BLUEPRINT FOR **QUALITY SCHOOLS**

Quality Community Schools Action Plan: Cohort 1 Proposals

i am OUSD

June 2, 2018
Presentation to the Board of Education

www.ousd.org   @OUSDnews

Outcomes

❖ Understand why we are focused on establishing Sustainable, Quality Community Schools;
❖ Share proposed school sites for Cohort I of the Quality Community Schools Action Plan;
❖ Describe how will we support Cohort 1 Schools through this process; and
❖ Share an initial budget for feedback.

Final version of the Quality Community Schools Action Plan will be presented to the board in June per Board approved Blueprint Work Plan Resolution.

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

Agenda

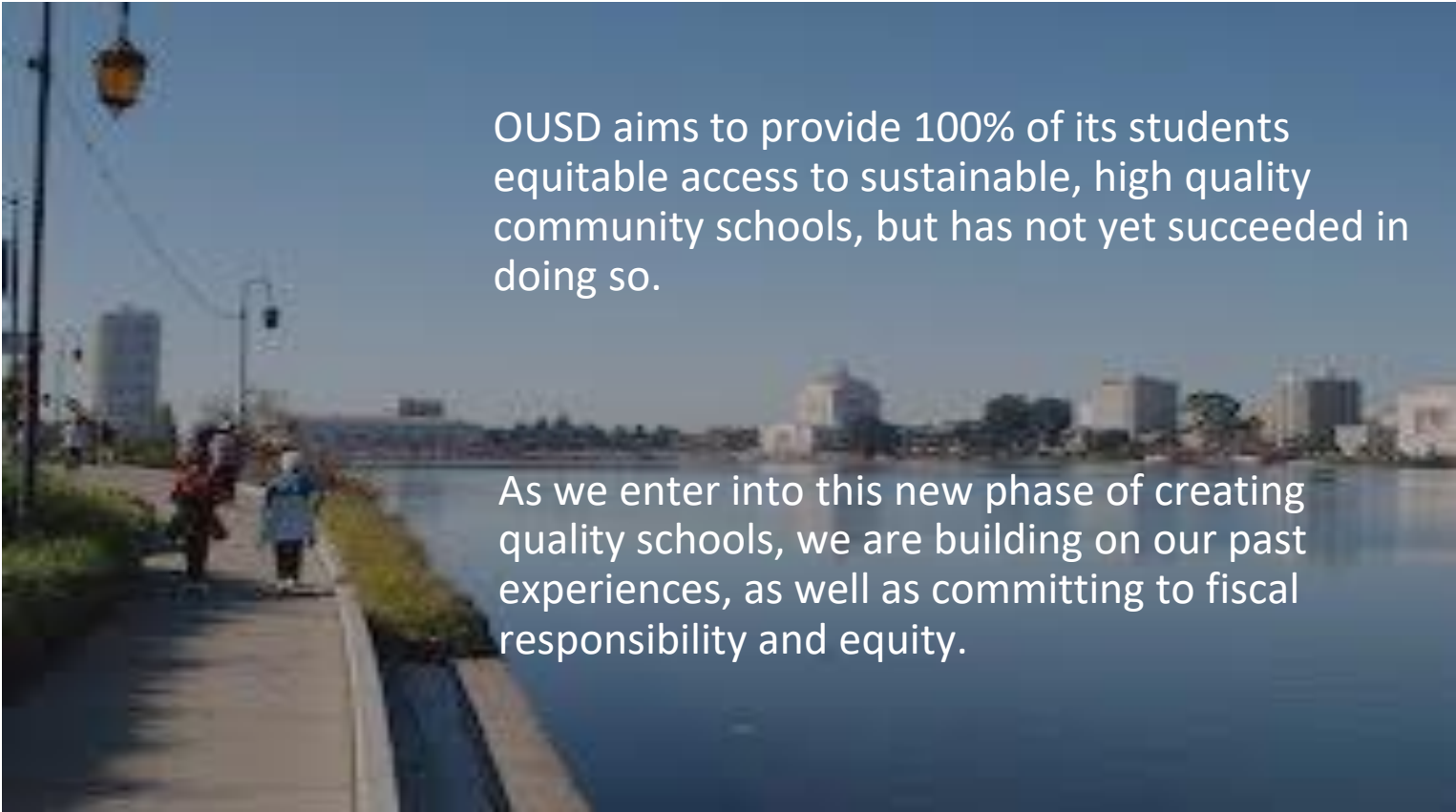| Time	Item	Facilitator/Presenter
1:00-1:30	Outcomes & Norms; Superintendent Framing	Kyla
1:30-3:00	Cohort 1 Proposals	Sondra
3:00-3:30	Public Comment & Board Comment	Aimee
3:30-4:00	Support Plan & Blueprint Budget	Sondra
4:00-4:30	Public Comment & Board Comment	Aimee
4:30-5:00	Discussion on Next Steps	Sondra

