selection



Financial and Enrollment Impact Analysis

Background

BP 3650 was adopted on April 12, 2017.

Per BP 3650, “The Board of Education is charged with the financial sustainability of Oakland Unified School District. Student enrollment is the main driver of revenue for the school district. Numerous decisions made by the Board annually have significant impact on district student enrollment.”

BP 3650 Purpose: “The Board of Education shall require the Superintendent or designee to produce an Enrollment Impact Analysis...to accompany any documents furnished to the Board regarding changes in school programs in the District to assist the Board in informed decision-making.”

What is an Enrollment Impact Analysis?

Per BP 3650:

The Enrollment Impact Analysis shall include information regarding the rationale for the proposed change, demographic trends in the attendance area, history of the relevant site (enrollment, where the students live/come from and go to), trend analysis (how many neighborhood kids attend, particularly in the entering grades), anticipated housing projects in the area, funding sources and analysis of funding sustainability, whether the program change under consideration was budgeted for in preparation for the change, and what the financial outcome is anticipated to be, if enrollment changes are expected as a result of the change.”



Blueprint for a System of Quality Schools Budget

Additional Staffing & Non-Labor for 18-19

Additional Staffing (repurposed positions dedicated to this work):

- Deputy Chief of Innovation
- Director of Continuous Improvement
- Coordinator of Continuous Improvement

School Site Support:

- \$5000 per proposal for cohort 2 selection phase
- \$50,000 per proposal for cohort 1 planning phase*
- (\$5000 per proposal for implementation phase- starting 19-20)

* SIG funds will be used for school transformation work by the design teams for the CUES/Futures Proposal. In addition, the central SIG allocation will be used to support the Design Team planning.

Projected School Site Support: Menu of Options

Selection Year	Planning Year	Implementation Year (s)
Community Engagement Communication	Community Engagement Communication Design Team Meetings Model Site Visits Coaching & Professional Development Custodial/Building & Grounds Costs	Community Engagement Communication Curriculum & Program Supplies Coaching & Professional Development Additional Staffing for school sites



Next Steps:

July - August: Hire Deputy Chief of Innovation;

September: Provide an update on the Blueprint for Quality Schools Action Plan with the inclusion of:

- Initial draft of a multi-year budget
- 10 year vision for the number of schools, types of programs and facilities improvements for a system of quality schools
- Vetted Equity Principles for making decisions about future school change proposals

September-June: Implement the Planning Phase for Cohort 1 and the Selection Phase for Cohort 2.



iam 
OUSD



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

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



[@OUSDnews](https://www.instagram.com/OUSDnews)

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 such plan to the Board by November 15, 2018, which will be ultimately voted on by the Board in January 2019, after sufficient community engagement and input.

6/27/18

*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.

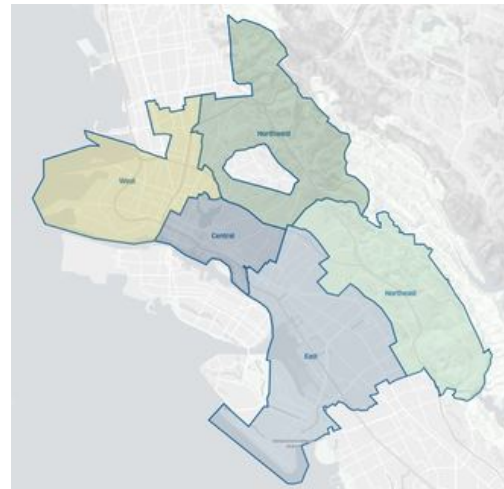
[DATA](#)[RESOURCES](#)[REQUESTS](#)[ANNOUNCEMENTS](#)[ABOUT US](#)

Select Language | ▼

STRATEGIC REGIONAL ANALYSIS

The Oakland Unified School District (OUSD) Strategic Regional Analysis (SRA) is an annual analysis of trends in performance, demographics, school choice, and capacity utilization, highlighting regions and their most immediate needs, integral to the development, maintenance and enhancement of Community Quality Schools. Shared factors for students and families living in different parts of Oakland with respect to income/poverty, language, race/ethnicity and culture were examined to delineate regional boundaries.

The five SRA regions - Central, East, Northeast, Northwest, and West - allow for the particular assets and needs of different communities to be visible within the larger citywide discussion about quality public school programs and facilities in every part of Oakland.



