

**A Call to Action
and
Request for Letters of Interest (RFLOI)**

Toward a new unified Oakland school district

pro-student....

pro-teacher....

pro-parent....

pro-public education....

pro-reform

of the institutions where people care:

the schools

the unions

the district

Issued by

The Oakland Unified School District



Under the stewardship of
State Administrator, Dr. Randolph Ward

January 10, 2005

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PREAMBLE

By issuing this Call for Action and Request for Letters of Interest (RLOI) in response to the crisis and opportunity currently being experienced in Oakland schools, the Oakland Unified School District seeks to:

- communicate with the entire Oakland community the intent and values that are driving district actions in the face of crisis and transition;
- lay out a vision for claiming a better and hopeful future for Oakland's children; and
- describe the process the district will employ to respond to external demands over the very short time available.

The district administration takes responsibility for the education of Oakland's children and humbly recognizes that in order to achieve its mission it must have the strong and unified commitment of students, parents, teachers, staff, board members, community organizations, businesses, local government, and district administrators supporting and sharing responsibility for this shared vision of success.

Since this document includes many new technical terms and abbreviations, a Glossary is provided as Appendix B, to assist readers. Terms that are further defined in the Glossary will be shown as bold in the text.



CALL TO ACTION

Introduction

The Oakland Unified School District recognizes and acknowledges that thus far, it has not succeeded in creating the conditions for the success of all of Oakland's children. Despite significant achievement gains over the past 5 years, only 22.6% of Oakland's elementary students are proficient in English Language Arts and only 26.9% of Oakland's elementary students are proficient in Mathematics. Only 12.1% of our Latino students and 17.8% of our African-American students are proficient in English Language Arts.

As is well known, in Oakland, great disparities exist in the performance of some schools compared with others. Many people believe that these disparities exist because of the disparity in the family and community support and resources available to students in these schools. It is the vision of the Oakland Unified School District, however, that every student will have access to a high quality education and that the measure of this quality will be in the success of each student, regardless of the personal resources and supports with which he or she enters the classroom.

We believe that the education of our children is the responsibility of the entire district — OUSD employees, parents, students, community members and civic, business and community-based institutions. The citizens of Oakland and the rest of the state through our participation in state government and democratic processes have failed to provide sufficient resources for the district to reasonably achieve our vision. Yet, the education of all of the children of Oakland is the district's sole purpose. We therefore accept responsibility for this unreasonable challenge. We also accept that what we have been doing hasn't worked for everybody. It is our intent not just to take responsibility, but to succeed. We are therefore compelled to make bold changes and ask our fellow citizens to lend their creativity, energy and industry to this task.

Statement of beliefs

1. Every child has the right to an excellent, free, public education;
2. Parents and others who take primary responsibility for raising children are the ones who care the most about their children and must be partners in supporting their educational success;
3. For all children, and especially those who have limited personal resources and supports, their teacher is a critical factor in their educational success;
4. The success of our system depends upon our ability to recruit, support and retain high quality teachers for all of our children. It is in our interest to create conditions that keep good teachers in Oakland;
5. A teacher's union can play a critical role in creating a professional learning community for teachers across the district that includes:



- elevating the value of the teaching profession and improving the conditions that support sustained success;
 - providing networking opportunities for teachers across schools to share best practices and provide professional support;
 - supporting the professional development of teachers
 - assisting in the removal of poor performing teachers;
 - advocating for teachers and facilitating their participation in the resolution of problems or conflicts
6. Principals have a key role in creating a professional learning community for teachers and improving instruction at their schools which includes:
- creating clear standards for performance;
 - ensuring adequate resources and physical conditions for success;
 - evaluating staff;
 - coaching teachers and recommending professional development opportunities;
 - hiring and developing good teachers and removing poor ones; and
 - creating a collaborative culture that values the contribution of teachers and that promotes and develops teacher leadership.
7. The central purpose of the district is to maximize human and fiscal resources available to schools; ensure access, equity and shared values; create conditions to drive educational outcomes; set standards for academic and personnel performance; ensure compliance with the law; and communicate with stakeholders.

Context/historical background

Over the last thirty years, Oakland Unified has seen many reform efforts aimed at reversing persistent trends of low academic performance and a high attrition rate for its students. While many of these have been promising, few have endured the tenure of a single Superintendent. None have been maintained long enough to get at three crucial conditions for success: 1) dramatic improvements in the capability of teachers and the quality of instruction in every classroom; 2) deep engagement of every student and family in the educational process; and 3) a high-performing central office organization that can create the conditions for success and use public money effectively and responsibly.

More recently, Oakland Unified has been undergoing a locally driven transformation of its schools that was marked with the passage of the site-decision making policy in 1999, and the small schools policy in 2000. The passage of these two policies reflected a strong, emerging consensus within Oakland about the need for change and the types of changes that the community felt would improve Oakland's schools and drive student achievement upward.

At the core of both policies was the belief that responsibility and ownership for results needed to be broadly distributed throughout our community and across the various role groups for whom education is a primary goal: teachers, administrators, central office and school staff members, parents, families and the students themselves. Other key ideas included:



- **Choice.** *Families* choose among high quality, equitable and diverse schools. *Students* choose and have equitable opportunities to attend programs with different areas of focus. *Teachers* choose the schools in which they wish to work and that have school programs aligned with their values and expertise.
- **Autonomy.** A focus on achieving results through a different relationship with authority that allows flexibility and school decision-making within a clear framework of standards, measurable goals, incentives and consequences.
- **Accountability.** All parties are accountable to each other. *Teachers* for high quality instruction, *students* for giving their best effort to learning, *families* for supporting their students to attend and achieve, *administration* for creating the conditions for successful schools, *civic and community groups* for supporting family participation in education and providing complementary services where appropriate and necessary.
- **Support.** All support services work together to create the learning and development opportunities that lead to high student achievement.

In response to the enormous challenge that the schools in Oakland faced, in 2002, the previous administration started to engage all levels of the school district and members of the broader community in a strategic planning conversation regarding the education of the youth of this city. After considerable dialogue, prioritizing and strategizing, consensus around the vision was resonant:

High standards of learning... High standards of service.

The challenges facing our schools require that all resources, support and strategies be directed toward supporting the implementation of high standards for learning for all students in all classrooms.

The many voices and ideas included in developing this vision for Oakland's school provide an authentic guide as OUSD continues to the next phase of its transformation into a district that establishes and achieves high standards for learning and service.

Fulfilling the Mission

"To transform each school into a nurturing community with high standards of learning for every student by name, and our district into a responsive, supportive network with high standards of service."

- OUSD Mission, Strategic Alignment Plan, 2002

One of the key initiatives conceived under the previous administration and now being realized under state administration is the complete overhaul of the OUSD central office organization. In the past, the central office has not been able to respond effectively to the demand for services that support new or better schools. To meet expectations it must be completely redesigned to deliver high quality services, be fiscally accountable, and create conditions for every employee to be successful. Accordingly, in September 2004, OUSD, as a first step began a rigorous self-assessment and research into best practices with support from charitable foundations and assistance from BayCES and other partners locally and nationally.