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.
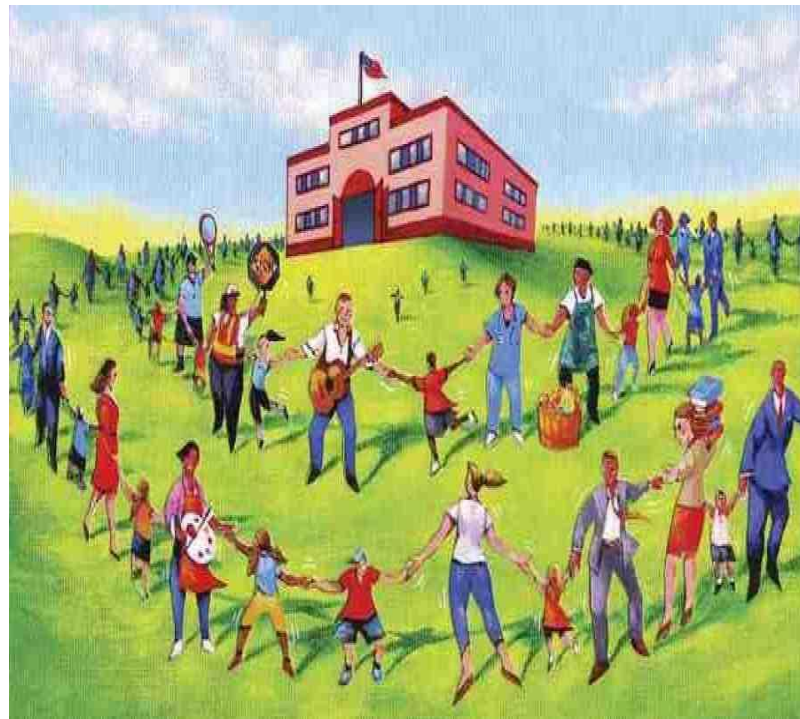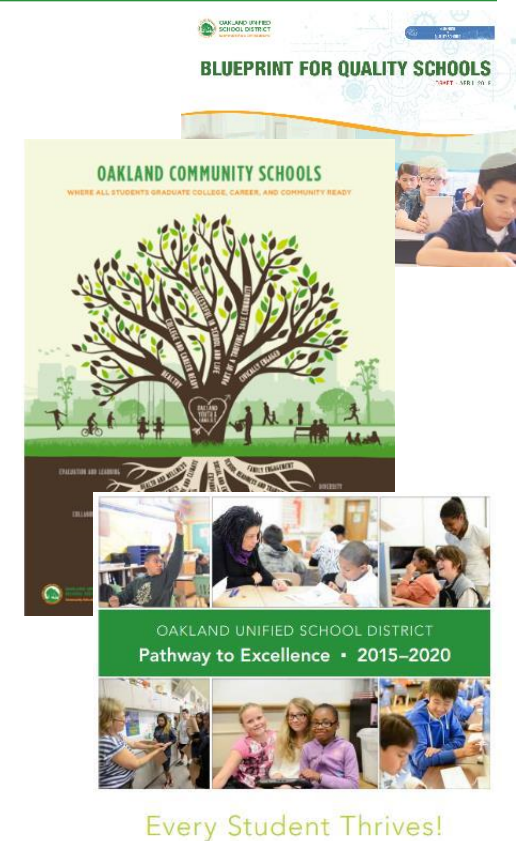
Our Journey: Learning From The Past