The analysis has been generated by the department of Research, Assessment & Data annually since 2014-15, and with each iteration, the report becomes more interactive than the last. In addition to the annual Region Based SRA, starting in 2015-16, we also created a School Based SRA, which enables users to view some of the same data as is presented in the Region Based SRA but with respect to individual schools rather than SRA regions. Use the links below to navigate to the SRA in its various formats over the years.

2017-18

[EXECUTIVE SUMMARY\(PDF\)](#)

[REGION BASED ANALYSIS](#)

[SCHOOL BASED ANALYSIS](#)

2016-17

[EXECUTIVE SUMMARY\(PDF\)](#)

[REGION BASED ANALYSIS](#)

[SCHOOL BASED ANALYSIS](#)

2015-16

[EXECUTIVE SUMMARY\(PDF\)](#)

[REGION BASED ANALYSIS\(PDF\)](#)

[SCHOOL BASED ANALYSIS](#)

2014-15

**EXECUTIVE
SUMMARY(PDF)**

**REGION BASED
ANALYSIS(PDF)**

For comments or questions about the Strategic Regional Analysis, please email Susan Radke at susan.radke@ousd.org.
Page last updated 04-24-18.

OUSD Homepage

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

BOARD OF EDUCATION 2019

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	March 13, 2019	Legislative File Id. No.	19-0481
		Introduction Date:	3/13/19
To:	Board of Education	Enactment No.:	19-0451
		Enactment Date:	3/20/19
From:	Aimee Eng	By:	er

SUBJECT Resolution on Improving Community Engagement for Proposed School Changes

ACTION Adoption by the Board of Education of Resolution 1819-0178 – Improving Community Engagement for Proposed School Changes - which recommends the Superintendent or designee consult with an ad hoc stakeholder group on recommendations for improvements to the criteria, Blueprint timeline and process, and school level engagement process from April 14 to June 30, 2019. In addition, for the 2019-20 year, the Board will postpone the future vote on Cohort 2 and will not, prior to August 15, 2019, vote to approve any additional mergers, closures or consolidations of OUSD schools that have not already been voted on by the Board. Finally, the Board would direct the Superintendent to present preliminary financial analysis prior to any vote on school changes and provide regular updates to the Board on the progress of the ad hoc committee, and adherence to criteria and engagement process in subsequent years.

BACKGROUND On June 20, 2018, the Board passed the Blueprint for Quality School Work plan (Resolution 1718-0207) and the Considerations for School Selections in the Blueprint for Quality Schools Work Plan (Resolution 1718-0208). Since then, the Board has voted on decisions for Cohort 1 schools and staff has begun the process of engagement for Cohort 2 schools. There have been lessons learned in the process and now is an opportune time to revisit the criteria, process, and timeline and consider any updates that will help to improve the community engagement process for proposed school changes.

DISCUSSION The Board shall discuss whether there is collective desire to

FISCAL IMPACT No immediate fiscal impact.

RECOMMENDATION Adoption by the Board of Education of Resolution 1819-0178

Attachment: Resolution 1819-0178

RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
NO. 1819-0178

**Improving Community Engagement for Proposed School Changes
(As Amended)**

WHEREAS, the OUSD Board of Education “Board” is responsible for ensuring that the Oakland Unified School District (OUSD) is a high-quality full-service community school district that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day; and

WHEREAS, the Board recognizes the need to increase access to high quality district schools for the students and families of Oakland and to invest in the redesign and reconfiguration of OUSD; and

WHEREAS, the Board acknowledges that in order to stabilize and grow enrollment over time, the District must design high-quality programs to attract and retain Oakland’s diverse students, families and educators; and

WHEREAS, the Board believes that those closest to the students at a school - educators, families, students, and community members - are generally in the best position to know the specific academic, social, and emotional needs of their students, and how best to address those needs; and

WHEREAS, the Board is committed to empowering school communities to be active and engaged partners in advising around possible school expansions, redesigns, mergers, consolidations and closures; and

WHEREAS, the Board recognizes that it has a fiduciary responsibility to operate a central office and the number and type of schools that it can sustain over time; and

WHEREAS, on June 20, 2018, the Board adopted the Blueprint for Quality Schools Work Plan (Resolution 1718-0207) which reaffirmed the district’s Quality Community School Standards, and provided for a process and timeline for selection, planning, and implementation phases; and

WHEREAS, on June 20, 2018 the Board also adopted the “Considerations for School Selections in Blueprint for Quality Schools Work Plan” (Resolution 1718-0208), which included: “Guiding Equity Principles for School Changes”, “School Selection Approach Considerations”, “Qualitative Data”, and “Quantitative Data”; and

