



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# OUSD Alternative Education (Re)Design



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April 28, 2021

# Ask of the Board

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- Provide feedback on a systematic redesign proposal of OUSD's Alternative Education programming, services, and facilities in West, Central, and East Oakland.

# Outline of Presentation

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- Community of Schools Policy implementation
- Why (Re)Design?- *Overview, history and current state of Alt Ed*
- Current State Analysis- *Alt Ed Strengths and Gap Analysis*
- Recommendations - *Scenario 1*
- What Will We Do?-*Action Plan for Year 1 - 3*

# Community of Schools Policy

([BP 6006](#) adopted June 2018)




**A Citywide Plan** grounded in policy: Asset Management, Charter Authorization, Enrollment, Equity, Results Based Budgeting, School Governance, and Quality School Development

A	Facilities	Best leverage vacant, underutilized, and <b>surplus properties</b> and utilize <b>facility use agreements</b> to strategically engage all Oakland public schools-district or charter; identify <b>high quality options for academic programs</b>
B	Enrollment & Transportation	Work with all Oakland public schools district or charter - to better articulate <b>feeder patterns</b> across Oakland to ensure more predictability for families.
C	Charter Authorization	Strengthen our role in <b>oversight and accountability</b> to ensure that all charter schools operating in Oakland are providing a high quality education and working to address inequities.
D	Access to Equitable & Quality Education for all	Share <b>best practices across all Oakland public schools</b> , (e.g., professional development, recruitment and retention of educators) that improve equitable educational access for all Oakland students.
E	Defined Autonomies	Best support <b>continued innovation</b> within OUSD schools and accelerate the number of high-quality school options within OUSD

# 12/9/20 Resolution Implementation

Phase	Details	Timeline
Implementation 1	<ul style="list-style-type: none"><li>★ Supporting Cohorts 1 and 2</li><li>★ CUES/Futures Merger</li><li>★ Roses/Howard Merger</li><li>★ Equitable Enrollment Policy</li><li>★ Long-Term Vision for Alt. Ed</li><li>★ Surplus and Unused Property</li></ul>	Quarterly Updates  June 2021 Deliverable
Implementation 2	<ul style="list-style-type: none"><li>★ Cohort 1 &amp; 2 Impact Analysis</li></ul>	May 2021
Implementation 3	<ul style="list-style-type: none"><li>★ City Wide Plan District Map with proposed changes and impact analysis</li></ul>	June 2021
Implementation 4	<ul style="list-style-type: none"><li>★ Board votes on the proposed City Wide Plan Map</li></ul>	September 2021
Implementation 5	<ul style="list-style-type: none"><li>★ Support School Sites to implement the changes</li></ul>	September 2021- September 2022

## Blueprint Process Long Term Goals: Academic & Fiscal

	What does success look like?	Measurement Tools
<p>Quality</p> 	<ul style="list-style-type: none"> <li>● <b>Student outcomes improve</b> in both blueprint schools and districtwide.</li> <li>● Students, families and staff learn and work in schools that are beacons in the neighborhood and able to implement a Full Service Community School model.</li> </ul>	<ul style="list-style-type: none"> <li>● Demand rate</li> <li>● CA Dashboard (Reading Inventory)</li> <li>● Core Growth Data</li> </ul>
<p>Equity</p> 	<ul style="list-style-type: none"> <li>● Our most underserved students <b>attend higher performing schools AND demonstrate positive growth/outcomes.</b></li> <li>● Schools are located in areas that allow for equitable access.</li> <li>● All student groups have access to acceleration resources that allow for more <b>students to perform at grade-level.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Tracking student placements</li> <li>● Comparison pre-post BP school performance</li> </ul>
<p>Sustainability</p> 	<ul style="list-style-type: none"> <li>● There are fewer, better resourced, more <b>sustainably-sized schools.</b></li> <li>● Increased <b>Demand Rate</b> at our schools because of improved quality and access to resources improves. Enrollment trends are stable and are not fluctuating from year to year.</li> <li>● <b>Staff retention</b> improves because our educators remain with their</li> </ul>	<ul style="list-style-type: none"> <li>● # schools at target enrollment</li> <li>● Facilities utilization</li> <li>● Staff Retention and supports</li> </ul>