OUSD aims to provide 100% of its students equitable access to sustainable, high quality community schools, but has not yet succeeded in doing so.
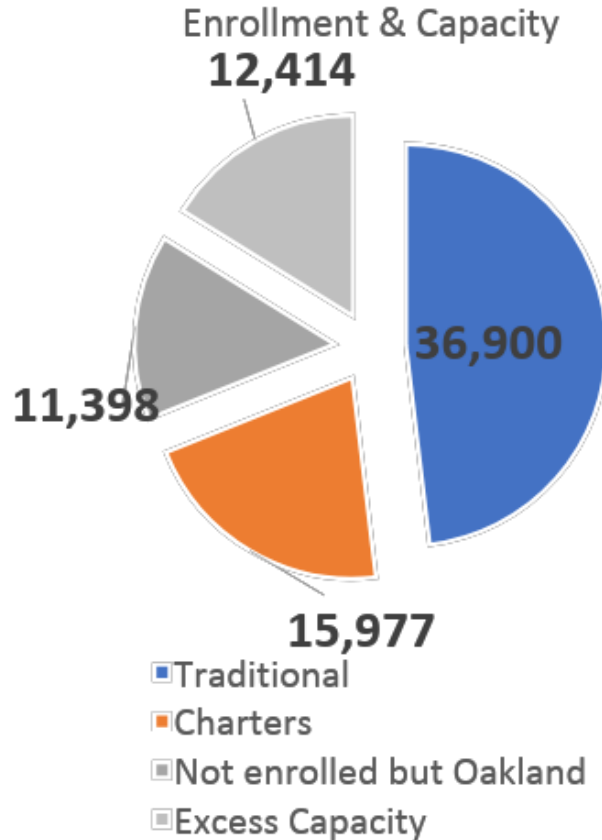
As we enter into this new phase of creating quality schools, we are building on our past experiences, as well as committing to fiscal responsibility and equity.

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.

Acknowledging Our Citywide Context

Enrollment & Capacity
12,414
36,900
11,398
15,977

- Traditional
- Charters
- Not enrolled but Oakland
- Excess Capacity

- District-Run Enrollment has been stable for about 5 years.

- Projections suggest enrollment decline of @800 over 5 years