WHEREAS, the Resolution recognizes that the “Blueprint for Quality Schools is an iterative process involving further input and development based on potential Board policies and further engagement with sites and community”; thus, the Board shall receive semi-annual updates on improvements to the process; and

NOW, THEREFORE, BE IT RESOLVED that the Board recommends the Superintendent or designee consult with an ad hoc stakeholder group, a time-limited advisory committee, comprising up to 15 individuals, including but not limited to students, families, labor partners, including 2-3 representatives from the Oakland Education Association (as selected by the OEA President), principals, community members and district staff; and

BE IT FURTHER RESOLVED, the ad hoc stakeholder committee shall review the “criteria” to identify schools being considered for expansion, redesign, merger, consolidation, or closure, and make recommendations to the Superintendent on possible revisions and updates to Resolution 1718-0208, “Considerations for School Selection in the Blueprint for Quality Schools Work Plan”; and

BE IT FURTHER RESOLVED, the ad hoc committee shall review the Blueprint for Quality Schools Work Plan and make recommendations on overall improvements to the process set forth in the Work Plan to the Superintendent; and

BE IT FURTHER RESOLVED, the ad hoc committee shall make recommendations to the Superintendent regarding an engagement process to be followed at school sites in future cohorts which should include participation of multiple stakeholders such as certificated and classified staff, families, students, principals and community partners of affected school sites, and/or the School Site Council; and

BE IT FURTHER RESOLVED, the consultations on the criteria, process, and school engagement process will take place between April 15, 2019 and June 30, 2019;

BE IT FURTHER RESOLVED, for the 2019-20 year, the Board will postpone the future vote on Cohort 2 and will not, prior to August 15, 2019, vote to approve any additional mergers, closures or consolidations of OUSD schools that have not already been voted

on by the Board, any subsequent votes relating to mergers, closures, or consolidations will be implemented after August 1, 2020; efforts shall be made to incorporate preliminary thinking emerging from the ad hoc committee into the school engagement process for Cohort 2 schools **and the 2019-20 school year will be designated as a planning year for identified schools in Cohort 2;** and

BE IT FURTHER RESOLVED, that no closure, merger, or consolidation would occur without inclusion of a planning period (no less than a school year or 9 months) between the vote to approve the action and its implementation, unless a recommendation has been brought forward by a team representing multiple stakeholders from the impacted school communities to accelerate the implementation; and

BE IT FURTHER RESOLVED, that prior to the Board's final decision, staff shall present to the Board a preliminary financial analysis of foreseeable impacts of the proposed changes on the district's budget, including student and staff projected attrition or growth, as well as projected costs associated with services, staffing and any facility improvement costs deemed necessary to implement the proposed changes; and

BE IT FURTHER RESOLVED, the Board shall direct the Superintendent to provide regular updates on the ad hoc committee process and their recommendations, as well as the adherence to selection criteria and quality of the engagement process in future cohorts; and

BE IT FURTHER RESOLVED, to ensure the successful transition of students who are displaced by school closures, students will have access to priority enrollment, individual student and family "case management" will be provided to support the transition to welcoming schools, and student progress will be monitored.

PASSED AND ADOPTED this 20th day of March, 2019, at a Special Meeting of the Governing Board by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Gary Yee, Roseann Torres, Shanthi Gonzales, James Harris, Vice President Jody London,
President Aimee Eng

NOES: Jumoke Hinton Hodge

ABSTAINED: None

RECUSED: None

ABSENT Josue Chavez, Yota Omosowho (Student Directors)

CERTIFICATION

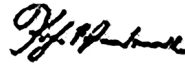
We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Special Meeting of the Board of Education of the Oakland Unified School District, held on March 20, 2019.

Legislative File Info.	
File ID Number:	19-0481
Introduction Date:	3/13/19
Enactment Number:	19-0451
Enactment Date:	3/20/19 er



3/21/19

Aimee Eng, President, Board of Education



3/21/19

Kyla Johnson Trammell, Secretary, Board of Education

Blueprint for Quality Schools Ad Hoc Committee Final Report

June 13, 2019

Executive Summary

On March 20, 2019, the OUSD Board of Education adopted Resolution 1819-0178 which called for Superintendent Dr. Kyla Johnson-Trammell to form a 15 member Ad Hoc Committee (Committee). This Committee was charged with developing recommendations regarding school selection criteria, engagement processes, and work plan related to the Blueprint for quality schools. The Committee was formed with parents, students, community stakeholders, and teachers (selected by the OEA). Over the course of four meetings, between April 13, 2019 and May 21, 2019, the Committee reviewed current District criteria, engagement processes, and work plan. It provided feedback as well as additional recommendations to be included in future cohort selection processes. The Committee's final *additional* recommendations are summarized below:

Final recommendations - Criteria

Criteria for school selection includes three areas, the (1) OUSD Guiding Principles, (2) City-wide considerations, and (3) other qualitative and quantitative data considerations. The Committee has recommended revisions to the wording of two Guiding Principles and the addition of other qualitative considerations. These additions include data about lived experience, additional environmental stress factors, prioritizing the achievement of the most marginalized student subgroups, and implementing a process to incorporate family and staff voice into the assessment of school quality.