# Blueprint Theory of Action

High Quality, Sustainable  
Neighborhood Schools

Well-Supported  
Design Process

Equitable Access to  
Resources

Outcomes

If we identify a set of strategic mergers, redesigns, expansions, and closures that result in better resourced neighborhood schools,

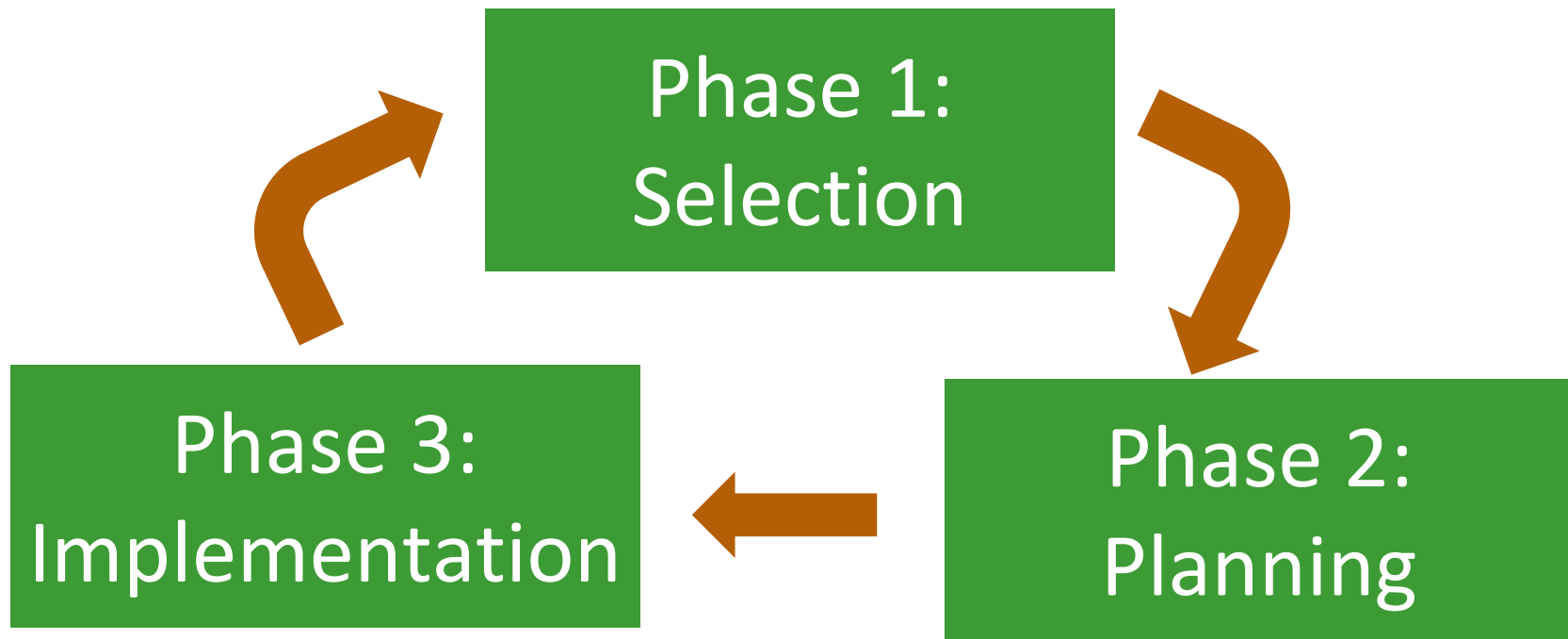
invest in the capacity building of the school community school to implement a rigorous design process that develops a clear school vision, clear goals and strategies for accelerating student growth and achievement,

and equitably distribute resources to implement our redesigned schools...

