OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Cohort 1 & 2 Progress Update

May 12, 2021: Resolution 2021-0128 Advancing District's Citywide Plan Work

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Ask of the Board

- Review progress update of Cohort 1 and 2 and provide feedback

Overview

We will:

- Provide background of the Citywide Plan;
- Share what we learned by implementing Cohort 1 & 2 changes;
- Provide an overview of the progress to date; and
- Share our next steps.

Vision

All OUSD students will find joy in their academic 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.

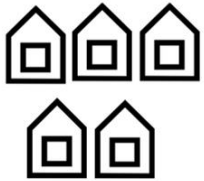
Mission

Oakland Unified School District (OUSD) will build 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.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

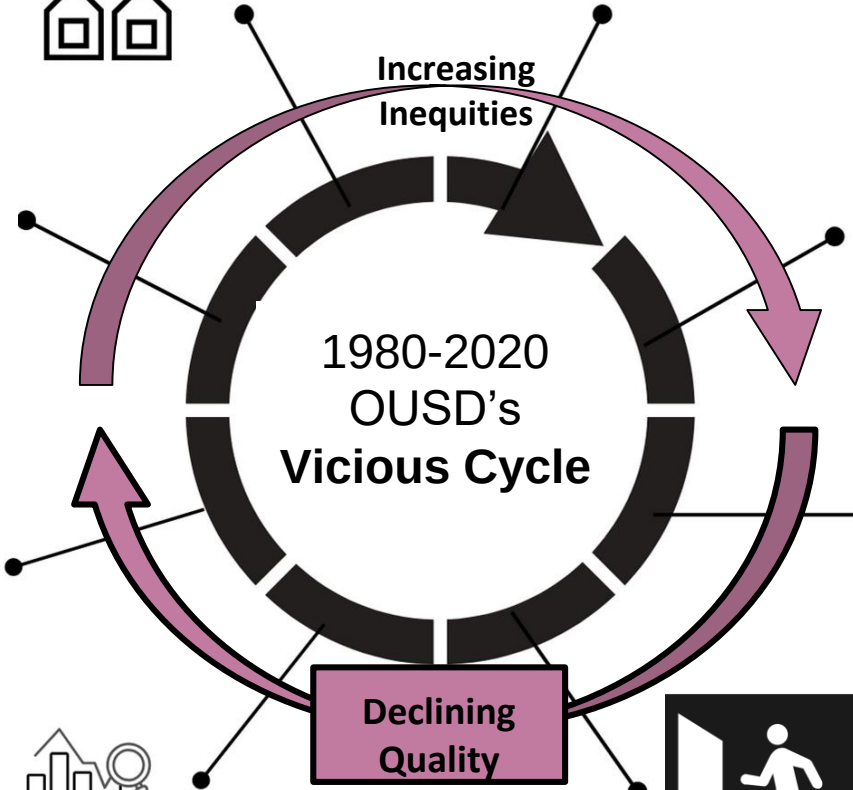
OUSD inefficiently runs too many under-resourced schools



Low state funding; not enough local funding

OUSD students receive less and less support

Schools lack wrap around services and instructional enrichment, etc.

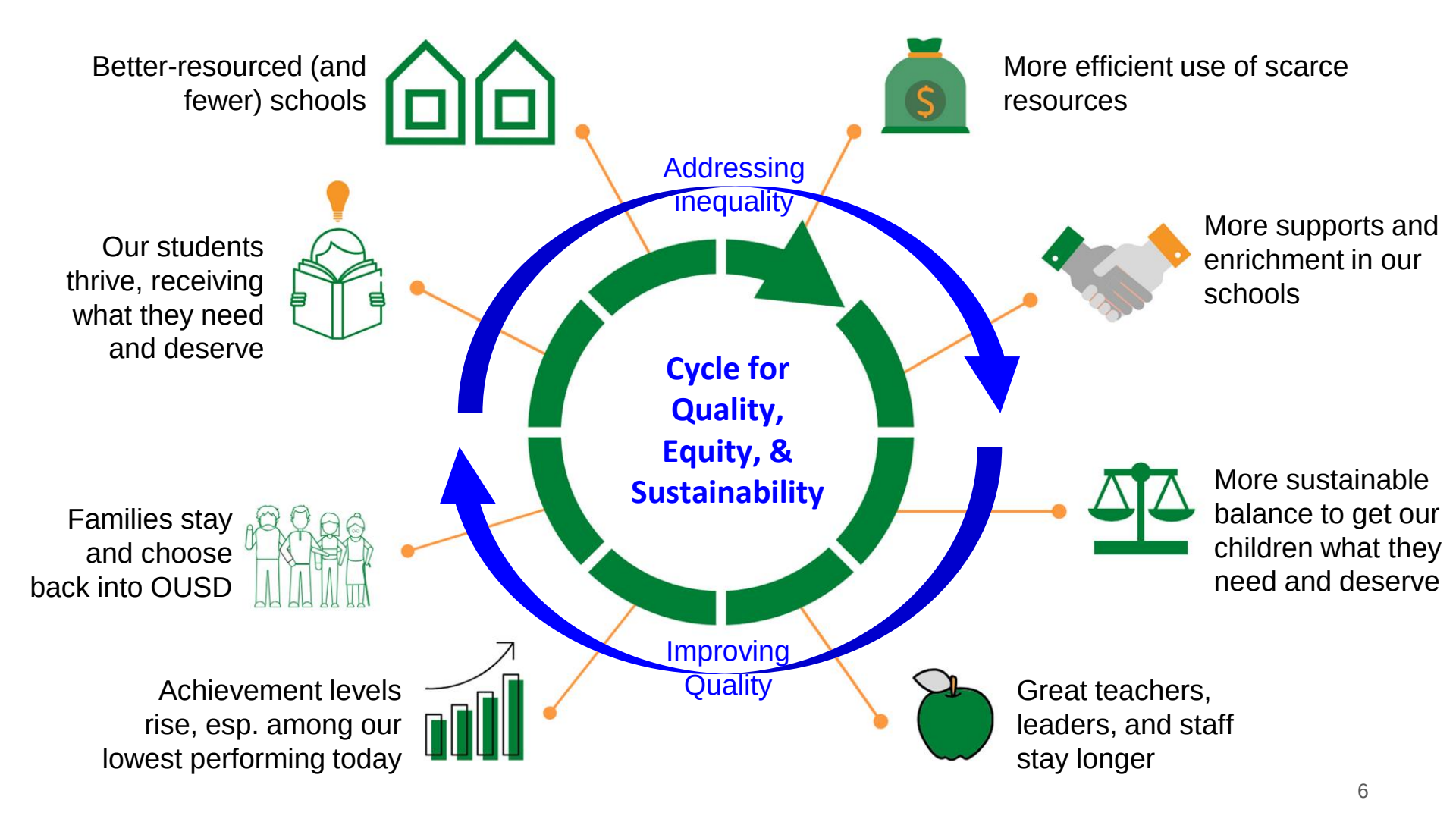


Families choose out of OUSD (and Oakland altogether)

Great teachers, leaders, and staff have to do more with less

Achievement levels are unacceptable, esp. for our most vulnerable

We have a turnover problem at every level


Better-resourced (and fewer) schools
More efficient use of scarce resources
Addressing Inequality
Our students thrive, receiving what they need and deserve
More supports and enrichment in our schools
Cycle for Quality, Equity, & Sustainability
Families stay and choose back into OUSD
More sustainable balance to get our children what they need and deserve
Improving Quality
Achievement levels rise, esp. among our lowest performing today
Great teachers, leaders, and staff stay longer

Problems to address: Quality, Equity, and Sustainability

Quality

Improve the quality of our district schools.