While we face a fiscal and academic crisis of unprecedented proportions, we have assets on which to build, and a vision that has been sharpening over the past five years. The district is under the stewardship of a State Administrator who can guide us through our current crisis, helping us to seize opportunities and make tough decisions. However, only the community of stakeholders — those who take responsibility to work towards the vision that has emerged over the last several years — have the power and capacity to fully claim, achieve and sustain a new reality.

There are many reasons for the community not to engage at this time: a long history of unfulfilled promises, an apparent lack of resources, and distrust of state administration, to name a few. Over the years, many competent and caring leaders have given themselves tirelessly in service of Oakland's children, and now conditions seem more challenging than ever before. Why should our communities commit themselves to this work now? In spite of all obstacles, many leaders— the state administrator, foundation leaders, local business leaders, community leaders, principals, teachers, staff, parents, and students — continue to support this vision. There is hope and energy within Oakland for us to achieve our vision.

We can be successful if every student matters and is expected to learn. We can be successful if every teacher is well supported and expected to be of the highest quality. We can be successful if every employee sees him or herself as integral to student success and is willing to share responsibility for the quality of our schools. We must be prepared to defend the values and ideals of public education. We must be prepared to make bold changes to our institutions. We must be prepared to come together and act together on behalf of Oakland's children.

On the evening of March 10, 2005 through the afternoon of March 12, 2005 the entire Oakland community is invited to join in a celebration of hope, recognition of our assets, and a claiming of our future. We will share more information over the coming weeks and hope that you will join us. In the meantime we invite you to respond to the Request for Letters of Interest below.



REQUEST FOR LETTERS OF INTEREST

Introduction

The ideas and vision that emerged from the work of engaging key stakeholders as partners in improving schools or creating new ones, have been both supported and threatened by the Federal “No Child Left Behind” Act and California’s state accountability system. On the positive side our leaders, responding to decades of academic decline, have a broad-based mandate to demand better results and equity of outcomes from schools and districts. On the other hand, it is clear that we cannot produce those results without bold changes in the way we educate children, changes that demand new ways of doing business, new resources, and new relationships between stakeholder groups. In the simplest analysis, local school districts must either create a coherent, locally based response to meet public’s demand for results on their own, or face increased sanctions and further loss of the power to determine the educational program for their own communities.

Requirements of No Child Left Behind

The federal No Child Left Behind Act was passed in January 2002 and established a 5-year accountability timetable that is now (for the first time in history) taking effect. Specifically, the Act requires that any public school designated as being in Year 4 of “**Program Improvement**” must implement one of the following alternative governance arrangements for the school consistent with State law prior to the start of the following school year (Fall 2005):

1. Reopening the school as a public **charter** school.
2. Entering into a **contract** with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.
3. Turning the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State.
4. Replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress.
5. Any other major restructuring of the school’s governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.

The Oakland Unified School District is requesting Letters of Interest to assist the district in assessing options #1, #2, and #5 above, for changing the governance of the thirteen (13) OUSD elementary schools in Program Improvement Year 4. [Note: The State has informed the district that no State educational agency will take over operations of any district schools; therefore option #3 has been ruled out.] OUSD will separately be evaluating option #4, but does not currently favor this option because of the large number of teachers that would be impacted, and the effect on the system as a whole, with no clear



research that indicates that this approach will fundamentally improve student achievement.

OUSD has 13 schools in Program Improvement Year 4 under **NCLB** that in 2004-05 serve about 7,350 students and are supported by about 300 teachers, approximately 15% of the OUSD totals. These schools are listed below:

1. Allendale Elementary
2. Cox Elementary
3. Hawthorne Elementary
4. Highland Elementary
5. Jefferson Elementary
6. Lockwood Elementary
7. Mann (Horace) Elementary
8. Melrose Elementary
9. Prescott Elementary
10. Sobrante Park Elementary
11. Stonehurst Elementary
12. Webster Elementary
13. Whittier Elementary

Eligible respondents

The District is issuing this Request for Letters of Interest (RFLOI), seeking responses from three distinct categories of respondents that may be invited to participate in the solution at different times and in different ways as shown on the chart on the following page.

Each respondent is asked to submit a Letter of Interest (LOI) in the format specified for each category of respondent as described later in this request Sections A – C. Final LOI's will be due by 4 pm PST, February 1, 2005. No late submissions will be accepted. All Letters of Interest will be opened in public in the OUSD board chambers at 4:30 pm on February 1, 2005.

Upon review of Letters of Interest received in response to this request, the district will consider the restructuring options available. At that time, the district may elect to issue targeted requests to selected respondents requesting that they submit school management contract proposals, charter petitions, or new school **incubator** applications, or take some other action in accordance with the law. **No external proposals for the restructuring of any of the 13 district schools will be solicited or accepted unless a Letter of Interest has been received in response to this request.**



Table 1: Eligible respondents to Letter of Interest

	Contract or charter respondents (external)	New school design team respondents (internal)	General respondents (internal/external)
Eligible respondents	External (non-OUUSD) legal entities capable of managing between one (1) and thirteen (13) of the schools named above with a high probability of success as measured by improved student achievement.	Individuals or groups committed to the success of all of Oakland’s children as measured by improved student achievement and capable of leading and supporting the design of a new school.	Individuals, organizations or groups who have an idea, service or product that they believe would support the success of Oakland’s children as measured by improved student achievement.
Description of respondents	Respondents are interested in operating the schools as charter schools or contract schools run by an independent, nonprofit corporation(s) or private corporation(s) that will involve community leaders in the management of the school(s).	Respondents are interested in open and lead high achieving, non-charter schools to serve students and families living within the attendance areas of schools currently designated as Program Improvement Year 4	Respondents are not seeking to manage or redesign schools but may: <ul style="list-style-type: none"> • wish to contribute to student success in a support role; or • simply share their ideas about actions the district should take
Action potentially required <u>after</u> selection through this Letter of Interest process.	Respondent must be willing to submit a charter petition or contract school proposal	Respondent must be willing to nominate a leader to apply for admission to Oakland’s new school incubator <u>and</u> to accept a district-appointed leader if the nominated leader does not meet the criteria for acceptance into the incubator.	Respondent must be willing to respond as appropriate and requested
Meets 2005 NCLB restructuring req’t?	Yes. This option would meet the restructuring requirements of NCLB for Fall 2005.	No. New schools entering the incubator would not open until Fall 2006 or 2007. No PI 4 school can convert to being a new school.	No



Timeline and Process

Figure 1: Overview of steps in process

The following diagram outlines the steps to be taken to accomplish the restructuring of the 13 schools in Program Improvement. This Request for Letters of Interest process only describes Steps 1 and 2.