Final recommendations - Engagement

The majority of the Committee's recommendations centered on revising the engagement processes throughout the school selection phase. These included recommendations such as specific requirements for the first meeting with the school community, improved strategies for outreach, accessibility and attendance, and how to build shared understanding of the current state of schools. The Committee stressed the importance of incorporating the following critical elements in an ongoing manner; honesty (no matter how difficult), transparency about the data used in decision-making, inclusion of multiple viewpoints and experiences, and being clear about the decision making roles of the community.

Final recommendations - Work plan

In addition to the current three phase process of selection, design, and implementation, the Committee recommends: (1) a pre-selection phase that builds school community knowledge about the current state of the school and District; (2) a post-implementation phase that focuses on tracking the outcomes and results of school changes, and (3) adding opportunities for the school community to iterate and give feedback during Selection and Planning Phases. They felt that this would increase collaboration and engagement throughout the process.

Major points of support and dissension

- Support
 - Committee members appreciated the complexity of information that went into decision making
 - Committee members were in favor of quality schools for all students

- Committee members appreciated the transparency and information sharing by District staff throughout the process
- Dissension
 - The key point of dissent was the question of whether there was a case for closing, consolidating or merging schools at all. Most of the Committee had questions about the rationale for changes and closures, to which District staff responded with the data and criteria. But a couple of the Committee maintained a viewpoint that closures were still not warranted.

Introduction

This report describes the Committee’s purpose and work. It begins with the background and context that initiated and framed the Committee’s work, and describes each of the four working meetings that took place including the outcomes of each, with links to supporting documents where appropriate. The report concludes with the Committee’s final recommendations about the Blueprint process’ criteria, engagement processes, and work plan.

Background and Context

The Community of Schools Citywide Plan is our work to help bring high-quality and sustainable schools into every neighborhood. The Blueprint for Quality Schools is one element of that plan which is focused on improving school quality while reducing the overall number of OUSD schools.

Why was the Committee formed? In implementing this work, we’ve received some valuable feedback from stakeholders especially surrounding the school change process. In response to that feedback, the Board of Education passed a resolution on March 20, 2019 which called for the creation of the Ad Hoc Committee.

The Committee’s charge: The Committee was charged to take on three important actions:

- **Criteria:** Review the Criteria to identify schools being considered for expansion, redesign, merger, consolidation, or closure, and make recommendations to the Superintendent on possible revisions and updates;
- **Work Plan:** Review the Blueprint for Quality Schools Work Plan and make recommendations on overall improvements to the process to the Superintendent; and
- **Engagement Process:** Review the Engagement Process to be followed at school sites in future cohorts which should include participation of multiple stakeholders such as certificated and classified staff, families, students, principals and community partners of affected school sites, and/or the School Site Council and make recommendations to the Superintendent.

Who and how selected? The Board resolution specified there be no more than 15 members. Of those, three were to be appointed by the President of the Oakland Educators Association, Keith Brown. Given time constraints, District staff created a list of stakeholders, many of whom held multiple roles (e.g., both a parent and community org. leader) and proposed a list of possible members for the Superintendent’s approval.

Timeline: The resolution which created the Committee was passed on March 20 with the charge to provide recommendations by June 30th. The first of four meetings happened on April 13th with the final meeting on May 21.

Meetings: The Committee had four meetings, the first of which was a whole day retreat. The Committee was comprised of a diverse set of stakeholders with varied familiarity with each other and the subject matter. Therefore, a substantial thrust of the Committee’s initial work was to learn about each member’s background and to build trust with one another as well as provide context information about the Blueprint process. Over the course of the Committee’s work, we reviewed and provided comment on the current state of the District’s work as well as provided space to generate new ideas and approaches.