Equity

Invest in improving outcomes for black and brown students.

Sustainability

Decrease the number of schools we operate to sustain a quality program.

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

12/9/20 Resolution Implementation

Phase	Details	Timeline
Implementation 1	• Supporting Cohorts 1 and 2 • CUES/Futures Merger • Roses/Howard Merger • Equitable Enrollment Policy • Long-term Vision for Alt. Ed • Surplus and Unused Property	Quarterly updates June 2021 deliverable
Implementation 2	• Cohort 1 & 2 Impact Analysis	May 2021
Implementation 3	• Citywide Plan District Map with proposed changes and impact analysis	June 2021
Implementation 4	• Board votes on the proposed Citywide Plan Map	September 2021
Implementation 5	• Support school sites to implement the changes	September 2021 - September 2022

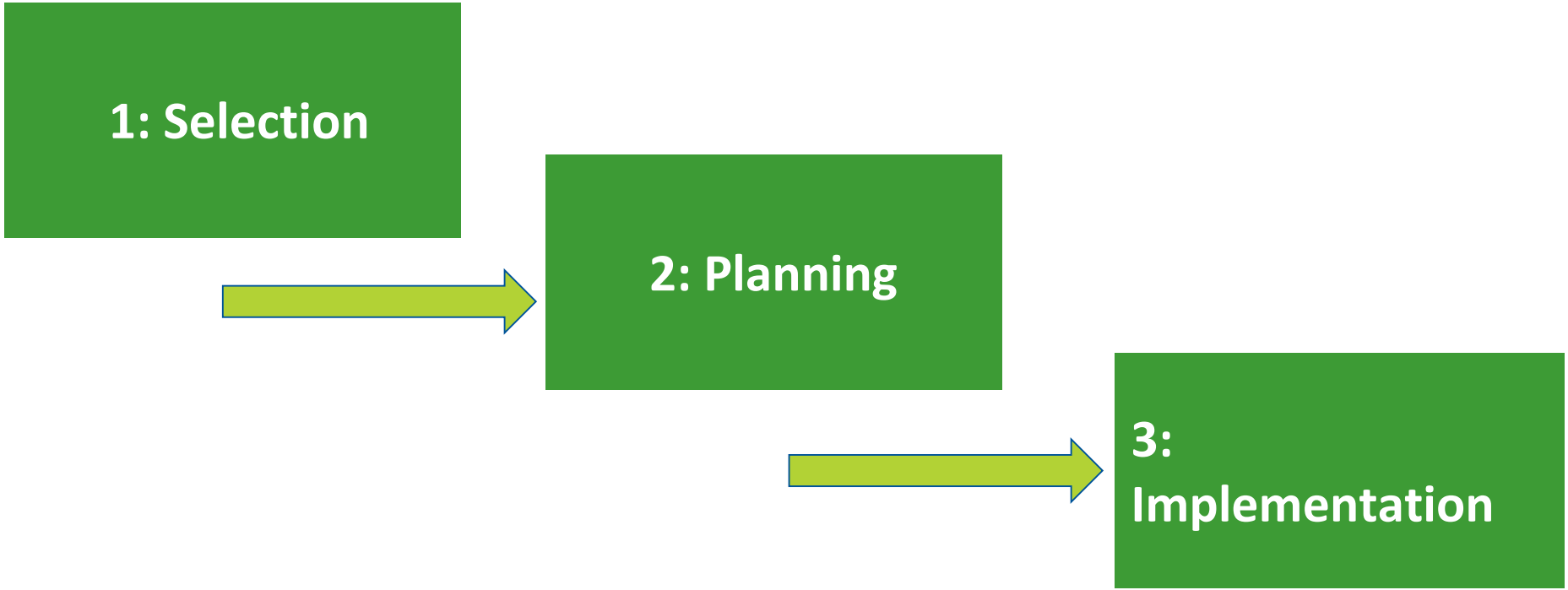
Community of Schools Vision

OUSD will ensure success for all students by equitably distributing resources to schools so that students and families access more sustainable, well-resourced schools that are intentionally designed to serve our students and communities.

Citywide Plan 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 to decrease our overall district footprint that currently spreads resources out too thinly and prevents schools from serving students well,	invest in the capacity building of the school community 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: Three Phases



Summary of Actions

School Action	Type	2017-18	2018-19	2019-20	2020-21	2021-22
Lockwood STEAM*	Merger	Selection	Planning	Planning	Planning	Year 1
Elmhurst United	Merger	Selection	Planning	Year 1	Year 2	Support
MetWest	Expansion	Selection	Planning	Year 1	Year 2	Support
CCPA	Expansion		Selection & Planning	Year 1	Year 2	Support
Roots	Closure		Selection & Closure			
FUAL	Merger		Selection	Planning	Year 1	Year 2
MLA	Expansion		Selection	Planning	Year 1	Year 2
Sankofa United	Merger		Selection	Planning	Year 1	Year 2
Fruitvale**	Redesign		Selection	Planning		Resume Planning
Roses/Howard				Selection	Planning	Year 1

*Lockwood STEAM funded under Federal SIG Grant for multi-year process

**Fruitvale engagement paused until 2021-22

Progress Update Summary

Progress Update: Academic Data Review

Quality	• Reading Inventory: Percent At or Above Grade-Level (mid-year) • CHKS Data: School Climate and Connectedness • Graduation Rate, A-G Rate, Pathway Participation
Equity	• Reading Inventory: Subgroup Performance • Displaced Students that accessed the Opportunity Ticket
Sustainability	• Demand Rate • Teacher Retention Rate • Three Year Enrollment Trend
All	• Chronic Absenteeism Rates • Subgroup Chronic Absenteeism Rates: Foster/Unhoused/Special Education/African American/English Learners/Pacific Islander

Context of Cohort Changes

Spring 2019: OEA teacher strike impacted some data outcomes (Chronic Absenteeism and Reading Inventory). Budget Reductions continued to create a sustainable District budget.