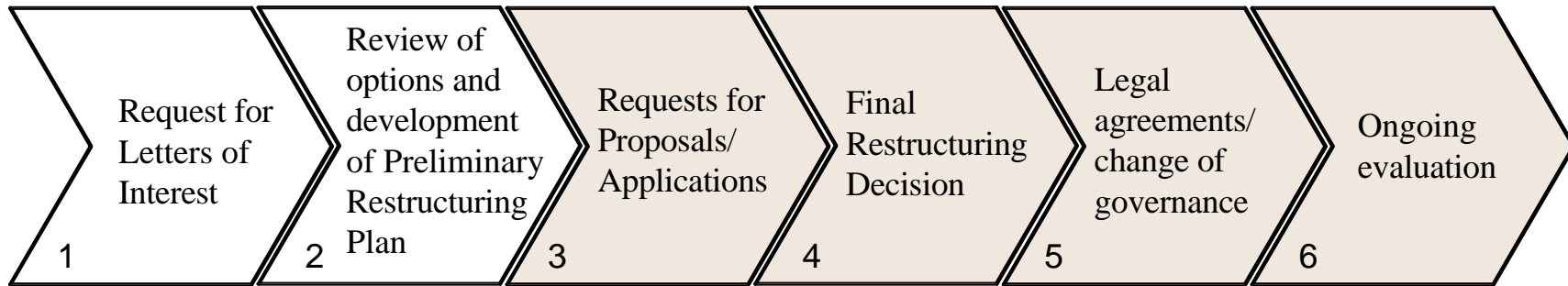


Table 1: Request for Letters of Interest

STEP 1:					
Request for Letters of Interest (LOI) →					
Why:	To do a broad search for solutions to the persistent underachievement of some schools in Oakland				
Who:	Any individual, group, organization, union, institution of higher education, charter school, charter management organization, non-profit, for profit corporation, or other entity committed to the success of all of Oakland’s children as measured by improved student achievement				
What:	Request for LOI released	Board meeting	Info meeting	Letter of Interest due	LOI opening
Where:	Available from OUSD Office of the State Administrator, Rm 301, 1025 2 nd Avenue, Oakland, CA 94606 or on the OUSD website http://ousd.k12.ca.us	Oakland High School auditorium (address)	OUSD board chambers, 1st Floor, OUSD Admin Bldg, 1025 2 nd Ave., Oakland	Office of the State Administrator, Rm 301, 1025 2nd Avenue, Oakland, CA 94606	Board chambers, 1st Floor, OUSD Admin Bldg, 1025 2 nd Avenue, Oakland
When:	Monday, January 10, 2005	4:30 pm Wed, Jan 12, 2005	4 – 6 pm, Tue, Jan 18, 2005	4 pm PST, Tue, Feb 1, 2005	4:30 pm, Tue, Feb 1, 2005



Table 2: Development of preliminary restructuring plan

STEP 2:				
Review of options and development of preliminary restructuring plan				
Why:	To allow an authentic review of available data on the 13 schools, review all the Letters of Interest received, carefully consider all options for the restructuring of the 13 schools on a school-by-school basis and make recommendations regarding the restructuring of the 13 schools currently in Year 4 of Program Improvement under the No Child Left Behind Act			
Who:	Staff school intervention team, State administrator, advisory board			
What:	Staff review of LOI, data on 13 schools, staffing data, other relevant information	Recommendations from staff team to State Administrator	Preliminary plan presented at Board meeting	Staff team identifies potential respondents for follow-up
Where:			Location TBD	
When:	February 3 - 7, 2005	February 8, 2005	February 9, 2005	February 11, 2005

Table 3: Requests for Applications

STEP 3:				
Requests for Proposals / Applications				
Why	To outline solutions to the persistent underachievement of some schools in Oakland			
Who	All respondent to the RFLOI who are now being invited by the board and State Administrator to proceed to Step 2	Internal respondents wishing to nominate a leader to apply to the new school incubator if applicable	External respondents wishing to develop (a) contract school(s) if applicable	External respondents wishing to develop (a) charter school if applicable
What	Request for proposals, petitions, or leadership applications issued to selected respondents	New school incubator leadership applications due if applicable	Contract school proposals due if applicable	Charter petitions due if applicable
Where	Sent by mail or delivered to selected respondents	New School Development Group, c/o Hae-Sin Kim, Rm 15, Golden Gate, 6200 San Pablo, CA 94608	Office of the State Administrator, c/o Katrina Scott-George, Rm 301 1025 2 nd Ave, Oakland, CA 94606	Charter school office, c/o Liane Zimny, Rm 301, 1025 2 nd Ave, Oakland, CA 94606
When	Friday, February 11, 2005	February 17, 2005	March 21, 2005	March 23, 2005



Section A: External Respondents (charter and contract schools)

Background on charter schools

As the district considers its approach to the No Child Left Behind Act it is inviting external charter school operators, and other entities capable of running contract schools to indicate their interest in taking over the management of one or more of the district schools in Program Improvement Year 4.

Charter schools are part of our state's and our nation's public school law. It is our district's responsibility to proactively respond to changes in the law and environment so that the district's mission of ensuring an equitable and high quality public education for all Oakland's children is protected. There are 19 charter schools currently operating in Oakland and some 4,500 families in Oakland choosing to send their students to charter schools.

Several concerns have been raised about the support of charter schools in Oakland. The district's approach to those concerns are addressed below:

Funding and loss of ADA (Average Daily Attendance)

The Oakland Unified School District receives the same funding for every student in public schools in Oakland including charters. The district then passes funding to charter schools based on a state charter funding formula that varies by grade level. At the elementary level, the district receives more funding for each student than needs to be passed to the charter school. This limits any negative financial impact of elementary charter schools. The district is also working on developing relationships with some of our charter schools to demonstrate that we are able to offer quality services and access to assets for fees that earn back any loss of revenue due to loss of **ADA**.

Fair access and enrollment practices

The district is working to manage the choice and enrollment practices of all our schools, including charters, to ensure that none of our schools are 'creaming' the most talented or committed students and making the challenge for other district schools even greater. Charter schools are mandated to ensure that Special Education services are provided to students.

Collective bargaining

We believe we can create relationships with some charter schools that will provide opportunities for teachers to maintain membership in a collective bargaining unit while working in charter schools that provide protections for teachers, such as: job security with good performance and negotiated salary and benefits.

We have charter schools with which we have agreements around facilities, fee-for-service, and/or staff arrangements. We refer to these schools as "**internal charters**" to indicate the cooperative relationship the district has with those charter schools.



School quality

Just like other schools in Oakland, there is a range of quality among our charter schools. The district is responsible for monitoring the performance of every public school in Oakland, including charters. The accountability for charter schools is also increasing. For instance, a new law just passed does not permit a school's charter to be renewed if the school is not scoring at least a 4 on the statewide **API** ranking (on a scale of 1 to 10, with 10 being the highest). Charter schools that receive Title I funding are also subject to No Child Left Behind. Charter schools must have their charters renewed every five years providing an opportunity for the district to deny the continuation of the school if it has unacceptable performance.

Privatization

Charter schools are public schools. They do, however, provide an alternative model to the former monopoly of public school districts where families with limited resources have sometimes been trapped in failing schools. As such, charter schools provide competition that could eventually threaten long-standing institutions.

The threat of privatization, however, arises from the long-standing failure of the institution of public education to deliver on its promise. The greatest defense of public education will be to demonstrate success. The Oakland Unified School District believes it can recreate itself into a world class system and protect the values of a free, public education for all.

Charter schools, while not magic by any means, can offer one avenue for creating new conditions for success. All existing charter schools in Oakland are small and offer personalized learning environments. All charter schools offer choice and allow families to choose the school based on the program, convenience, or other factors. Each charter school has the flexibility to ensure that its staff is committed to the school charter.

Given this background and context, the district therefore wants to consider the possibility of charter schools being part of our district's solution.