...Then...our students and families will have access to more sustainable, well resourced schools that are intentionally designed to serve our students and communities.

# Quality Community School Action Plan: A Three Phased Cycle

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**Alternative Education Recommendation:  
The Alternative Education Program be part of  
Cohort 3 as a program redesign and the long-  
term vision is to implement Scenario 1.**

# Where We Are Now

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## Evaluating Data

- Sample Student Transcripts
- Student and Staff Testimonials
- Off-Track Data Breakdown for 9th-12th Grades for Pre-pandemic (2019-20)
- Current Alt Ed Resources and
- Current Referral Process
- Matriculation rates into post-secondary students

# OUSD Alt Ed (Re)Design: *Why are we Here?*

## Programmatic Design

- What students are we currently serving well through our Alt Ed programming?
- Are there additional students we could and should be serving through our Alt Ed programming?

## Facility Needs

- What are the current district-wide facility needs?
- How do we ensure Alt Ed programs are housed in quality facilities that are accessible to students?



## Fiscal Sustainability

- In a fiscally challenging environment, how do we use our collective resources most effectively to support our students?



# Current Alt Ed Options and Seats

## CONTINUATION SCHOOLS

School	Total Seats	Location
Bunche	115	West
Dewey*	280	Central
Rudsdale*/Rudsdale Newcomer	180+150	North East
<b>Total Seats</b>	<b>890+</b>	

## ALTERNATIVE SCHOOLS OF CHOICE

School	Total Seats	Location
Gateway	135	Central
Street Academy	115-130	West
<b>Total Seats</b>	<b>250*</b>	

## ASOC: INDEPENDENT STUDIES

School	Total Seats	Location
Sojourner Truth*	200+	North East
<b>Total Seats</b>	<b>200+</b>	

## DISCIPLINARY

School	Total Seats	Location
CDS	50-60	North East
<b>Total Seats</b>	<b>50-60*</b>	

# Why (Re)Design?

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- Need for Credit Recovery Post-Quarantine
- Earlier Intervention 9th and 10th Grades
- Earlier Detection of “At Risk” Students
- Earlier and More Positive Transitions
- Increase Flexibility and Support for Students with Extenuating Circumstances
- Clearer Business Processes for Alt Ed and Better Data Systems
- Increased Student Retention in High Schools
- Increase Matriculation into Post-Secondary Colleges and Skilled Trades
- Cost Reductions for Overall Alt Ed Operations-Hubs

# How and When?

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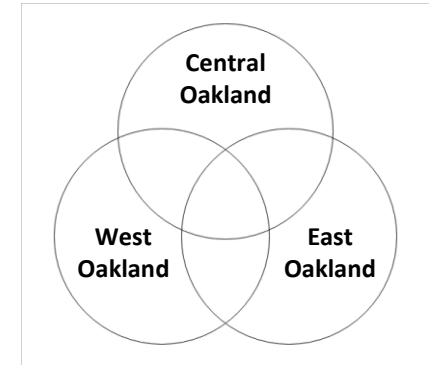
- **Phase 1:** Selection of Alt Ed (Re)Design and Planning Process for Systemic and Programmatic Changes in Cohort 3
- **Phase 2:** Planning
  - Return safely back to campus and in-person/hybrid instruction
  - Better data systems and referral process
  - Clearer and more streamlined business processes
  - Clearer criteria for early interventions and student placement into alternative education
  - Provide satellite programming for credit recovery and Adult Ed option at OUSD school sites
  - Support post-secondary transitions to community colleges and skilled trades
  - Move Rudsdale Newcomer to King Estates campus to co-locate with Rudsdale and Sojourner Truth
  - Cost reductions
- **Phase 3:** Implementation
  - Re-evaluate facility needs in current ecology of facilities and programming
  - Continued cost-reductions and maximizing utilization of facilities