Fall 2019-Spring 2020: Cohort 1 implemented changes. In March 2020, all school campuses are closed. Our community begins to shelter in place. In terms of data, this impacts some outcomes (chronic absenteeism, California Healthy Kids Survey, CA Dashboard- SBAC and Reading Inventory). Budget Reductions continued to create a sustainable District budget.

Fall 2020-Spring 2021: Cohort 2 implemented changes during COVID-19 campus closures.

Lessons Learned

- This is a progress update - not a final review.
  - There are not enough years to say that the changes took root and that every action led to improvement in Quality, Equity, and Sustainability.
- Where the District sought to expand a school and provide more access to a quality program, it did: MetWest, CCPA, Elmhurst, and MLA.
- As OUSD set out to expand quality programming by increasing the number of seats of a program with a high demand rate, the District needs to ensure there are no unintended consequences of shrinking neighboring schools. High School is a good example of this dilemma.
- Students that attended a school that was going through a change did not leave OUSD at high rates.

Lessons Learned

- School changes require an extra investment of resources in the initial years of implementation and are a multi-year effort.
    - At the same time, there will not be yield savings if requests and appeals for additional funding are always granted.
- There is an inherent tension between the reinvestments required and fiscal sustainability goals that must be resolved through thoughtful, strategic decisions about resource allocation.

Lessons Learned

- The District must hold itself to consistent metrics.
  - One decision in another area of the system impacts the outcomes the District is working towards. Are the systems aligned with change efforts?
- The system of support must be refined.
  - Each school is a microcosm, do we expect the same path for every school?
- The impact of these school changes is both financial and emotional and taxes the wellness of our District culture.

Districtwide Enrollment Summary

Enrollment	2018-2019	2019-2020	2020-2021
District	36,524	36,165	35,532
Charter	16,755	16,810	16,538
Private	6,638	6,489	6,347
Total	59,917	59,464	58,417

OUSD did not experience a drop in enrollment beyond that experienced by other types of schools (public or private) in the city for the 2020-21 school year.

- Total Oakland enrollment across district, charter, and private schools decreased over the last three years.
- For each type of school, enrollment fell between the 2019-20 to the 2020-21 school year.
  - District enrollment fell 1.7%
  - Charter enrollment fell 1.6%
  - Private school enrollment fell 2.2%.

**Includes all students enrolled in Oakland schools regardless of residency inside or outside Oakland.*

MetWest and CCPA Feeder Patterns

MetWest		Expanded in	
Equity & Sustainability	**2018-19**	**2019-20**	**2020-21**
Feeder patterns: type of schools that incoming 9th graders came from	83.3% district-run 7.1% charter 9.5% other	78.6% district-run 14.3% charter 7.1% other	80.0% district-run 13.3% charter 6.7% other
Top 3 feeder schools	UPA (12 students) Brewer (5 students) MLA (4 students)	UPA (24 students) ASCEND (8 students) La Escuelita (6 students)	La Escuelita (20 students) UPA (8 students) Westlake (8 students)

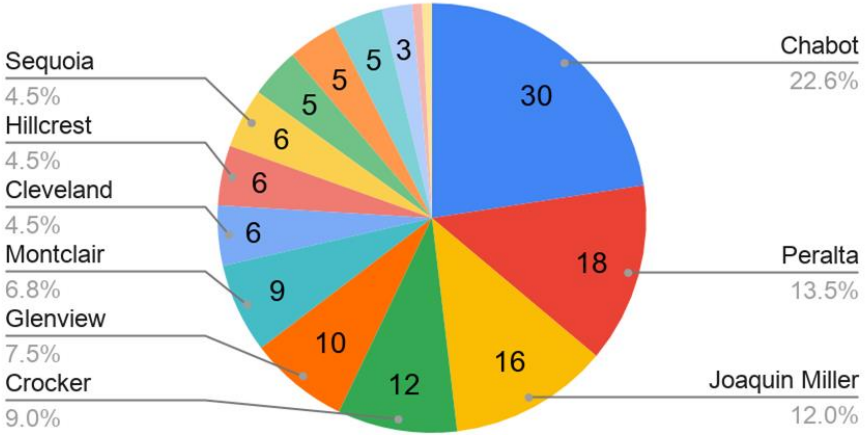
CCPA		Expanded in	
Equity & Sustainability	**2018-19**	**2019-20**	**2020-21**
Feeder patterns: type of schools that incoming 6th graders came from	97.2% district-run 1.4% charter 1.4% other	95.3% district-run 3.1% charter 1.6% other	97.5% district-run 0.8% charter 1.6% other
Top 3 feeder schools	CUES (16 students) New Highland (13 students) EnCompass (6 students)	Futures (30 students) CUES (27 students) Bridges (10 students)	Futures (42 students) CUES (18 students) Bridges (14 students)

Changes to enrollment policy seem to be impacting feeder patterns at these expanded schools.

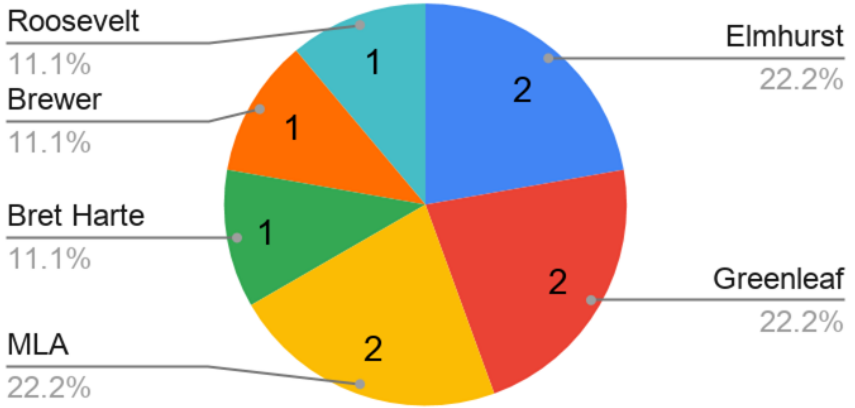
- In 20-21, MetWest enrolled significantly more students from La Escuelita and Westlake.
- In 20-21, more students from Futures enrolled at CCPA.