Expectations for respondents proposing a charter school:

If a charter school is proposed, the respondent may be invited to submit a charter petition(s) in accordance with the District's Charter Policy and State law. Any approved charter school petitioner shall execute with the District a Memorandum of Understanding (**MOU**) defining key areas of relationship.

To help respondents considering the possibility of responding with an LOI for a charter school, we want respondents to know about some district expectations:

Employment Rights: The District will consider variations of employment rights in the proposed charter(s), including, but not limited to:

- the District leasing employees (e.g., the principal or school secretary) to the charter school allowing the employee "leave of absence status" while working in the charter school;
- the charter school hiring all non-district employees, or
- a combination of both.



The district would, however, prefer that a charter school lease employees from the district, in which case, the school would be expected to:

1. pay employees, at a minimum, the negotiated salaries and benefits for all collective bargaining unit members;
2. grant interviews first for employees from OUSD teachers who apply to the charter for open positions;
3. develop and sign an MOU that clearly spells out expectations for teachers, for the period of their contract with the charter school, including:
 - working conditions;
 - salary incentives for mentor or lead teachers;
 - curriculum, instruction and assessment requirements;
 - professional development requirements;
 - consequences for unsatisfactory performance, including termination of the lease agreement. (However, the teacher would resume his/her status within OUSD non-charter schools with full coverage of the regular contract.)
 - ensuring that no teacher would be forced to work in a charter school with short-term contract conditions that she/he did not accept;
 - ensuring that if a teacher layoff would be necessary because there is a surplus of teachers in the OUSD pool that was not resolved by natural attrition or by teachers choosing and being chosen to teach in the new charter schools, the layoff would take place according to the seniority provisions of the collective bargaining agreement; and
 - developing a comprehensive plan for teacher development and instructional improvement.

Community engagement: engage the school community in the development of the charter school, including working with service providers and community agencies that serve the community in other capacities.

Revenue: Any school that opens as a charter school shall receive revenue through the Charter School Funding Model in accordance with California law. The district will provide additional funding necessary and/or required by law to be used at the school(s), including any state intervention funds available to the schools, to ensure that the new school(s) maintain no less than the amount of funding currently assigned to the schools and/or the students.

Student Population: The charter school must serve all students needing access to a school in their neighborhood, up to an enrollment not to exceed the 2004-05 **CBEDS**;

Special Education service delivery: Students enrolled in charter schools are entitled to special education services provided in a like manner to students enrolled in other public schools. Charter schools shall comply with applicable requirements of state and federal law regarding provision of special education services. A charter school shall not discriminate against any pupil in its admission criteria on the basis of disability. Charter schools must belong to a **Special Education Local Plan Area (SELPA)** in order to ensure that every eligible student receives appropriate special education services.



Facilities: The awardee will be required to pay its pro rata share of its facilities costs for the use of the facilities. The awardee will be required to maintain the school at its own cost. The District will continue to provide deferred maintenance of the facility. The awardee will pay all applicable taxes and utilities.

It is the intent of OUSD to maintain the flexibility to use facilities currently housing the 13 schools in a manner that best supports the mission of the district. To ensure this remains possible, OUSD would enter into lease agreements with charter schools for the use of the district's facilities for up to two-year terms only.

Services: Charter schools may elect to pay the district for central services such as maintenance, assessment services, etc.

Background on contract schools

Oakland Unified School District has not been using a contract school model to support the management of schools. However, if organizations with a demonstrated track record of successfully managing schools are willing to develop strong school proposals, the district would like to hear about that interest at this time.

Expectations for respondents proposing a contract school:

If a contract school is proposed, the respondent may be invited to submit a full proposal that details the educational program and operations of the proposed school. The contract between the district and the contract entity would define the relationship in several key areas.

To help respondents considering the possibility of responding with an LOI for a contract school, we want respondents to know about some district expectations:

- Revenue Contract schools would receive those funds that would have been allocated if the school had remained a district-managed school.
- Employment Rights: Absent a waiver, contract schools will be obligated to follow the collective bargaining agreements applicable to the district.
- Student Population: The contract school must provide an enrollment preference to students residing in the applicable attendance boundary.
- Special Education service delivery: The contract schools are required to provide special education services to all eligible students as required by law. Contract schools must belong to the OUSD Special Education Local Plan Area (SELPA) in order to ensure that every eligible student receives appropriate special education services.
- Facility Cost: The contract school will be required to pay facilities-related costs, such as utilities at the same rate determined for all district schools. The District will continue to provide deferred maintenance of the facility.

Letter of Interest Requirements (external respondents only)

Submission of a letter of interest and acceptance by OUSD, will bind neither the parties submitting it nor OUSD.



In order to facilitate review by OUSD, please submit materials in keeping with the format described below. Letters of Interest should not exceed an 8-page limit. To be considered, each respondent must provide the following:

1. Cover letter indicating interest in managing one or more of the 13 schools currently in Program Improvement Year 4. The letter should identify:
 - the specific school or schools that the respondent is interested in managing;
 - the legal entity authorized to enter into discussions or sign agreements with OUSD;
 - the names and role of each member of the team submitting the Letter of Interest; and
 - the proposed governance structure for the schools, and whether they would be managed as charter or contract schools.
2. Summary of Educational Approach providing a general description of the team's proposed educational program, including professional development of the faculty, and how this program will increase student academic performance, achieve equitable outcomes and meet federal and state standards. The summary should demonstrate knowledge of specific student data, academic intervention needs, strategic academic response interventions, and capacity to implement the program.
3. Statement regarding Community Partnership providing a general description of how the team would expect to partner, or conduct outreach, with existing site administration, teachers and staff, parents, and community members and leaders if it were to accept management of the school(s).
4. Statement of Fiscal and Operational Capacity providing a general statement that indicates the ability of the legal entity expressing interest to manage the operations of the school in a fiscally responsible manner. This section should indicate how the respondent anticipates that it would interface with the district in managing the operational aspects of the school(s) management.
5. A signature page including names, positions, and signatures of the legally responsible individuals of the interested entity.

To be considered, external respondents must submit five (5) copies of the Letter of Interest in a sealed envelope and one electronic copy by the 4 pm PST, February 1, 2005 deadline. Materials must be submitted to: 'External Respondent' c/o Katrina Scott-George, Special Assistant to the State Administrator, Rm 301, 1025 2nd Avenue, Oakland, CA 94606 and via email to: RFLOI@ousd.k12.ca.us.

Parties interested in responding are encouraged to attend an informational meeting to be held on Tuesday, January 18, 2005 from 4 – 6 pm in the OUSD board chambers, 1st floor, 1025 2nd Avenue, Oakland. Potential respondents may also submit questions or comments in writing to OUSD regarding this Request for Letters of Interest to Katrina Scott-George at the addresses above. No telephone inquiries.

Any changes in the terms of the RFLOI will be set out in a written addendum posted on the OUSD website (<http://ousd.k12.ca.us>), and supplied to all interested parties upon request.