# Scenario 1

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## Three centralized alternative education locations

- Ability to have a continuum of programming at both a Central and East location
- Alt Ed could be utilized for acceleration, credit recovery for other schools--especially for those students needing an alternative schedule (e.g. working students, students with children, Students with other extenuating circumstances.)
- Alternative School of Choice for students (Street Academy in the West)



# Scenario 1 Overview

CENTRAL OAKLAND ALT ED HUB <i>Central Location</i>		
Continuation	Sojourner Truth Satellite	Adult Ed Satellite Program
500	50	15
Total Students	550-600+	

EAST OAKLAND ALT ED HUB <i>King Estates</i>		
Continuation	Sojourner Truth Main	Adult Ed Satellite Program
350	200	15
Total Students	550-600+	

STREET ACADEMY <i>West Location</i>
Alt Ed School of Choice
Total Seats: 115+



# Scenario 1 Initial Analysis

Strengths	Areas of Concern	Thoughts/ Questions
<ul style="list-style-type: none"><li>● Economies of scale will allow for expanded programming and options for students</li><li>● Ability to have a continuum of programming at both a Central and East location</li><li>● Like the options of SJT and Adult Ed on the same campus</li><li>● Alt Ed could be utilized for acceleration, credit recovery for other schools--especially for those students needing an alternative schedule (e.g. working students, parent students)</li></ul>	<ul style="list-style-type: none"><li>● Dewey and/or Bunche do not currently have the physical capacity and there is not another site available for a central location</li><li>● Less school location choices for students (no option in West)</li><li>● Not necessarily talking about 1025</li><li>● Worry about 500+ students on one campus although King Estates is a good model</li></ul>	<ul style="list-style-type: none"><li>● Actual childcare for parenting teens is expensive and requires additional facility needs</li><li>● Need to identify a long-term location or repair Street's facility</li></ul>

# Scenario 2 Overview

Bunche (West)		
Cont Program	SJT Satellite Program	Adult Ed Satellite Program
115	25	15
Total Students: 150+		
Dewey/GtC (Central)		
Cont Program	SJT Satellite Program	Adult Ed Satellite Program
415	50	15
Total Students: 450 - 500+		
Rudsdale & SJT (East)		
Cont Program	SJT Main Program	Adult Ed Satellite Program
350	200	15
Total Students: 550-600+		

Street Academy (West)
Alt Ed School of Choice
Total Students: 115+

OUSD SJT Satellites
Independent Study @ Various Sites
Total Students: TBD

Community Day School (East)
Disciplinary/Expulsion School
Total Students: 50-60*

# Scenario 2 Initial Analysis

Strengths	Areas of Concern	Thoughts/Questions
<ul style="list-style-type: none"><li>• Economies of scale will allow for expanded programming at Dewey</li><li>• More locations for students</li><li>• Still having a alt ed space in the West</li><li>• More opportunity for SPED students (e.g. SDC)</li><li>• If we partner Gateway and Dewey then there is still expansion possibilities for programming</li><li>• All sites have Continuation School, Adult Ed, and Independent Study</li><li>• Alt Ed could be utilized for acceleration, credit recovery for other schools--especially for those students needing an alternative schedule (e.g. working students, parent students)</li></ul>	<ul style="list-style-type: none"><li>• Bunche is still small, hard to expand programming there</li><li>• Bunche can't compete programmatically with other sites because of economies of scale--might be harder to attract kids to Bunche</li><li>• It still means that Bunche is not a sustainable size</li><li>• We need to do a deeper analysis of Bunche - a redesign that emphasizes flexibility and one-on-one in this model</li></ul>	<ul style="list-style-type: none"><li>• Actual childcare for parenting teens is expensive and requires additional facility needs</li><li>• Can a continuation school be housed at McClymonds to prevent Prop 39 from taking over space at McClymonds. That said, it would "move the problem" from WOMS to McClymonds</li></ul>

# Community Day School

# Scenario 1

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## **Stay at current location - Old Chabot Observatory**

- Hire a principal to run day to day
- Reduce Seneca contract and provide group therapy through OUSD
- CDS Case Manager can provide 1:1 counseling

# Scenario 2

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## Move to Hillside behind Castlemont



- Staffing remains as proposed in scenario 1
- Site would become more accessible.
- Would place some students back in area less conducive to realizing success.
- Would need CDE approval.