Opportunity Ticket usage

Schools Attended by former Kaiser students who stayed in OUSD, but do not attend Sankofa United (133 total students)



Schools attended by former SOL students who stayed in OUSD, but do not attend FUAL (9 total students)

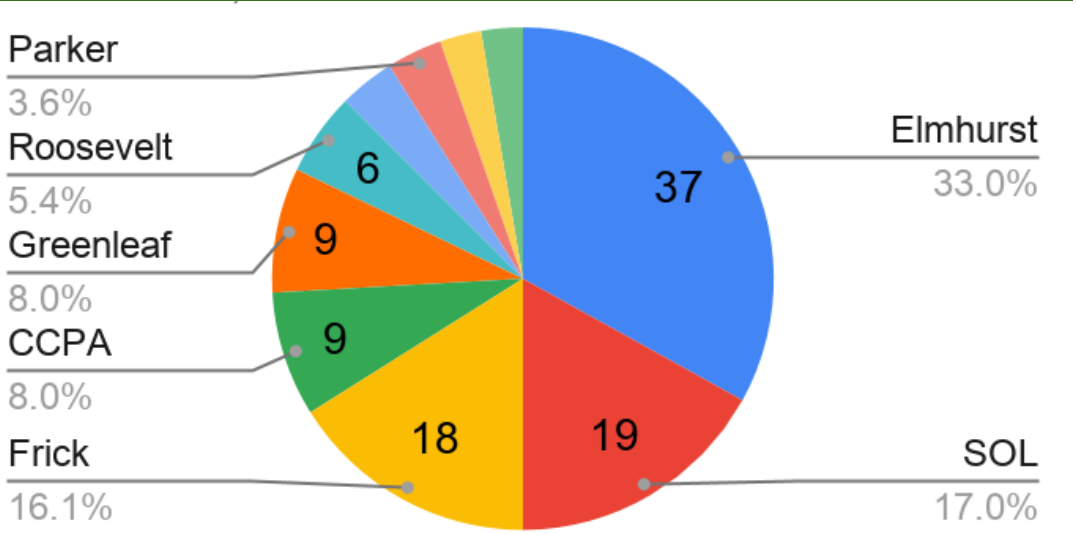


Opportunity Ticket Examples

	Kaiser (2020)	SOL (2020)	OUSD (2020)
Students in eligible grades (Elementary TK-4, Middle 6/7)	221	93	20,355
Enrolled in OUSD in 20-21	184 (82%)	79 (85%)	19,083 (94%)
Students not in OUSD in 20-21	37 (17%)	14 (15%)	1,272 (6%)
Enrolled at Welcoming/Merger School	51 (23%)	70 (75%)	N/A
Enrolled at another school	133 (59%)	9 (10%)	
Used Opportunity Ticket	88 (66%)	8 (9%)	

Opportunity Ticket usage

Schools Attended by former Roots students in 19-20 (112 total students)



Opportunity Ticket Examples

	Roots (2017)	Roots (2018)	Roots (2019)
Eligible (6th/7th graders)	220	208	160
Enrolled in OUSD	204 (93%)	182 (88%)	146 (91%)
Students not in OUSD	16 (7%)	16 (12%)	14 (9%)
6th/7th graders who continued at Roots	188 (85%)	163 (78%)	N/A
6th/7th graders who enrolled at another OUSD school	32 (15%)	45 (22%)	

Opportunity Ticket Examples

	Roots (2019)	Kaiser (2020)	SOL (2020)
Eligible	160	221	93
Enrolled in OUSD	146 (91%)	184 (82%)	79 (85%)
Students not in OUSD	14 (9%)	37 (17%)	14 (15%)
Enrolled at Welcoming/Merger School	Prior to Opportunity Ticket Policy	51 (23%)	70 (75%)
Enrolled at another school		133 (59%)	9 (10%)
Used Opportunity Ticket		88 (66%)	8 (9%)

Frick United Academy of Language

Frick United Academy of Language (FUAL)

IMPACT SUMMARY

Quality:

- FUAL has launched as a redesigned school, driven by the mission, vision, and values developed during the redesign process.
- FUAL prioritizes relationships with students and families, and CHKS data show that the percentage of students who feel safe and connected to their school has increased.
- The Instructional Leadership Team is playing a strong leadership role in setting down the foundation for learning practices and priorities as the newly-merged school launches.

Frick United Academy of Language (FUAL)

IMPACT SUMMARY

Equity:

- Mid-year assessment data is not available to determine the performance of specific student subgroups.
- Chronic absence data shows year over year improvement in attendance amongst all sub-demographics.

Frick United Academy of Language (FUAL)

IMPACT SUMMARY

Sustainability:

- It will take a multi-year effort for FUAL to be fully enrolled.
- The team at FUAL has visited all nearby 5th grade classes, visited elementary schools' family meetings, provided information sessions, and directly called families to invite them to FUAL.
- On-time applications for 21-22 show a 22% increase in the number of families ranking FUAL 1st, 2nd, or 3rd on their application (while districtwide sixth grade applications are down 4%).
- FUAL has had a 37% increase in the percentage of 6th graders students who had accepted their offer by March 30, as compared to this time last year.

Sankofa United

Sankofa United

IMPACT SUMMARY

Quality:

- Sankofa United has launched as a redesigned school, driven by the mission, vision, and values developed during the design process.
- The school is led by an experienced leadership team with deep roots at Kaiser and Sankofa.
- A strong afterschool program and PTA help to anchor the school program. There is a strong culture focused on literacy and arts across the campus.

Sankofa United

IMPACT SUMMARY

Equity:

- High-quality supports are being provided to students with IEPs, including strong SDC classes, and there is a schoolwide commitment to inclusion.
- This year, 40% of Special Education students are reading at grade level, an increase over 30% at Kaiser in 19-20 and 0% at Sankofa in 19-20.
- Equity-focused community building efforts are being led primarily by parents and caregivers.
- Literacy intervention supports are in place for students at all grades.

Sankofa United

IMPACT SUMMARY

Sustainability:

- Robust recruitment efforts for 21-22 are resulting in increased demand, but it will take a multi-year effort for Sankofa United to be fully enrolled.
- Systems have been established for recruitment that will support this effort in upcoming years.
- Santa Fe neighborhood group (Santa Fe CAN) is partnering with the school to grow enrollment.
- Positive visibility in the press and with yard signs throughout the neighborhood is contributing to increased demand.

Financial Analysis

Additional Sustainability Considerations: Financial Investments

- It is important to be transparent but directly comparing costs is complicated by multiple factors
  - Students transfer to other OUSD Schools
  - Staff and position changes
  - Staff turnover
  - Salary increases
  - Decision to invest in impacted schools
  - Opportunity ticket policy
- Financial analyses of the Lockwood STEAM merger and the Fruitvale redesign aren't applicable as Year 1 is next year
- Financial analysis for Roots is unnecessary as the school has closed

Summary of Financial Analysis

School	Change Year	Change in # and % in Enrollment from Year Before Change to 2020-21	Change in # and % in FTE from Year Before Change to 2020-21	Change in $ and % in Actual School Expenditures from Year Before Change to 2020-21 Budget
CCPA	Expansion 2019-20	+113 +23%	+7.0 +11%	+$2,132,561 +40%
Elmhurst	Merger 2019-20	+67 +10%	+9.1 +19%	+$647,507 +10%
MetWest	Expansion 2019-20	+87 +54%	+5.5 +32%	+$434,946 +18%

Summary of Financial Analysis

School	Change Year	Change in # and % in Enrollment from Year Before Change to 2020-21	Change in # and % in FTE from Year Before Change to 2020-21	Change in $ and % in Actual School Expenditures from Year Before Change to 2020-21 Budget
Frick	Merger 2020-21	-52 -13%	+13.2 +55%	-$62,074 -2%
MLA	Expansion 2020-21	+27 +5%	+2.8 +7%	+$89,123 +2%
Sankofa*	Merger 2020-21	-205 -52%	-3.5 -13%	-$909,215 -24%