Section B: Internal respondents (new, small schools)

Background on new small schools

Starting in 1999, community demand for school improvement provided an early warning signal, prior to No Child Left Behind, that prompted action within the communities of some of the elementary schools currently in Program Improvement Year 4. The district in partnership with the Bay Area Coalition for Equitable Schools (BayCES) and Oakland Community Organizations (OCO) began the process of developing new schools to serve families and students in these neighborhoods that were home to some of the district's most overcrowded and underperforming schools. The new schools listed below will eventually be collectively housed in three brand new school facilities at Cesar Chavez, Woodland, and ASCEND:

- In the Fall of 2001, as the Superintendent's pilot, ACORN Woodland opened enrolling students primarily from the Highland attendance area.
- In the Fall of 2002, the International Community School (ICS) opened enrolling students primarily from the Hawthorne attendance area and ASCEND K-8 opened enrolling students primarily from the Jefferson attendance area
- In the Fall of 2003, Think College Now opened enrolling students primarily from the Hawthorne attendance boundary; and
- In the Fall of 2004, Encompass Academy opened enrolling students primarily from the Webster attendance area.

These schools were birthed from an unusual partnership between the community, teachers, and the district, involved a large commitment from all parties, and can be celebrated as successful demonstrations that we do in fact know what it takes to educate all children. As shown in Appendix C, these new schools have seen significantly improved performance in academic areas and school climate. Performance of their 'host' schools has also shown improvement as overcrowding has been relieved. Examination of the demographic data for the new schools shows comparable ethnic and socio-economic composition between the new schools and existing schools serving the same community.

Cost and lead time for the creation of new facilities, and the unavailability of space to house new schools, as well as the lack of district infrastructure or external technical support resources slowed the ability of the district to continue creating new, small schools in neighborhoods still served by overcrowded schools, or where existing schools had resisted improvement over a long period of time. The work was further interrupted by the fiscal crisis that eventually resulted in the departure of Dennis Chaconas, the Superintendent who had taken a lead role in supporting and driving these reforms.

Despite the crisis and the limited resources, as a result of the organizing efforts of the community, the emergency loan legislation, **Senate Bill 39** specifically called upon the state appointed administrator to *"maintain the core educational reforms that have led to district-wide improvement of academic achievement, including, but not limited to, educational reforms targeting underperforming schools, new small schools, and other reforms that have demonstrated measurable success."*



Shortly after his arrival in Oakland in June 2003, Dr. Randolph Ward, the State Administrator, met with many members of the Oakland community and examined the fiscal and achievement data related to the new, small schools in Oakland. The State Administrator, recognizing the promise and impact to date of the reform strategy that was producing results, did not disrupt the work that had preceded his arrival. He established the controls that would provide a foundation for the fiscal and operational sustainability of the reform. He took actions to begin building the infrastructure that would allow the renewal of efforts by the community – in partnership with the district and technical assistance providers – to create new, small, effective and equitable schools. Specifically, Dr. Ward:

- established an in-house incubator for the creation of new schools that is currently supporting new **design teams** in the creation of new Oakland schools to open in Fall 2005;
- secured a partnership grant to help support a leadership development program for design team leaders, allowing them to be mentored for a year by current Oakland principals;
- continued to partner with BayCES in securing significant external resources to support the development of new schools;
- required that the master planner contracted by the district to develop the master facilities plan consider how existing facilities could be creatively and effectively used to house multiple small schools;
- required staff to analyze the operating costs for small schools under the district's per pupil revenue allocation and establish an optimal size for **new small schools** that would ensure fiscal sustainability of the schools;
- supported the completion of the transition of Castlemont High School into three new small schools;
- supported the opening of three additional new small schools in the Fall of 2004;
- supported the continued design work and conversion of McClymonds High School, that will become two new small schools in Fall 2005;
- supported the development of a redesigned high school network, including the high school options process to allow every 8th grader to make their choice of a high school;
- extended the budget autonomy initially available to only new, small schools to all district schools; and
- initiated a major project to redesign the district central office in order to offer significantly improved services to all schools starting in Fall 2005

In the Spring of 2004, based on the early success of the new schools, the support of the community, and the overwhelming national research supporting the benefits of smaller schools particularly for students of color and socio-economically disadvantaged students, the district began, more formally, the process of intervening in two of its lowest performing schools by recruiting two leaders into the district's new school incubator. Supported by the incubator, these leaders have created design teams of parents, teachers and community members and are designing two new schools (Reach Academy and RISE) that will open in Fall 2005 serving students currently living in the Cox and Highland attendance areas.



A true accountability movement that was started by parents and community leaders and taken up by teachers and district leaders has successfully created major and positive changes in the Oakland schools. The interruptions to the progress – due to lack of resources, fiscal constraints, falling enrollment across the East Bay, leadership change, or the need for central office transformation has severely tested the movement. In addition, the idea of a community-based movement acting in partnership with state administration may seem an impossibility, given the community’s recent experience of these crises. However, it is clear that successful education of Oakland’s children requires a renewal of the school, district, and community compact that launched successful reforms in the first place. Therefore, the following sections of this request for Letters of Interest asks for community, parent, teacher, and administrative leaders to indicate their interest in reigniting the flame on behalf of Oakland’s children.

Expectations for internal respondents proposing to lead or support the design of a new school within the district incubator

If a new school is proposed, the respondent may be invited to nominate a design team leader/proposed school leader to apply to participate in the new school incubator. Only leaders who apply to the incubator and are selected through a rigorous, already established leadership selection process will be accepted to participate in the new school incubator. Teams with successful leader applications, or who adopt an accepted leader, would be supported through the incubator to design a new school. No new school design team within the incubator is automatically approved to open as a new school, but must develop a design and implementation plan that meets prescribed benchmarks and standards.

To help respondents interested in designing new schools consider the possibility of responding with an LOI, we want respondents to know about some district expectations:

- Revenue: New schools receive funding in accordance with the district’s **Results-Based Budgeting (RBB)** formula allocation as with all district schools.
- Employment Rights: Absent waivers, new schools currently follow the collective bargaining agreements applicable to the district.
- Student Population: New schools are schools of choice that provide an enrollment preference to students residing in a target attendance boundary.
- Special Education service delivery: All new schools will serve Resource Specialist Program (RSP) students upon opening. By year 2, when the schools enter the broader networks, each new school will support a Special Day Class (SDC) program as appropriate.
- Facility Cost: New schools contribute to facility costs as all other district schools.

Letter of Interest Requirements (Internal Respondents only)

Submission of a letter of interest and acceptance by OUSD, will bind neither the groups nor individuals submitting it nor OUSD.

In order to facilitate review by OUSD, please submit materials in keeping with the format described below. Letters of Interest should not exceed a 5-page limit. To be considered, each respondent must provide the following:



1. Cover letter indicating interest in participating in the design of a new school. The letter should identify:
 - the name of the single school community the respondent is interested in serving;
 - the names and role of each member of the team submitting the Letter of Interest;
 - the proposed start date for entry into the incubator (Fall 2005 or Fall 2006); and
 - the name of the design team leader/proposed school leader who is willing to apply for acceptance to the small school incubator OR a statement of willingness of the team to work with a district recruited leader.
2. Summary of Educational Approach providing a general description of the team's educational vision. The summary should demonstrate knowledge of the specific student population to be served and capacity to design an effective school program.
3. Statement of Community Partnership providing a general description of how the team would expect to engage parents, community members, teachers and staff in the design and operation of the school.
4. "Reality Check" providing a general statement that indicates an understanding of the current fiscal constraints and facility limitations within which the challenges of providing a quality education to all the school's students must be overcome.
5. A signature page including names, roles, and signatures of all members of the submitting team.