# Scenario 3

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## ACOE Quest Program



- ACOE serves OUSD expelled students through their Qwest Independent Studies Model. ACOE will provide Admin and Teaching staff.
- OUSD expelled students attending ACOE's QISP must attend OUSD counseling services.
- OUSD will provide a facility for Quest Independent Studies Program (QISP).
- OUSD will provide therapeutic/counseling services for expelled students.
- OUSD will provide tutoring for expelled students enrolled in ACOE's QISP.

# Appendix



# Scenario 1 Details: Central Location

## CENTRAL OAKLAND ALT ED HUB Dewey/Bunche/GtC/SJT Satellite/Adult Ed Satellite

**Location:** Central, **Total Seats:** 470-500+

**Pathway Focus:** Health and Culinary

Program	Sojourner Truth Satellite Program	Adult Ed Satellite Program
<p>Must be 16 and up to Attend</p> <ul style="list-style-type: none"> <li>10th Grade Students who have completed 0-50 credits by Spring Semester</li> <li>11th Grade Students who have completed 0-110 credits by Spring Semester</li> <li>12th Grade Students who have completed 0-150/190 by Spring Semester</li> </ul> <p>SDC Program</p> <p>Evening Program</p> <p>Partnership with Gateway to College</p> <ul style="list-style-type: none"> <li>Early College Credit, AA Options</li> </ul> <p>5th Year Apprenticeship/Skilled Trade Program (Could be centralized)</p>	<p><b>Independent Studies Model:</b> 9th-12th students who desire an alternative learning environment, allows for flexibility</p> <p><b>Extenuating Circumstances Model:</b> 9th-12th grade students who have verification that they cannot attend on a daily basis</p>	<p>Seniors who are 18 years old and older</p>

# Scenario 1 Details: West Location and Sojourner Truth

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## ALTERNATIVE SCHOOLS OF CHOICE

### Street Academy

**Location:** West Oakland, **Total Seats:** 115+  
**Pathway Focus:** Education and Social Justice

Grades Served: 9th -12th

Priority Student: 9th Grade Students

Program Offerings:

- 230, A-G
- Internship Model
- Counseling Teacher Mentor, 1 to 20 class size
- Certifications: RJ

## INDEPENDENT STUDIES

SJT Satellite Programs  
@ OUSD Alt Ed Schools  
& Comp High Schools

**Locations:** OUSD Comp  
HS, **Seats:** TBD  
**Pathway:** TBD

Credit Recovery

# Scenario 1 Details: East Oakland Location

## EAST OAKLAND ALT ED HUB Rudsdale/SJT/Adult Ed Satellite

**Location:** East, King Estates **Total Seats:** 550+

**Pathway Focus:** Health and Technology

### Program

### Sojourner Truth Main Program

### Adult Ed Satellite Program

Must be 16 and up to Attend

- 10th Grade Students who have completed 0-50 credits by Spring Semester
- 11th Grade Students who have completed 0-110 credits by Spring Semester
- 12th Grade Students who have completed 0-150/190 by Spring Semester

SDC Program

Newcomer Programming

5th Year Apprenticeship/Skilled Trade Program (Could be centralized)