**133 Students transferred to other OUSD schools*

Merge Howard and Roses in Concrete

&

Howard Elementary

Design Update- Howard and Roses In Concrete

Key Accomplishments	• Design Team formed in November 2020. Participants include both the Roses and Howard principals, staff from both sites, and family members from both sites. The team meets weekly. • The team has agreed on the Vision and Mission for the merged school. • The team is in the process of making key decisions aligned to the vision about the Academic Program (curriculum, instruction, assessment), as well as School Culture and Climate. • A charter school is rejoining OUSD for the first time in OUSD history.
Supports Provided	• Coordinator of Continuous School Improvement meets weekly with the two principals to support the design process and attends all Design Team meetings. • Staff from the Office of Equity provide coaching and support for the leaders and the Design Team.
Challenges	• Building relationships during distance learning has been a challenge for the two school communities. • Merging a charter school with an OUSD school has required additional trust-building.

Our Continued Work- Focus on Impact

As we continue to support the schools that have changed and look toward initiating new changes...

- Integrate improvement work into existing school Networks;
- Engage in rigorous design process that focuses on accelerating student growth and achievement;
- Conduct early and often engagement with school community to elevate student, family, and staff voice during design;
- Commit on-going and long term support to students attending a school that is implementing a Citywide change;
- Provide resources to address chronic absenteeism; and
- Invest in staff retention at the Welcoming School.

Ask of the Board

- Provide feedback on our implementation of the Citywide Plan based on the Cohort 1 and 2 progress update.

Quality Schools in Every Neighborhood!

Appendix

Academic & Fiscal Analysis

Cohort 1 Changes

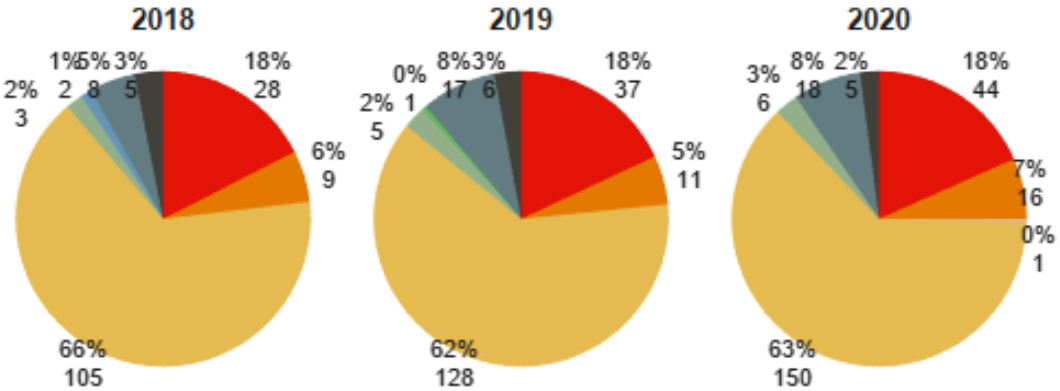
Our Cohort 1 goals were to expand access to quality programming and create more resource efficiencies at shared sites.

- Expand MetWest, add a satellite campus
- Expand Coliseum College Prep Academy (CCPA)
- Close Roots
- Merge Elmhurst and Alliance in School Year 2019-2020
- Merge Futures/CUES on the Lockwood Campus in School Year 2021-2022 (design updates)