- Charter School enrollment grew by 50% over the last 5 years and is likely to continue to do so.

Changes Needed for 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, enough for 23 more elementary schools of average size.

- City of Oakland produces an additional 11,000 students not captured by either district run or charter authorized schools.

A System Of Quality Schools

BLUEPRINT
FOR
QUALITY SCHOOLS

Quality Community Schools Action Plan

Facilities Master Plan

Facility Asset Management Plan

Develop Charter Management & Partnership Plan

Enrollment Stabilization & Recruitment Plan

A Comprehensive Strategy

Proposed Cohort 1 Schools
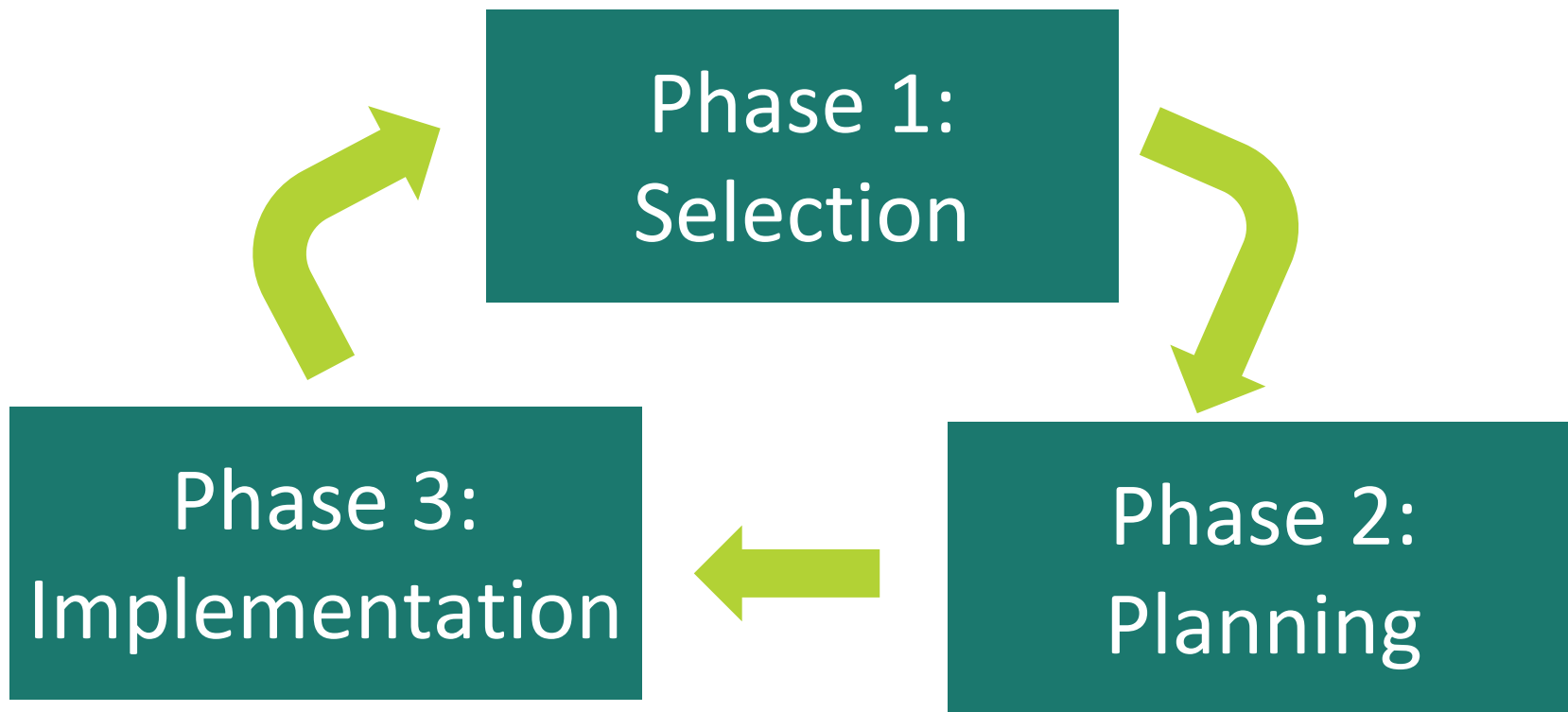
Identifying Cohort 1 Schools