Meeting	Outcomes	Presentation Links
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<p>April 13</p>	<ul style="list-style-type: none"> ● Introduced Committee’s charge ● Built working norms ● Walked through journey map of historical context of blueprint process ● Introduced criteria (Guiding Principles, City-wide considerations and other qualitative and quantitative consideration) ● Shared two examples of criteria applied to two schools (Roots / CCPA and Alliance / Elmhurst) ● Collected feedback on current set of criteria (like, unclear, missing, concerns) ● Group input on accomplishments of the meeting. 	<p>No presentation. Notes from meeting with pictures of flip charts are in Appendix 2. .</p>
<p>April 29</p>	<ul style="list-style-type: none"> ● Clarified Committee role toward decision-making. ● Clarified timeline of Committee’s work ● Presented information about Fiscal Sustainability and the Cost of Full-Service Community Schools ● Group input on accomplishments of the meeting. ● Brainstormed draft ideas for three problem statements: <ul style="list-style-type: none"> ● How might we include and use more on-the-ground, qualitative data early in the process? ● How might we better communicate to community that recommendations are not based on a “formulaic equation,” but several considerations that 1) include quantitative and qualitative information; and (2) balance citywide and site specific considerations? How might we better define or articulate how the intersection of access to quality, financial, and city-wide considerations impact decisions? ● How might we more clearly describe how a school is being assessed to determine whether students are receiving high quality educational experiences? And, HMW more clearly describe how the impacted students and families will shift toward higher quality experiences with the recommendation? ● 	<p>Finance Presentation Notes from meeting with pictures of flip charts are in Appendix 3.</p>
<p>May 7</p>	<ul style="list-style-type: none"> ● Update on available historical data from 2013 school closures ● Quality Schools presentation ● Based on data from previous meeting, collected feedback on the following focused questions about criteria for selection and engagement design: <ul style="list-style-type: none"> ● #1: <i>How might we design an ideal first session with staff, parents and students regarding potential for their school to be in a cohort? What should be the outcomes, what</i> 	<p>Update on Historical Information Quality Schools Notes from meeting with pictures of flip charts are in Appendix 4.</p>

	<p><i>information should be included and how should each group experience engagement?</i></p> <ul style="list-style-type: none"> ● <i>#2 HMW design an ideal sequence of engagements during Phase I (Selection)? HMW design an ideal sequence of engagement during Phase II (Design)?</i> ● <i>#3: How might we improve our turnout of staff, parents and students in our community during the selection phase?</i> ● <i>#4: HMW build community knowledge about current impact on students? What is important for the community to know and understand about the school, about their students, about the region and District and how would we ideally go about developing that knowledge base?</i> ● <i>#5: How might we intentionally rebuild trust with community?</i> ● <i>#6: How might we balance empowering school communities with needs of the larger system (in order to improve quality) as well as their schools?</i> 	
<p>May 21</p>	<ul style="list-style-type: none"> ● Share survey results ● Final feedback / vetting draft final recommendations (based on survey results) 	<p>Notes from meeting with pictures of flip charts are in Appendix 5.</p> <p>Survey Results are in Appendix 6.</p>

At the initial April 13, 2019 session, District staff shared the current criteria, engagement process and work plan so that a shared foundation of current practice could be developed. The following summarizes what was shared (notes and pictures from actual meeting are in Appendix 2).

Criteria/Considerations: There are three elements of the selection criteria on which staff collected feedback and recommendations:

1. **Guiding Principles:** The Guiding Principles describe a set of foundational beliefs against which final decisions are assessed.
2. **Citywide Data Considerations:** Citywide data considerations refers to a set of elements to identify the optimal location of schools city-wide based on enrollment projections and environmental stress factors.
3. **Other Qualitative and Quantitative Data:** This collection of data is focused on indicators of school quality as well as preparedness to make a change.

Engagement:

Workplan:

Overall Survey Feedback on Criteria:

Between the third and fourth meeting, District staff created two survey tools to help collect feedback from Committee members regarding both (1) existing District criteria (guiding principles, citywide data, and other data), and (2) the Committee's feedback on improving the community engagement process in order to determine levels of support for current practice, areas that needed to be revised and overall Committee support for emerging ideas regarding additional recommendations.

Feedback and Suggestions Regarding Guiding Principles

We recommend keeping all Guiding Principles because all Guiding Principles were validated as important. The majority of respondents either agree or strongly agree with all principles (between 64% and 100%). For the following three principles, 100% of respondents agreed or strongly agreed:

- *Develop high quality and sustainable school programs in all neighborhoods.*
- *Protect successful programs, especially those that serve our historically underserved students.*
- *Every school change decision is informed by the needs of the school community.*

For the Guiding Principle, "*Concentrate OUSD's resources in fewer schools*" 64% agree or strongly agree (7/11), three were "neutral" and one "strongly disagreed." All other principles (6 of 7) had 80% or higher agree/strongly agree.