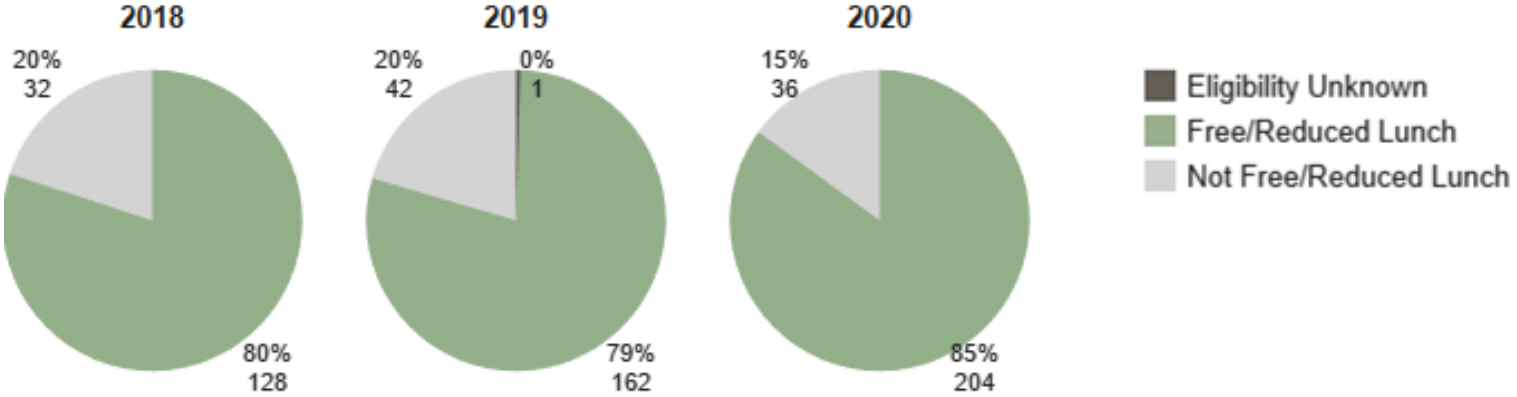
MetWest Expansion

Expand MetWest

Race/ Ethnicity

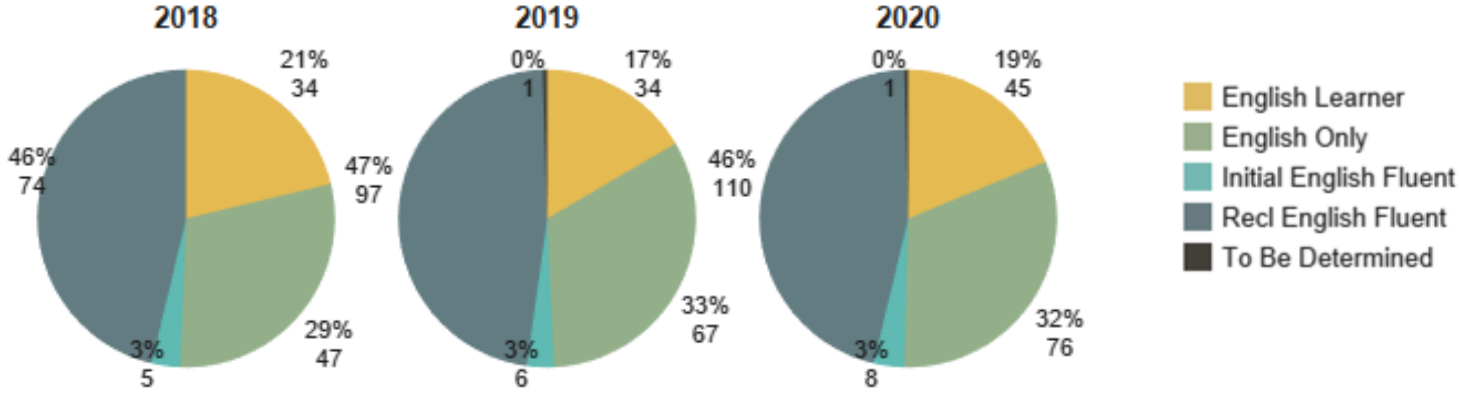


Free/Reduced Price Lunch

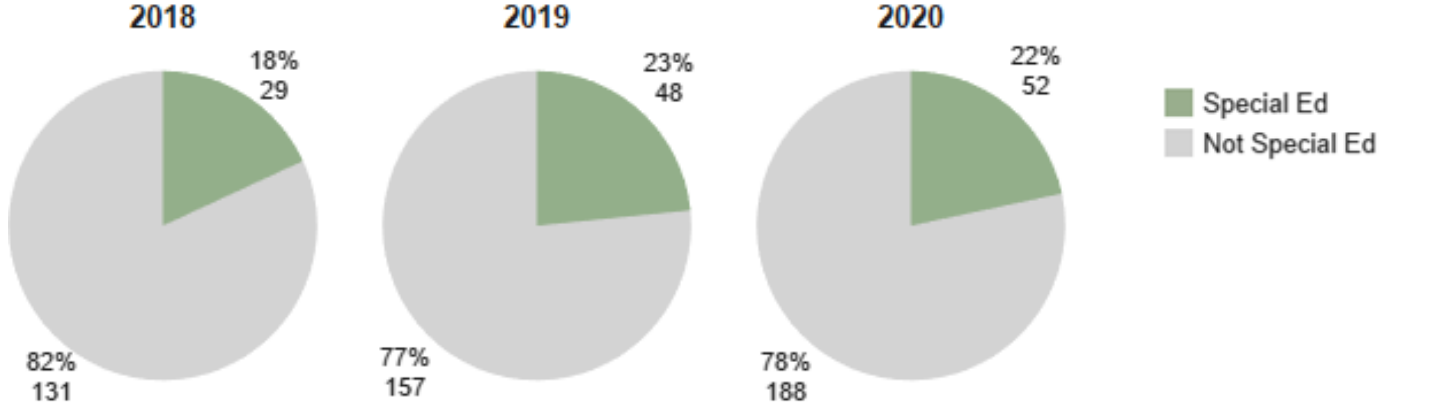


Expand MetWest

English Fluency



Special Education



Expand MetWest

The yellow box denotes the year of school change.

Quality	2018-19	2019-20	2020-21
Reading: % of students reading at or above grade level (mid-year SRI)**	44.3%	1.9%*	MidYear not administered
Equity	**2018-19**	**2019-20**	**2020-21**
% of African American students reading at or above grade level rate	48.3%	0.0%	MidYear not administered
% of English Learner students reading at or above grade level rate	3.4%	12.5%	MidYear not administered
% of Foster students reading at or above grade level rate	N<10	N<10	MidYear not administered
% of Unhoused students reading at or above grade level rate	N<10	N<10	MidYear not administered
% of Special education students reading at or above grade level rate	25.9%	6.8%	MidYear not administered
% of displaced students who accessed the opportunity ticket***	N/A	N/A	N/A

* In mid-year 2019-20, over 88% of students did not take the assessment at this school, resulting in the low % of students reading at grade level in the expansion year. Given this, it is not possible to interpret the reading data for this school across years.

***Mid-year SRI was not required for students in secondary grades in the 2020-21 school year.*
****Count of displaced cohort who did not return to the merged school and enrolled in another OUSD school; divided by the count of the displaced cohort.*

Expand MetWest

The yellow box denotes the year of school change.

Quality	2018-19	2019-20	2020-21
CHKS % students who feel safe in their school	68.2%	59.1%	Data not yet available
CHKS % students who feel connected to their school	58.2%	41.4%	Data not yet available
Graduation rate	91.9%	90.5%	Data not yet available
A-G completion rate	78.4%	83.3%	Data not yet available
Pathway participation (10-12th grade)	93.9%	100.0%	92.6%

Does the data demonstrate that the expansion increased Quality?

- The California Healthy Kids Survey (CHKS) safety and connectedness metrics both decreased from the year prior to the expansion to the year of the expansion.
- Graduation rate remained relatively stable at a high rate around 90%.
- A-G completion rate increased in the year of expansion.
- Pathway participation fluctuated across years was above 90% in each.

Expand MetWest

The yellow box denotes the year of school change.

Sustainability	2017-18	2018-19	2019-20	2020-21
Demand rate*	Very high	Very high	Very high	Very high
Enrollment	174	160	205	247
Teacher retention rate % returning the following school year	92.3%	86.7%	82.4%	Data not yet available

Do the data demonstrate that the expansion of MetWest increased Sustainability?

- Yes, expanding MetWest increased access to the program.
  - MetWest's demand rate has remained very high prior to and following the expansion.
  - Enrollment increased steadily since the year prior to expansion. The projected enrollment is 294 in 2021-2022.

Do the data demonstrate that the expansion of MetWest had an impact on staff retention?

- Retention rates had been declining prior to the expansion, and continued to do so to a similar degree into 2020-21. Regardless of the decline, however, retention rates were relatively high across all years shown.

**Demand rate is calculated as the number of first choice on-time applications to the entry grade of each school, divided by enrollment for that grade level. The rate is grouped into grade range percentile intervals: Very high (80-100%), High (60-79%), Moderate (40-59%,) Low (20-39%), and Very low (0-19%). The interval indicates what percentage of schools have lower demand than that school (e.g., a 94th percentile means that that school's demand rate is higher than 94% of all other schools in its common grade range).*

Expand MetWest

The yellow box denotes the year of school change.

Quality/Sustainability/Equity	2018-19	2019-20	2020-21
Chronic Absenteeism rate*	9.7%	7.3%	N/A
Equity	**2018-19**	**2019-20**	**2020-21**
African American Chronic absenteeism rate	8.9%	0.0%	N/A
English Learner Chronic absenteeism rate	7.4%	12.9%	N/A
Foster Chronic absenteeism rate	N<10	N<10	N/A
Unhoused Chronic absenteeism rate	N<10	N<10	N/A
Special education Chronic absenteeism rate	14.3%	10.2%	N/A

*Chronic absenteeism cannot be calculated for MetWest until the end of the school year due to the nature of attendance taking at this particular school.
Note that chronic absenteeism rates for 2018-19 are artificially high due to the OEA strike in that school year.