- First Cohort is **limited to a smaller collection of schools** as we refine the overall process

- 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
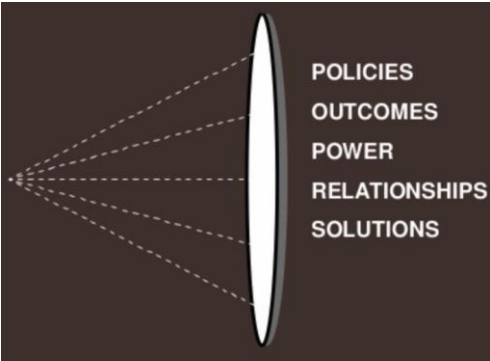
Implementation Timeline: 5 Yr Snapshot

2017-18	2018-19	2019-20	2020-21	2021-22 →
Cohort 1 School Selection	**Planning**	**Implementation**	**ONGOING SUPPORTS**	
	Cohort 2 School Selection	**Planning**	**Implementation**	
		Cohort 3 School Selection	**Planning**	**Implementation**

We are here in the process

ENGAGEMENT

Our Process: A Multi-Year Cycle

Phase 1: Selection

Phase 2: Planning

Phase 3: Implementation

School Selection Criteria Considerations

Using an Equity Lens

POLICIES
OUTCOMES
POWER
RELATIONSHIPS
SOLUTIONS

Key:
Blue: Initial Criteria
Red: Secondary Criteria

California School Dashboard Data

Leadership Capacity: central & school

Facilities Condition Index

Regional Feeder Patterns

Facilities Utilization Rate

Qualitative & Quantitative Data

Sustainable School Size

Program & Pathways Needs

5 Year Enrollment Trends

School & Regional Demographics

School Demand
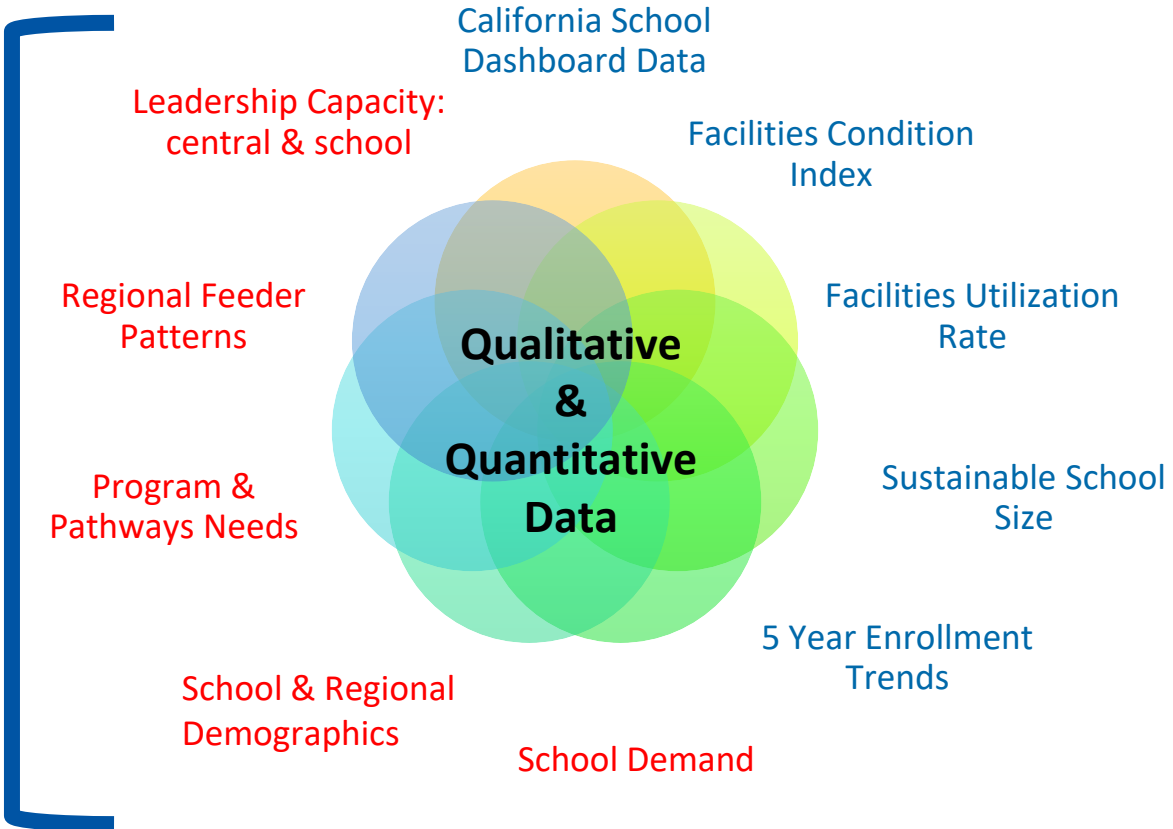
School Selection Criteria Considerations

District leadership considered multiple areas when determining Cohort 1 schools. These included:

- Facilities

- Leadership capacity

- Student achievement

- Program design

- Central office capacity to support schools

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
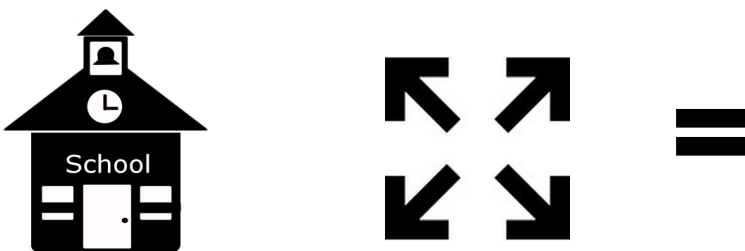- Complete implementation design planned for 2019-20 school year

Cohort 1 Proposals Impact 5 Schools

We are recommending:

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

  and

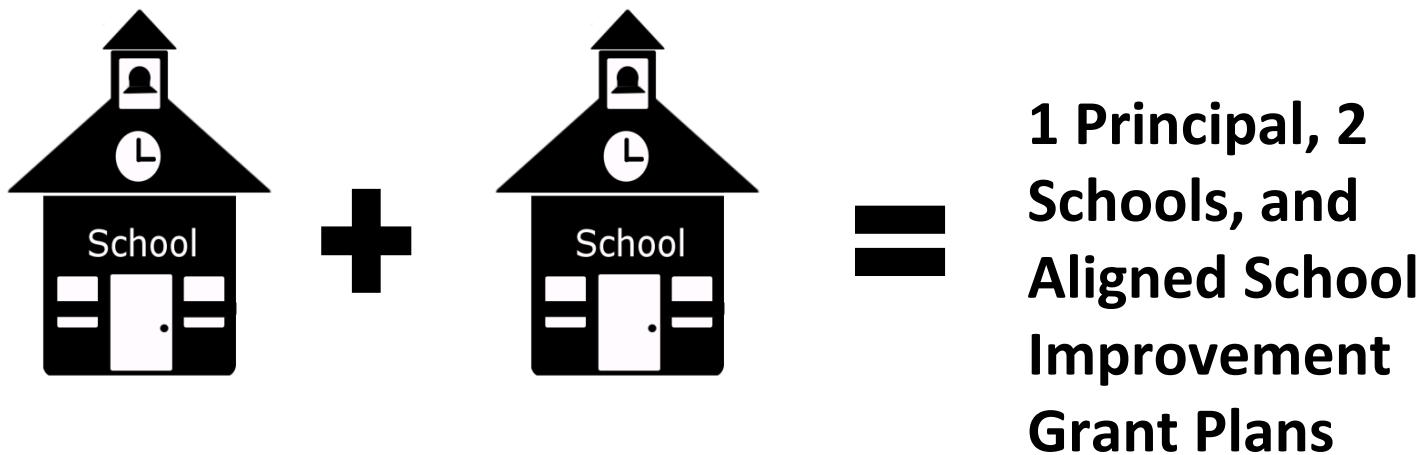- 1 expansion of a quality program for our first Blueprint Cohort.
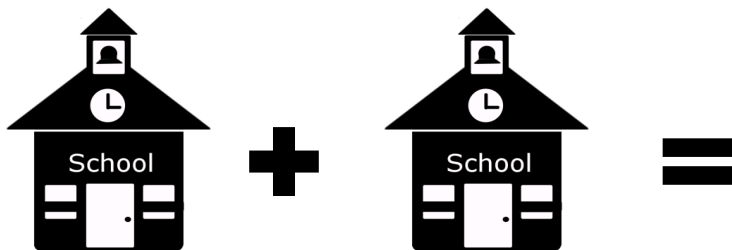
School **+** **School** **=** **1 Principal and 1 School Program**

School **=** **Expansion of program to serve more students**

Proposal 1: Futures & CUES Merge

School + School = 1 Principal, 2 Schools, and Aligned School Improvement Grant Plans

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

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

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

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

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)

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

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

Futures & CUES School Engagement

Engagements	Opportunities	Challenges	Next Steps
• 5/14 - Staff - Announce merger • 5/15 - Families - Announce merger • 5/24- Staff, follow-up • 5/31 - Families - Ongoing outreach and sharing of FAQ	Many families are in agreement that having one campus is better than two in terms of the experience for students. Both the goal of the SIG grants and the Blueprint process is increased quality. 1 Principal will lead both schools next year due to a leadership change.	Biggest concern for families is around programming, especially **dual language**. Another concern is mistrust of the District and belief that any change to the campus will not lead to increased quality. Worry was expressed around how this merger would impact SIG funds.	Plan summer meetings.

Proposal 2: Alliance & Elmhurst Merge

School + School = 1 Principal, 1 School Program
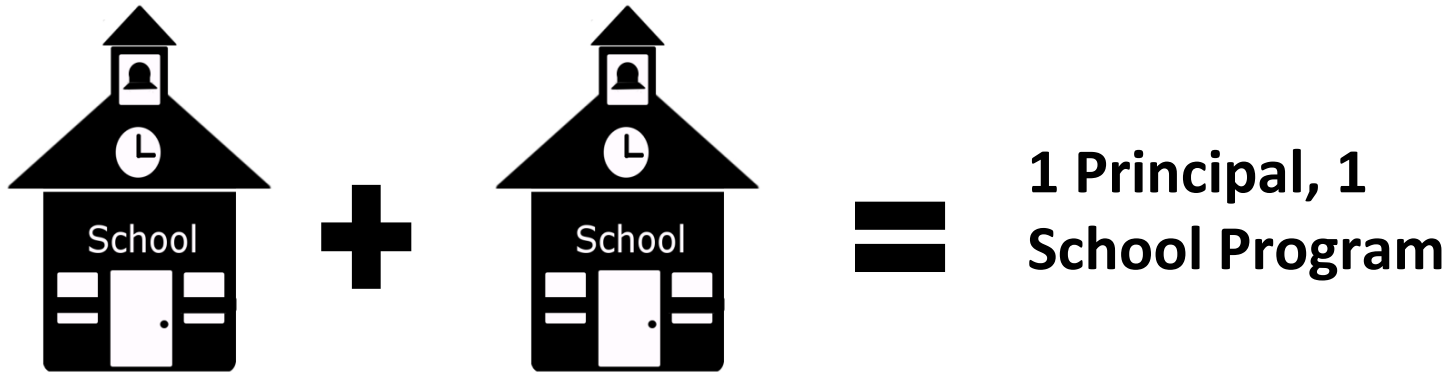
Alliance Data

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)

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)

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

Teacher Retention: 75% one-year teacher retention; 38% three-year teacher retention

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)

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

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

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.