To be considered, internal respondents must submit five (5) copies of the Letter of Interest in a sealed envelope and one electronic copy to: 'Internal Respondent' c/o Katrina Scott-George, Special Assistant to the State Administrator, Rm 301, 1025 2nd Avenue, Oakland, CA 94606 and via email to: RFLOI@ousd.k12.ca.us by the 4 pm PST, February 1, 2005 deadline.

Parties interested in responding are encouraged to attend an informational meeting to be held on Tuesday, January 18, 2005 from 4 – 6 pm the OUSD board chambers. Potential internal respondents may also submit questions or comments in writing to OUSD regarding this Request for Letters of Interest to Katrina Scott-George at the addresses above.

Any changes in the terms of the RFLOI will be set out in a written addendum posted on the OUSD website, and supplied to all interested parties upon request.

Section C: General respondents

Background

The thirteen district schools in Program Improvement Year 4 represent a long and deep community history in Oakland. Yet, new conditions make urgent the need for fundamental change and improvement. As these changes are being considered, the District wants to offer any of the many parents, grandparents, community members and teachers who have dedicated themselves in good service on behalf of children in these schools the opportunity to share any ideas they may have for improvement, or lessons they have learned.



Specifically, people who wish to become involved in improving these schools but do not or cannot assume full responsibility for managing them, can:

- document their interest;
- specify the particular schools of interest;
- indicate how they will add value to the educational program; and
- offer suggestions.

Starting something “new” often can create new energy that attracts additional resources — people, services, ideas and funding — into the schools. It is clear that the resources generated by these partnerships could add value to our students’ education and could improve academic and social outcomes for children.

Letter of Interest Requirements (General Respondents only)

Submission of a letter of interest and acceptance by OUSD, will bind neither the groups nor individuals submitting it nor OUSD.

In order to facilitate review by OUSD, please submit materials in keeping with the format described below. Letters of Interest should not exceed a 3-page limit. To be considered, each respondent must provide the following:

1. Cover letter indicating interest in supporting student achievement in one or more of the 13 schools in program improvement and indicating the name and role of the respondent(s) and their reason for writing.
2. Concept summary providing a general description of respondents knowledge, idea, product or services that may support the goals or restructuring requirements of No Child Left Behind or that may simply provide information that will be helpful to the district as it considers options for the 13 schools
3. Signature page including name(s), role(s), and signature(s) of the individual, or members submitting this Letter of Interest
4. References or other materials in support of the respondent’s letter or to demonstrate the capacity of the respondent

To be considered, internal respondents must submit five (5) copies of the Letter of Interest in a sealed envelope and one electronic copy to: ‘General Respondent’ c/o Katrina Scott-George, Special Assistant to the State Administrator, Rm 301, 1025 2nd Avenue, Oakland, CA 94606 and via email to: RFLOI@ousd.k12.ca.us by the 4 pm PST, February 1, 2005 deadline.

Parties interested in responding are encouraged to attend an informational meeting to be held on Tuesday, January 18, 2005 from 4 – 6 pm in the OUSD board chambers. Potential internal respondents may also submit questions or comments in writing to OUSD regarding this Request for Letters of Interest to Katrina Scott-George at the addresses above.

Any changes in the terms of the RFLOI will be set out in a written addendum posted on the OUSD website, and supplied to all interested parties upon request.



OUSD response to Letters of Interest

In August 2004 the State Administrator appointed a team of staff to consider school interventions necessitated by declining enrollment, external accountability systems, and district policy regarding providing an effective instructional program.

The State Administrator has now instructed this School Intervention Team to:

- study available data on the 13 schools;
- review all the Letters of Interest received;
- carefully consider all options for the restructuring of the 13 schools on a school-by-school basis; and
- make recommendations regarding the restructuring of the 13 schools currently in Year 4 of Program Improvement under the No Child Left Behind Act.

The State Administrator will review the recommendations of the School Intervention Team for each school and prepare a report for the Board of Education with his plan to issue targeted requests for further action to selected respondents, or take some other action to restructure each school in accordance with the law.

Follow-up requests to respondents of this Letter of Interest may include invitations to organizations to submit school management contract proposals or charter petitions, or invitations to individuals or groups to submit applications to enter the new school incubator. In any event, the State Administrator will respond to each Letter of Interest received informing the respondent of his recommendation regarding each school.

Appendices

Appendix A: Exhibits available upon request

The following documents or references are available upon request, or on the district's website at ousd.k12.ca.us/RFLOI_2005:

- Site-based decision-making policy (1999)
- NSAS policy (2000)
- NCLB/PSAA comparison chart
- Charter policy
- District policy 6190: Evaluation of the effectiveness of the instructional program

Appendix B: Glossary

Accountability

Accountability refers to the premise that schools are responsible for the learning and academic achievement of all their students. Accountability includes federal and state regulations as well as the expectations for student achievement held by schools, families and community members. Accountability is documented in a variety of ways, including summative and formative measures, standardized tests, and sometimes performance-based assessments of student learning. Accountability is not just about reporting results; it also includes negative and positive consequences for the results.



Accountability is multi-faceted: it involves responsibility, authority, evaluation and control. Accountability is the responsibility that goes with the authority to do something. The responsibility is to use authority justifiably and credibly. Accountability, then, is a form of responsibility. It involves at least two parties and a mutually acknowledged relationship between them.

Accountability's real task is not to assign blame for failure or dispense punishment or rewards, but to trigger better opportunities and outcomes.

ADA: Average Daily Attendance.

ADA (average daily attendance) is based on the total time students are actually in the classroom. The state provides funds based on the prior year's ADA. OUSD has been experiencing declining enrollment for several years. This results in less state money each year for operating schools - paying salaries, funding programs and other general uses.

API: Academic Performance Index

According to the Public Schools Accountability Act (PSAA), the Academic Performance Index should include multiple indicators, such as student attendance, school staff attendance, graduation rates, results on tests, and a high school exit exam. As of the 2004-05 school year, the first two have not been implemented.

Three types of tests are given as part of the STAR (Standardized Testing and Reporting) program. The first, California Standards Tests (CSTs) based on academic content standards, comprise a majority of the API as of the 2002-2003 cycle. English/language arts results on the Standards Tests were part of the 2001 Base API and 2001-02 awards programs. Results from the math and history/social science CSTs—as well as the California High School Exit Exam (CAHSEE)—were added to the 2002 Base API. CSTs in science, grades 9-11, 10th grade CAHSEE scores, and the California Alternative Performance Assessment (CAPA) for students with severe cognitive disabilities were included in 2003 Base APIs.

A mandated national norm-referenced test is also part of [STAR](#). This was the Stanford-9 from 1998 until it was replaced in spring 2003 by the CAT/6, the California Achievement Test, Sixth Edition Survey. The third test, [Spanish Assessment of Basic Education](#), Second Edition (SABE/2), is not part of the API calculation.

Also see: [Understanding the API](#)

AYP: Adequate Yearly Progress.

AYP is one of the essential elements of NCLB and probably the most complicated. To achieve the goal of all children being "proficient" (as defined by each state) by 2014, all public schools and districts must make satisfactory improvement each year toward that goal. Based on criteria included in NCLB, the Department of Elementary and Secondary Education has established specific annual targets for AYP in language arts and math. In addition to meeting school-wide targets each school must meet AYP targets for each significant subgroup of students, such as English learners, special education students, socio-economically disadvantaged students, and racial/ethnic groups.