- Chronic absenteeism overall at MetWest was lower than the district average for high school grades in 2019-20 (25.7%).
- Chronic absenteeism for African American students dropped to 0% in the expansion year. The rates for ELs and special education students, however were both relatively high, and higher than the overall school rate, at 12.9% and 10.2%, respectively.
- Comparisons with 2018-19 data are not appropriate given the OEA strike, which pushed many students into chronic absenteeism due to those lost instructional days.

Expand MetWest

	2019-20	2020-21	Difference
Enrollment	160	247	87
Staff FTE	17.20	22.70	5.50

	2019-20	2020-21	B&G Savings	Overall (Savings)/Expenses
Certificated Salaries	$ 1,019,820	$ 1,410,143	$ -	**$ 390,323**
Classified Salaries	$ 143,358	$ 229,814	$ 12,453	**$ 98,909**
Benefits	$ 548,084	$ 763,826	$ -	**$ 215,742**
Books & Supplies	$ 91,323	$ 136,743	$ -	**$ 45,420**
Other Services and Operating Exp	$ 586,556	$ 283,560	$ 37,607	**$ (265,389)**
Total	**$ 2,389,141**	**$ 2,824,086**	**$ 50,060**	**$ 485,005**

MetWest Key Accomplishments & Challenges

Accomplishments	Challenges
• MetWest's expansion has resulted in continued enrollment growth, from 160 students in 18-19 to 205 students in 19-20 and 245 students currently. This growth has allowed more students to access a quality program. • Investments in the satellite campus listed below improved the student experience by adding a lunch and break area for students. → Basketball pole, backboard, rim → 6 Yard tables(assembled and secured to asphalt) → Paint yard numbers and 1/2 basketball court → Storage container for bike program → Counseling Office (whiteboard, blind, cabinet around pipes) • MetWest successfully petitioned the Board to implement priority enrollment for Westlake and La Escuelita Students. • Leadership at Westlake and MetWest continue to forge a successful partnership.	• Resource allocation across two sites, facilities challenges as the student population grows • Many MetWest staff have to work on both sites, creating a strain on human resources. This also sometimes leaves one or the other campus understaffed which presents a safety issue when in person. • As the MetWest Huggins campus (located at Westlake) reaches the projected full enrollment of 160 in the year 2022-2023, significant adjustments will be required in terms of both Westlake's and MetWest's classroom usage. A long-term facilities plan is needed.

MetWest Impact Summary

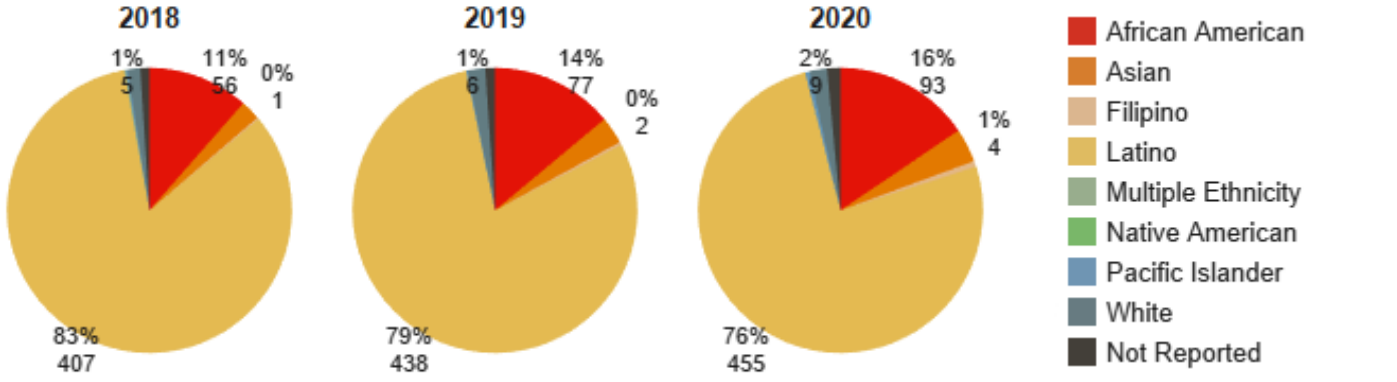
- **Quality:** As a result of their growth MetWest has the ability to accept more students, including students that are traditionally underserved, into a high quality, high demand OUSD school.
- **Equity:** The expansion has been accompanied by a change to enrollment policy to prioritize enrollment for students from Westlake and La Escuelita.
- **Sustainability:** MetWest is on its way to being fiscally self-sufficient as it continues to grow to full enrollment of 336 students during the 22-23 school year. Ideally the expansion will keep more students in OUSD but it's too early to identify data to support this claim. Operating one school across two campuses creates some inefficiencies.

CCPA Expansion

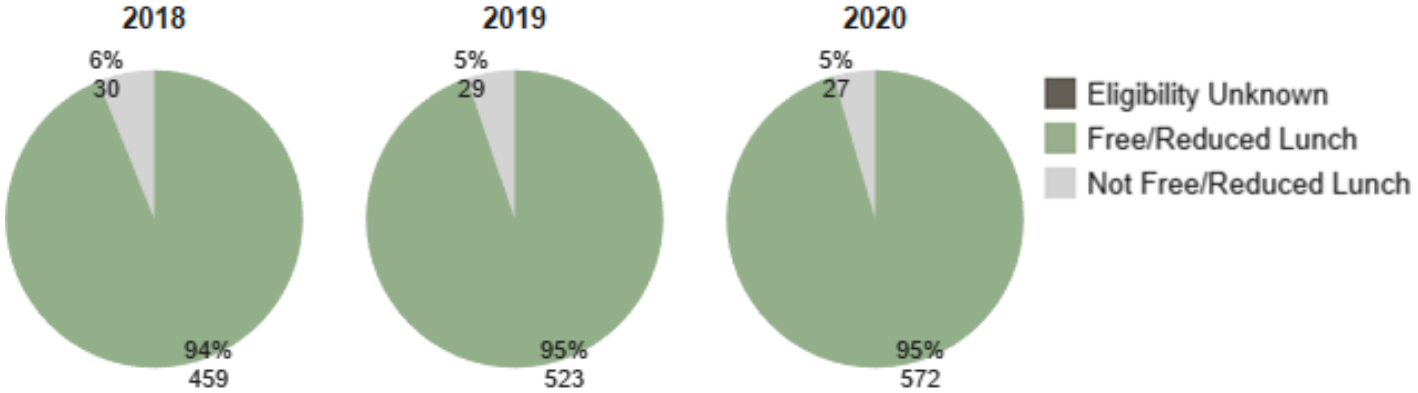
Coliseum College Prep Academy
Oakland, California