Project 3 Proposal: Metwest Expansion
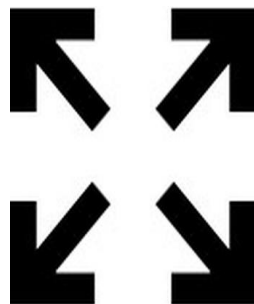
Explore expansion of Metwest

Met West Data

Met West 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

Project 3: School Engagement

| Engagements	Opportunities	Challenges	Next Steps
• 5/15 - School Leaders • 5/23 - School Staff • TBD - Families	Expand opportunities for students where there is clear demand in terms of enrollment and choice data. Staff was mostly supportive of the proposal yet had many questions that will be explored in the next convening.	Need to locate ideal facility, process to replicate the program while keeping the existing program high quality. Need to identify what additional costs will be needed for expansion at another site.	Identify and address questions from staff and central office to see if expanding MetWest will work at this time. Engage with families. Make final determination if MetWest will enter into Cohort (by end of Sept.)

Public Comment &
Board Comments/Questions

Blueprint for a System of Quality Schools Cohort 1 Support Plan

How We're Going To Support The Planning Year

Phase 1: Selection

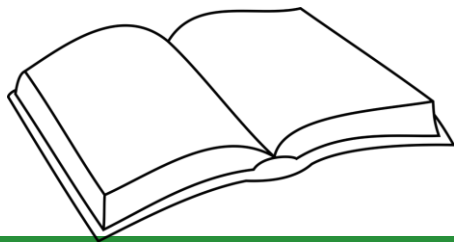Phase 2: Planning

Phase 3: Implementation
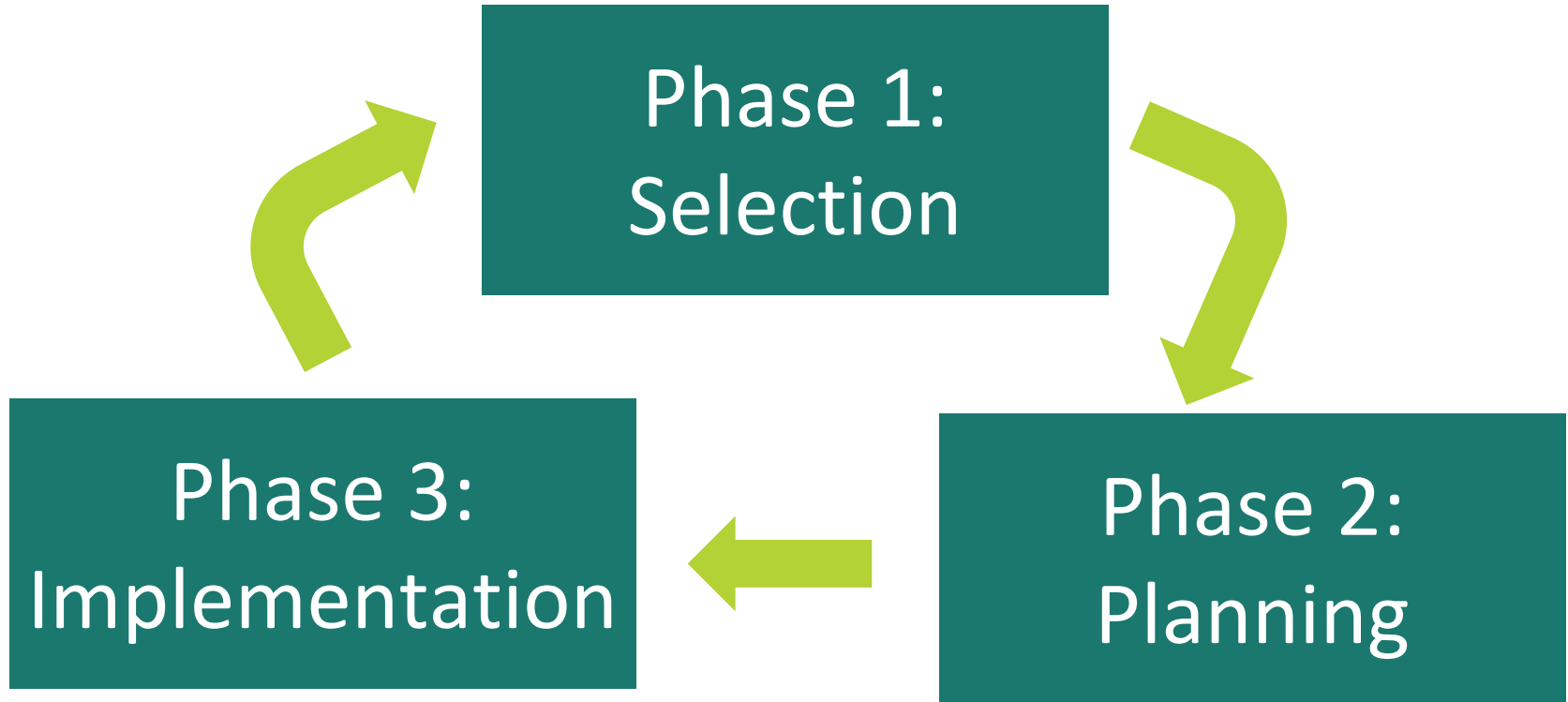
Planning Phase 2018-2019