NCLB spells out an array of consequences for schools and districts that repeatedly fail to meet the AYP goals. Any school that fails to achieve AYP for two consecutive years in



the same subject area will be identified by the state as "needing improvement." Initially, a student at a school that does not make AYP for two consecutive years must be notified that they have the opportunity to transfer to another non-program improvement school within the district upon request. After a third year, schools receiving Title I must offer "supplemental services" (such as tutoring) for students. Schools that do not show adequate progress after five years may be forced to take tough "corrective action" such as restructuring the governance and staffing of the school.

Budget Autonomy

School district budgets are a central means of control. Budgets drive priorities and programs. Schools' authority over their spending is critical to successful school improvement; this is generally referred to as **budget autonomy**. Principals, teachers, and school governance councils need to understand and control their budgets, do needs-assessments and make decisions about resource allocation as they see fit.

School-based budgeting and site-based management are these processes which move authority and resources closest to where teaching and learning takes place - the local school. While school-based management and budgeting alone will not improve student achievement, they promise to be powerful tools to help schools improve achievement.

CBEDS: California Basic Educational Data System

An annual collection of basic student and staff data; includes student enrollment, graduates, dropouts, course enrollment, enrollment in alternative education, gifted and talented education, and more

Charter school

A charter school is a public school, and it may provide instruction in grades kindergarten through 12. A charter school is usually created or organized by a group of teachers, parents, and community leaders or a community-based organization, and it is usually authorized by an existing local public school board or county board of education. Specific goals and operating procedures for the charter school are detailed in an agreement (or charter) between the authorizing board and charter organizers.

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted varies, but most are granted for 3-5 years. At the end of the term, the entity granting the charter may renew the school's contract. Charter schools are accountable to their sponsor-- usually a state or local school board — to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them and the public that funds them.



Contract school

Contract schools are schools that are operated by a third party through contract with the district. Though not specifically charter schools, these schools will operate much as charter schools do. Contract schools will be free from most District initiatives and Board policies, but not from state school laws. Contracts to create these schools may be held by non-profit boards or companies; teachers and staff will be employees of that board or company, not of the District, unless otherwise contracted for by the District.

Contract Waivers

Most collective bargain agreements outline the process by which the district or the union can request waivers from the contract. A waiver request typically requires the approval of a certain percentage of the school staff (one district, for example, requires a two-thirds vote), as well as the building's union representative and the school principal. The request is then submitted to the district and the union, and the waiver is granted only if both the district and the union agree. **Contract waiver** requests are typically subjected to close scrutiny. As the waiver provision in one collective bargaining agreement states, "since the negotiation of the contract took careful consideration by both the parties, it is reasonable that careful consideration be given prior to the granting of a contract waiver by either party." Because they represent teachers district-wide, unions carefully analyze the potential effects of waivers on teachers at other school

Internal Charter school

State law provides the definition of a charter school. However, OUSD is creating contractual relationships with charter schools that further define how such a charter school will operate to serve children in Oakland. This contractual relationship is internal in that it is separate from state law and is created internally between OUSD and the charter school. The contractual relationship could cover any area of operation including using union labor, purchasing district services, use of district facilities, or creating preferences for neighborhood children.

MOU: Memorandum of Understanding

A MOU is a legal document outlining the roles, responsibilities and general understandings between two entities entering into formal partnership. In collective bargaining, a memorandum of understanding (sometimes called a memorandum of agreement) is a document that is negotiated separately from the collective bargaining agreement. It is typically an interim agreement on a specific issue. It can take the form of a letter signed by district and union officials that describes what the parties have agreed to and why. A memorandum could outline specific rules that will apply to a particular small school, and/or outline ways in which a small school will operate differently than it would under terms of the collective bargaining agreement. These memoranda usually last one school year with a more informal process than a contract waiver.

NCLB: No Child Left Behind Act of 2001

In January 2002, President Bush signed the "The No Child Left Behind Act of 2001." It reauthorized the existing Elementary and Secondary Education Act (ESEA). NCLB made the most sweeping changes in federal law regarding public schools in nearly 40 years.



NCLB includes significant new accountability measures for all public schools. It is based on the ambitious goal that *ALL* children will be proficient in reading and math by 2014. NCLB requires annual testing of children in reading and math in grades 3-8 and once in high school beginning in the 2005-06 school year. By 2007, states must implement science assessments for all levels. Also, states must participate in National Assessment of Educational Progress (NAEP) testing every other year.

Some of the provisions of NCLB apply only to schools that receive federal Title I funds. These funds support additional educational services for children from low-income families. The vast majority of Oakland public schools receive Title I funds.

New School Design Team

A self-selected group of teachers, parents, community members, principals and students who go through the intensive new school incubator to design their small school together in a collaborative, team-oriented process that emphasizes ownership, innovation, individualization, and increased student achievement.

New School Incubator

The year-long process a new school design team undertakes to create new small schools, including extensive operations, curriculum, and staffing planning. The OUSD Incubator is housed internally in the New School Development Department as of Fall 2004.

New small school

The word "new" connotes the need for innovation and change. "Small" refers to the often-expressed desire for school environments that are safe, dean, caring, and of a size that allows for deep, personal connections among parents, teachers and students. It also refers to the need for academically rigorous learning environments for urban students who do not currently have access to them.

The concept of small schools is based on the premise that, in contrast to large, factory-model schools, small schools can create a more intimate learning environment that are better able to address the needs of those within the school. Students, teachers, and parents may all be better served if the school is small enough to allow for communication to flow, opportunities for collaboration to be cultivated and meaningful relationships fostered.

PI: Program Improvement

Program Improvement (PI) is a formal designation for Title I-funded schools that do not make Adequate Yearly Progress (AYP) identified for PI under the No Child Left Behind Act of 2001 for two consecutive years on the same indicator (English-language arts and mathematics, Academic Performance Index (API), or graduation rate). A school is eligible to exit PI status once it makes AYP for two consecutive years.

A Local Education Agency (LEA) becomes PI if for each of two consecutive years, the LEA does not make AYP and it does not make the LEA-wide API threshold for the socio-economically disadvantaged subgroup. The API threshold will increase incrementally from 560 to 800. LEAs will be identified for the first time in August 2004. The LEA would exit PI after meeting the API target for the socio-economically



disadvantaged subgroup for two consecutive years or making AYP for two consecutive years.

Preliminary Restructuring Plan

The plan, which will be released after the district has considered all options available following the Request for Letters of Intent (RFLOI) process. This document will precede a detailed operations plan but should outline the major steps that will be undertaken for successful management of the schools.

PSAA: Public School Accountability Act

The Public Schools Accountability Act (PSAA) outlines a comprehensive process for ranking schools based on specific criteria and improvement over time. When schools fall short of the expectations, the state may intervene—first with assistance and later with sanctions. Successful schools will be rewarded. The PSAA has three main components: the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award program (GPA).