See Slide 20

Seniors who are 18 years old and older

# Scenario 2 Details

Bunche		
<b>Location:</b> West, WOMS, <b>Total Seats:</b> 150, <b>Pathway Focus:</b> Culinary		
Bunche Program	SJT Satellite Program	Adult Ed Satellite Program
<p>Must be 16 and up to Attend</p> <ul style="list-style-type: none"> <li>10th Grade Students who have completed 0-50 credits by Spring Semester</li> <li>11th Grade Students who have completed 0-110 credits by Spring Semester</li> <li>12th Grade Students who have completed 0-150/190 by Spring Semester</li> </ul> <p>SDC Program</p>	<p><b>Independent Studies Model:</b></p> <p><b>Extenuating Circumstances Model:</b></p>	<p>Seniors who are 18 years old and older</p>

Street Academy
<b>Location:</b> West Oakland, <b>Total Seats:</b> 115+ <b>Pathway Focus:</b> Education and Social Justice
<p>Grades Served: 9th -12th</p> <p>Priority Student: 9th Grade Students</p> <p>Program Offerings:</p> <ul style="list-style-type: none"> <li>230, A-G</li> <li>Internship Model</li> <li>Counseling Teacher Mentor, 1 to 20 class size</li> <li>Certifications: RJ</li> </ul>

# Scenario 2 Details

Dewey/Gateway to College		
<b>Location:</b> Central, <b>Total Seats:</b> 450+, <b>Pathway Focus:</b> Health and Fitness		
Dewey Program	SJT Satellite Program	Adult Ed Satellite Program
<p>Must be 16 and up to Attend</p> <ul style="list-style-type: none"> <li>10th Grade Students who have completed 0-50 credits by Spring Semester</li> <li>11th Grade Students who have completed 0-110 credits by Spring Semester</li> <li>12th Grade Students who have completed 0-150/190 by Spring Semester</li> </ul> <p>SDC Program</p> <p>Partnership with Gateway to College</p> <ul style="list-style-type: none"> <li>Early College Credit, AA Options</li> </ul> <p>5th Year Apprenticeship/Skilled Trade Program (Could be centralized)</p>	<p><b>Independent Studies Model</b></p> <p><b>Extenuating Circumstances Model:</b></p>	<p>Seniors who are 18 years old and older</p>

SJT Satellite Programs @ OUSD Comp HSs
<p><b>Location:</b> OUSD Comp HS SJT Satellites,</p> <p><b>Seats:</b> TBD</p> <p><b>Pathway:</b> Technology</p>
<p>Grades Served: K-12, SDC Program</p> <p>K-8th Grade program is designed for students and families who are looking for a homeschooling model</p> <p>9th-12th Grade program will allow for maximum flexibility in a students schedule</p> <p><b>Extenuating Circumstances: Pregnancy, Parenting Responsibilities, Non-Home Hospital Medical Reasons, Family Circumstances, Safety Reason</b></p>

# Scenario 2 Details

Rudsdale and Sojourner Truth Programs		
<b>Location:</b> East (King Estates) <b>Total Seats:</b> 350+, <b>Pathway Focus:</b> Health and Tech		
Rudsdale Program	SJT Main Program	Adult Ed Satellite Program
<p>Must be 16 and up to Attend</p> <ul style="list-style-type: none"><li>10th Grade Students who have completed 0-50 credits by Spring Semester</li><li>11th Grade Students who have completed 0-110 credits by Spring Semester</li><li>12th Grade Students who have completed 0-150/190 by Spring Semester</li></ul> <p>SDC Program Newcomer Programming 5th Year Apprenticeship/Skilled Trade Program (Could be centralized)</p>	<p><b>Independent Studies Model:</b></p> <p><b>Extenuating Circumstances Model</b></p>	<p>Seniors who are 18 years old and older</p>

Community Day
<b>Location:</b> East Oakland, <b>Seats:</b> 50+ <b>Pathway:</b> Digital Media
Grades Served: 6th-12th
Placement Criteria: Involuntary, Expulsion

# Ask of the Board

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- Please provide feedback on our progress to date regarding Alternative Education ReVisioning.





# Quality Schools in Every Neighborhood!



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