Design Team Formation

Logistics Planning

OUSD Quality Community Schools Standards
Strands of Professional Learning

Design Team Formation and Responsibilities

- Staff and Community Members/Families will be asked to form a team.
- Develop a meeting schedule to hold regular meetings supported by Central Office Staff.
- Design Team will lead the Staff and Community Engagements to provide updates on Design Team progress.
- Responsible for developing and refining systems, structures, and instructional program within their school.

Logistics Planning

- Facilities Planning: renovations or upgrades
- Custodial Needs
- Buildings and Grounds Needs
- Expected/Possible grade configuration
- Expected Newcomer and Special Education programming
- Talent Support for Human Resources Guidance
- Labor support to interact and collaborate with unions
- Student Assignment Support
- Communications Support
- CDS Code steps for closure/re-opening/mergers
- WASC Support if applicable

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

Quality Community School Standards Strands

- Quality Community Standards are the organizing framework for the school design year
- Standards are the focus of a monthly strand
- Central Departments and partners, where applicable, will guide and support the development within the strand that pertains to their expertise
- School visits to observe quality programs within our District and externally
- Specific Milestones at the end of each strand

Implementation Year Planning

On-going Support

- Community Engagement

- Communication

- Curriculum & Program Supplies

- Coaching & Professional Development

Blueprint for a System of Quality Schools Budget

Current Central Office Support

Blueprint Leadership Team	School Site Decision Team	Network Lead Team
Chief Academic Officer	Network 2 Superintendent	Network 2 Superintendent
Deputy Chief of Communication	Network 3 Superintendent	Network 3 Superintendent
Director of Enrollment, Planning & Policy	Network 4 Superintendent	Network 4 Superintendent
Director of Office of Charters	Middle School Network Superintendent	Middle School Network Superintendent
Director of Facilities Planning & Management	High School Network Superintendent	High School Network Superintendent
Executive Director of RAD	Executive Director, Alt Ed	Executive Director, Alt Ed
Director of Continuous School Improvement	Executive Directors, High School Instruction	Executive Directors, High School Instruction
Senior Director of Special Projects (Supt Office)	Chief Academic Officer	Chief Academic Officer
Executive Director of Enrollment & School Portfolio Management	Deputy Chief of Communication	
	Director of Enrollment, Planning & Policy	
	Director of Office of Charters	
	Director of Facilities Planning & Management	
	Executive Director of RAD	
	Director of Continuous School Improvement	
	Senior Director of Special Projects (Supt Office)	
	Executive Director of Enrollment	

Additional Staffing for 18-19

Dedicated Positions:

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

Cross-Divisional Work Teams:

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

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

June 27: Present Quality Community Action Plan with three cycles: Selection, Planning and Implementation Cycles

June 27: Present 18-19 budget for Cohort 1 and Selection for Cohort 2

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

Public Comment & Board Comments/Questions