Survey Feedback on Citywide data

The Citywide data considerations have seven elements. The survey asked respondents to prioritize the importance of each element by assigning 100 points across all elements. The survey results showed that all seven elements were fairly evenly weighted. The average for each element ranged from 7 to 17 points meaning there were not strong outliers being viewed as more or less important.

The lowest ranged element was "How does this fit into regional patterns and can facilities accommodate current enrollment?" The three Highest ranked elements were:

- Are there environmental stress factors that should be considered?
- Conditions of facilities
- What are current demand rates?
- Are there specific program and pathway demands that need to be addressed?

Survey Feedback on Other quantitative and qualitative data

There are three main areas focused on assessing school quality: (1) Performance Achievement; (2) Student Improvement; and (3) Culture and Climate. Each of these three main areas have different elements. The survey asked about the importance of the three main areas in relation to each other. It then asked for feedback on the elements within each area.

Overall, all three elements of assessing school quality are seen as valuable, with Student Improvement holding a slight edge.

When asked about the elements of Performance Achievement, respondents prioritized "Subgroup improvement" as most important, all the rest of the elements had relatively equal weighting. When asked about the elements of Student improvement, respondents prioritized "Subgroup

improvement” as most important, all the rest of the elements had relatively equal weighting

When asked about the elements of Culture and Climate, all were seen as valuable with averages ranging between 17 - 24. Of those elements, “Lived experience” and “student voice” ranked highest at 23 and 24 respectively.

Question	<i>At least 5 of 6 agree or strongly agree to the following:</i>
<p>Question 1: How might we design an ideal first session with staff, parents and students regarding potential for their school to be in a cohort?</p>	<ul style="list-style-type: none"> ● Be honest about what their feedback can do, whether they can influence the decision. ● Don't spend too much time giving information at the first meeting. Listen and be clear about the process including next steps. ● If only a small % of families attend the first meeting, hold meeting #1 again. The percentage should be at least 50%, and proportionally representative of the school community. ● Be prepared to talk to the community about (1) what decision are non - negotiable, (2) what decision they will be empowered to make, and (3) process for this ● Share why their school was chosen and others were not
<p>Question 2: How might we improve our turnout of staff, parents and students in our community during the selection phase?</p>	<ul style="list-style-type: none"> ● Meet them where they are, don't always expect them to come to you (physical location) ● More outreach than a robocall or a flyer (parents listen to parents, use the right messenger) ● Accessibility (translation, ADA, time of meeting, etc.) ● Clear purpose and outcomes ● Transportation offers ● Go to constituency parent groups to invite and share information ● Present in advance what decision you need their help to make, to clarify the purpose of their attendance
<p>Question 3: How might we build community knowledge about schools' and District's current impact on students? What is important for the community to know and understand about the school, about their students, about the region and District and how would we ideally go about developing that knowledge base?</p>	<ul style="list-style-type: none"> ● Match the data with a story about the school. Tell the truth. A School Quality Review can help with this. ● Facility concerns need to be considered through this process, including seismic safety and lead levels.
<p>Question 4: How might we design engagement so that trust is continuously being rebuilt with community?</p>	<ul style="list-style-type: none"> ● Tell the truth no matter how hard it is. ● When you seek feedback, afterwards share: what you heard, what actions you'll be taking as a result, and what you aren't able to address yet (what's in the future) ● Do what you say you're going to do and if you can't, share

	<p>that you can't and why</p> <ul style="list-style-type: none"> • Make documents presented/shared with one school public so that all people have access to it. This builds transparency and trust.
<p>Question 5: How might we balance empowering school communities with needs of the larger system (in order to improve quality across) as well as the individual schools?</p>	<ul style="list-style-type: none"> • Clear message: our top priority is to expand equitable access to quality schools. Financial sustainability is second. • Start by asking where there is already energy on the ground to make changes. • Engage in collaborative conversations and discuss potential opportunities / solutions before anything is decided. Steer away from top-down directives. • Create spaces for collaboration and sharing across schools. Lift up best practices around growth, not just status. • Prioritize and explore how they can achieve quality outside of an attachment to an existing building or program.

Final Recommendations and Implications

Overall Commentary

Committee members were told at the beginning of the work that in addition to recommendations, the report would also include dissenting opinions. In the sections below recommendations are given, followed by a commentary that includes major supporting and dissenting opinions.