Results-Based Budgeting (RBB)

In 2004, OUSD implemented a new budgeting system to send more funds for education directly to schools. The change was implemented to:

- create greater equity in funding among schools within the district;
- to support more effective use of resources to meet student achievement goals; and
- to promote more efficient use of funds

Special Education Local Plan Areas (SELPA)

In 1977, Assembly Bill 1250 required districts to form geographical districts of sufficient size and scope to provide comprehensive special education services for all identified pupils. These "Special Education Local Plan Areas" received funding for coordination of all special education services.

Senate Bill 39

Senate Bill 39 is an urgency measure passed in June 2003 that provided a \$100 million loan to the Oakland Unified School District and required the Superintendent of Public Instruction to assume control of the District and to appoint an administrator, in consultation with the Alameda County Superintendent of Schools, to work on his behalf.

This bill established conditions by which the State would ultimately return control of normal district operations to the local governing board. Further, this bill required the County Office Fiscal Crisis and Management Assistance Team (FCMAT) to conduct comprehensive assessments and complete improvement plans for specified key district service areas and to periodically report on the district's progress in those areas. Finally, the bill allows the proceeds of the sale of surplus property to be used to repay the loan during a specified amount of time. During this period, the District is ineligible to receive financial hardship assistance for purposes of funding school facilities.



Appendix C: Information on the schools in Program Improvement Year 4

Oakland currently has 13 elementary schools designated as Program Improvement Year 4 under No Child Left Behind. Many of these schools have been showing growth in some areas, particularly in Mathematics. All schools have been implementing the Open Court Reading curriculum with varying levels of rigor. Five of the schools have met the requirements of California's Public School Accountability. Many of the schools have shown API growth that far exceeds district, county and state growth rates. Six of the schools had a change in leadership in 2004-05.

The following three pages provide a summary of academic, demographic and facility data related to the 13 schools in question.



Table 1: Academic performance of Oakland schools in PI Year 4 according to NCLB and PSAA

School name	No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) criteria			Public Schools Accountability Act (PSAA)			
	English Language Arts AYP criteria <u>not</u> met (13.6% proficient or above)	Mathematics AYP criteria <u>not</u> met (16.0% proficient or above)	Other criteria <u>not</u> met	2004 API	API growth 2003 - 2004	State API growth target met?	Subgroups growth comparable?
Allendale	AA, L	-	-	658	22	Yes	No
Cox	All, AA, L, SED, EL	AA	-	581	10	No	Yes
Hawthorne	All, L, SED, EL		-	605	33	Yes	Yes
Highland	All, AA, L, SED, EL	All, AA, L, SED, EL	-	549	65	Yes	Yes
Jefferson	All, L, SED, EL	-	-	553	19	Yes	No
Lockwood	All, AA, L, SED, EL	AA	-	565	2	No	No
Mann	All, L, SED, EL	L	-	585	-3	No	No
Melrose	All, L, SED, EL	-	-	575	43	Yes	Yes
Prescott	All, AA, L, SED, EL	-	-	580	-40	No	No
Sobrante Park	L, EL	-	-	600	32	Yes	No
Stonehurst	L, EL	-	-	607	12	Yes	Yes
Webster	All, AA, L, SED, EL	AA	API	542	-11	No	No
Whittier	All, AA, L, SED, EL	AA	-	566	40	Yes	Yes

Note: All – School wide; AA – African American; L – Latino, SED – Socio-economically disadvantaged; EL – English Learners



Table 2: Demographic information on Oakland schools in PI Year 4

School name	CBEDS enrollment 2004-05 by ethnicity					Projected enrollment 2005-06	Anticipated enrollment 2006-07	Free and Reduced Lunch 2004-05
	African/ African American	Hispanic/ Latino	Asian/ Asian American	Combined*	Total			
Allendale	22.0%	50.3%	18.6%	9.0%	441	401	400	75.5%
Cox	42.8%	51.3%	2.3%	3.6%	879	650	540	81.7%
Hawthorne	7.2%	81.0%	6.4%	5.3%	875	776	700	67.2%
Highland	31.7%	65.2%	1.3%	1.9%	635	447	400	88.3%
Jefferson	15.5%	74.5%	7.3%	2.6%	809	778	700	82.5%
Lockwood	34.7%	60.3%	3.3%	1.8%	551	525	500	85.2%
Mann	37.3%	49.7%	5.1%	7.7%	354	310	360	85.2%
Melrose	3.9%	91.7%	2.8%	1.7%	363	370	360	88.4%
Prescott	67.4%	24.8%	4.2%	3.7%	408	380	360	89.0%
Sobrante Park	29.9%	61.9%	2.0%	6.1%	294	267	300	82.9%
Stonehurst	25.1%	70.5%	1.3%	3.2%	606	589	540	78.2%
Webster	39.6%	55.6%	0.8%	4.0%	613	575	540	57.3%
Whittier	22.4%	70.4%	2.3%	5.0%	577	574	540	81.9%

*Combined includes - White, Filipino/ Filipino American, Pacific Islander, American Indian, Other



Table 3: Information on facilities housing Oakland schools in PI Year 4

School name	Address	Current OUSD board district	New school possibly to be co-located at facility 2005-2008	Permanent classroom capacity	Portable classroom capacity
Allendale	3670 Penniman Avenue	4		25	1
Cox	9860 Sunnyside Street	7	Yes	30	27
Hawthorne	1700 28th Avenue	5	Yes	36	2
Highland	8521 A Street	7	Yes	29	4
Jefferson	2035 40th Avenue	5	Yes	28	19
Lockwood	6701 International Boulevard	6	Yes	31	9
Mann	5222 Ygnacio Avenue	6		14	14
Melrose	1325 53rd Avenue	5		8	16
Prescott	920 Campbell Street	3		20	7
Sobrante Park	470 El Paseo Drive	7		14	3
Stonehurst	10315 E Street	7	Yes	25	12
Webster	8000 Birch Street	6	Yes	18	28
Whittier	6328 East 17th Street	6	Yes	16	12



Appendix D: Comparative data on new schools**Table 4: Academic data for new schools in attendance areas of schools in PI Year 4**

	ELA AYP criteria (13.6% proficient or above)	Math AYP criteria (16.0% proficient or above)	Other criteria	2002 API	2003 API	2004 API	API growth 2002-04/ 2003-04	State API growth target met?	Subgroups growth comparable?
ASCEND (K-8)	Met all criteria			632	677	701	24/69	Yes	Yes
ICS (Int'l Community Sch)	Met all criteria			545	645	684	39/139	Yes	Yes
Think College Now	Met all criteria			-	-	572	new in 2003 - no growth data		
Encompass Academy	New in 2004 – no academic data								

Table 5: Demographic data for new schools in attendance areas of schools in PI Year 4

School name	CBEDS enrollment 2004-05 by ethnicity					Projected enrollment 2005-06	Anticipated enrollment 2006-07	Free and Reduced Lunch 2004-05
	African/ African American	Hispanic/ Latino	Asian/ Asian American	Combined	Total			
ASCEND (K-8)	16.0%	61.7%	19.7%	2.6%	264	260	260	81.9%
ICS (Int'l Community Sch)	6.6%	82.2%	6.6%	4.6%	242	240	240	95.3%
Think College Now	20.0%	73.8%	5.6%	0.6%	160	200	240	89.6%
Encompass Academy	33.3%	64.8%	0.9%	1.0%	108	150	190	84.3%