The main overall dissenting comments focused on skepticism that closing, consolidating or merging schools would save money, or improve quality:

“If our goal is to improve quality, what are all the ways we focus on that? We do not seem to have any data showing that closing/consolidating/merging improves quality”

“I am still unclear (or just resistant?) about the mandate for closures. Is it related to the state requirement about fiscal solvency? Because there are other [ways to] save \$\$”

Several Committee members asked District staff to show how closures in 2011/12 had improved quality or saved money.

In support of school changes, other Committee members focused on the fact that many District schools were still under serving students and that they were not succeeding academically.. They also discussed that often school communities do not have access to the information needed to understand how their school is doing. The primary concern of these Committee members was that all Oakland schools offer a quality education to all students.

Based on the work of this Committee the following recommendations regarding additions or changes to current practice emerged:

Criteria

Recommendations

In the course of discussions with the Ad Hoc Committee, and based on the data gathered through an online survey of participants, these are the Committee's primary recommendations *related to criteria*:

- Guiding Principle #3 should be revised to read: Every school change is informed by the needs of the school community, *as determined through both community engagement and central office data reviews*. (new language in italics)
- Guiding Principle #4 should be revised to read: *Protect and expand high quality schools*, especially those that serve our historically underserved students. (revised language in italics)
- The eight Citywide Data Considerations should continue to inform Blueprint decisions.
- Incorporate the lived experience of school community members (families, staff, students) in the analysis of the quality of a school.
- When analyzing student performance and improvement in academic outcomes, prioritize the achievement of our most marginalized student subgroups.
- Additional environmental stress factors should be considered: crime & homicide rates, safe passage to school, students' mental health needs
- Bring back a similar process to the School Quality Review (SQR) process implemented in OUSD during the years 2011-2014. The SQR provides a vehicle to incorporate family and staff interviews and student voice into the assessment of school quality.
- Provide opportunity for schools to self-select (opt-in) to mergers or closures, including programmatic feeder patterns.
- Ensure that when school communities and central office review criteria and possible changes, it is done with a whole District lens

Commentary

- Committee members spent significant time looking into the criteria used to make cohort decisions. They were appreciative of the work that the District shared and of the complexity of information that went into the decision-making. Once they understood the variety of data covered by the criteria, members' primary concerns were about how decisions were made; and about who made the decisions.
- Some members of the Committee expressed a desire for a formula, based on the criteria that could transparently show how decisions were made. However, it is the District's assessment that the situation with each school community is unique and various factors carry different weights, depending upon situational considerations, such as whether a school is already going through a redesign effort.
- One member of the committee wanted it to be noted that she did not support Guiding Principle #2: Concentrate OUSD resources in fewer schools as she does not support school closures.
- Nevertheless a key take away from this part of the work is the desire for more transparency, and earlier sharing of relevant data with school communities, which links to recommendations about engagement.

Engagement

Recommendations

In the course of discussions with the Committee, and based on the data gathered through an online survey of participants, these are the Committee's primary recommendations *related to engagement*:

- The design of the first meeting with staff, parents and students regarding potential for their school to be in a cohort should include the following:
 - Honesty, clarity and transparency about what their feedback will be used for and what influence their feedback has on the decision. Be prepared to talk to the community about (1) what decisions are non-negotiable, (2) what decisions they will be empowered to make, and (3) the process for decision-making
 - Don't share too much information at the first meeting. Listen and be clear about the process including next steps.
 - Share why their school was chosen and others were not
 - We should aim to reach a significant percentage of stakeholders (at least 50%) and use multiple strategies, such as those listed below, to ensure broad and direct communication. .

- In order to improve turnout of staff, parents and students at engagement sessions during the selection phase, include the following actions:
 - Meet them where they are, don't always expect them to come to you (physical location)
 - Conduct more outreach than a robocall or a flyer. Engage parents to talk to other parents because the messenger matters.
 - Ensure accessibility (translation, ADA, time of meeting, etc.)
 - State clear purpose and outcomes
 - Provide transportation offers
 - Go to constituency parent groups to invite and share information
 - Present in advance what decision you need their help to make, to clarify the purpose of their attendance

- In order to build community knowledge about schools' and District's current impact on students, the following information should be shared and understood by the community:
 - Match the data with a story about the school. Tell the truth. A School Quality Review can help with this.
 - Facility concerns need to be considered through this process, including seismic safety and lead levels.
 - Continuously engage with school community on the current state of their schools and not just when discussion about closure or changes are needed.

- If we want to design engagements so that trust can be continuously built, then:
 - Tell the truth no matter how hard it is.
 - When you seek feedback, afterwards share: what you heard, what actions you'll be taking as a result, and what you aren't able to address yet (what's in the future)
 - Do what you say you're going to do and if you can't, share that you can't and why.
 - Make documents presented/shared with one school public so that all people have access to it. This builds transparency and trust.

- Recommendations related to how we can balance empowering school communities with needs of the larger system include:
 - Clear message: our top priority is to expand equitable access to quality schools. Financial sustainability is second.
 - Start by asking where there is already energy on the ground to make changes.
 - Engage in collaborative conversations and discuss potential opportunities / solutions

- before anything is decided. Steer away from top-down directives.
- Create spaces for collaboration and sharing across schools. Lift up best practices around growth.
- Prioritize and explore how school communities can achieve quality outside of an attachment to an existing building or program.

Additional recommendations from the final Ad Hoc Meeting related to **Engagement**:

- Develop a set of public agreements to hold District and community accountable for information sharing, transparency about decision-making, responsiveness, etc.
- Make sure to include multiple viewpoints and experiences in the engagement process, and make it an equitable process
- Be clear about WHO is making the decisions
- Share criteria for decisions broadly across the District in multiple formats
- Give school communities ongoing access to the data that meets the criteria and is therefore likely to inform decision-making
- Ask communities what additional *available* data, or formats, they need to be able to participate in dialogue

Commentary

The majority of Committee comments were about engagement. Members felt that most of the people impacted by Cohort 2 decisions had not seen that decision coming. This was seen as a combination of an opaque District process and lack of information about schools in the community. Significant, ongoing engagement beginning early in the process is the key recommendation here. Committee members had different opinions about the role of community in decision-making. Some felt that no school should change unless the community was in favor. Others felt that the District should be clear about who gets to make those decisions and the status of community input.

Workplan

Recommendations

Additional recommendations from the final Ad Hoc Meeting related to **Work plan**:

- Pre-selection Phase:
 - Start by asking where there is already energy on the ground to make changes.
 - Engage in collaborative conversations and discuss potential opportunities / solutions before anything is decided. Steer away from top-down directives.
 - Create spaces for collaboration and sharing across schools. Lift up best practices around growth.
 - Prioritize and explore how school communities can achieve quality outside of an attachment to an existing building or program.
 - Conduct ongoing multi-stakeholder engagement and collaboration throughout - oversees work plan and accountability
- Selection Phase includes developing multiple scenarios for different school and cohort configurations for school community to consider, demonstrating the guiding principles
- Planning Phase includes developing multiple scenarios for design for the school community to consider, demonstrating the guiding principles
- Post-Implementation Phase that tracks the impact and results of any school changes made as part of the Blueprint process

- 1093 Not only add inputs from students, families, staff community during Selection Phase BUT display iterative process after inputs from site community are taken into account
- Convene an ongoing multi-stakeholder school design team for each Blueprint change, including central partners, school leaders, teachers, classified staff, parents, and community, that meets to develop goals, criteria, strategy, etc and is accountable to a broader community design process.

Commentary

The major addition to work plan came from the Committee's focus on engagement, with the addition of the pre-selection phase. Since the decision to change schools, and the identification of schools, was the driver for the Committee being set up most of the discussion time and most of the commentary focused on selection criteria and engagement.

Other Learnings and Recommendations from Ad Hoc Committee

- Communicate a clear message: Our top priority is to expand equitable access to quality schools. Financial sustainability is second.
 - Create a purpose statement (e.g., "We are developing criteria for OUSD and school (re)design to expand equitable access to quality and close equity gaps while maintaining fiscal stability.")
- Lay out the methodology of how decisions are made (show the rigor in an understandable way).
 - Clearly state all the multiple criteria that were considered
 - In every case, articulate why a particular school was selected
 - Develop simple slides specifically for community engagement to clearly speak to students, parents and school staff affected by school change
- Track your decisions and results
- During selection, provide scenarios with pros and cons and engage community and gather voice

[Appendix 1 Board Resolution](#)

[Appendix 2 Notes from Meeting #1 April 13, 2019](#)

[Appendix 3 Notes from Meeting #2 April 29, 2019](#)

[Appendix 4 Notes from Meeting #3 May 7, 2019](#)

[Appendix 5 Notes from Meeting #4 Mah 21, 2019](#)

Appendix 6 Copy of Survey Results

- [Criteria Survey](#)
- [Engagement Survey](#)

[Appendix 7 List of Committee Members](#)