Expand CCPA

Race/Ethnicity

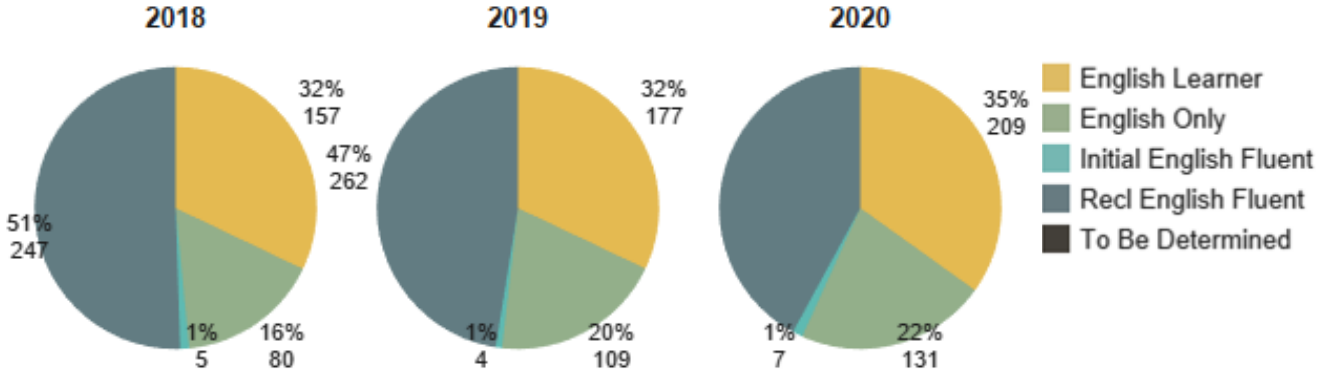


Free/Reduced Price Lunch

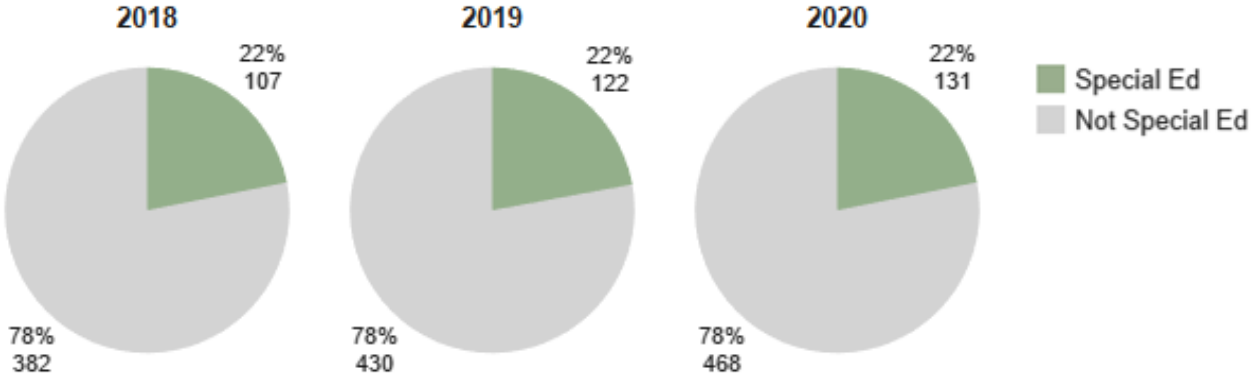


Expand CCPA

English Fluency



Special Education



Expand CCPA

The yellow box denotes the year of school change.

Quality	2018-19	2019-20	2020-21
Reading: % of students reading at or above grade level (mid-year SRI)	29.6%	29.7%	MidYear not administered
Equity	**2018-19**	**2019-20**	**2020-21**
% of African American students reading at or above grade level rate	23.5%	26.8%	MidYear not administered
% of English Learner students reading at or above grade level rate	0.8%	1.9%	MidYear not administered
% of Foster students reading at or above grade level rate	N<10	N<10	MidYear not administered
% of Unhoused students reading at or above grade level rate	N<10	N<10	MidYear not administered
% of Special education students reading at or above grade level rate	3.7%	5.0%	MidYear not administered
% of displaced students who accessed the opportunity ticket***	N/A	N/A	N/A

Does the data demonstrate that the expansion increased the Reading Inventory Rates?

- Overall, the percentage of students reading at grade level remained stable at just under 30% in the two years shown.
- Rates for African American students, ELs and special education students increased slightly in the expansion year.

Note that by midyear, students are not expected to read at grade level.

***Mid-year SRI was not required for students in secondary grades in the 2020-21 school year.*
****Count of displaced cohort who did not return to the merged school and enrolled in another OUSD school; divided by the count of the displaced cohort.*

Expand CCPA

The yellow box denotes the year of school change.

Quality	2018-19	2019-20	2020-21
CHKS % students who feel safe in their school	55.7%	53.7%	Data not yet available
CHKS % students who feel connected to their school	44.8%	44.2%	Data not yet available
Graduation rate	89.1%	98.4%	Data not yet available
A-G completion rate	82.8%	95.1%	Data not yet available
Pathway participation (10-12th grade)	92.1%	96.1%	94.1%

Does the data demonstrate that the expansion increased Quality?

- Both the California Healthy Kids Survey (CHKS) safety and connectedness metrics remained stable from the year prior to into the year of the expansion.
- Graduation rate, A-G completion and pathway participation all increased from the year prior to the year of the expansion.

***Mid-year SRI was not required for students in secondary grades in the 2020-21 school year.*

Expand CCPA

The yellow box denotes the year of school change.

Sustainability	2017-18	2018-19	2019-20	2020-21
Demand rate*	Very high	Very high	Very high	Very high
Enrollment	475	486	552	599
Teacher retention rate % returning the following school year	80.0%	81.3%	78.9%	Data not yet available

Does the data demonstrate that the expansion of CCPA increased Sustainability?

- Demand rate for CCPA has remained in the top 20% of the district for 6th grade.
- Across the years shown, enrollment increased by over 25% (124 students). The projected enrollment is 676 in 2021-2022.
- Teacher retention rates remained stable around 80% across years.

**Demand rate is calculated as the number of first choice on-time applications to the entry grade of each school, divided by enrollment for that grade level. The rate is grouped into grade range percentile intervals: Very high (80-100%), High (60-79%), Moderate (40-59%,) Low (20-39%), and Very low (0-19%). The interval indicates what percentage of schools have lower demand than that school (e.g., a 94th percentile means that that school's demand rate is higher than 94% of all other schools in its common grade range).*

Expand CCPA

The yellow box denotes the year of school change.

Quality/Equity/Sustainability	2018-19	2019-20	2020-21 (to 04/07/21)
Chronic Absenteeism rate	28.8%	14.0%	9.7%
Equity	**2018-19**	**2019-20**	**2020-21**
African American Chronic absenteeism rate	43.6%	22.4%	22.6%
English Learner Chronic absenteeism rate	37.7%	19.2%	9.7%
Foster Chronic absenteeism rate	N<10	N<10	N<10
Unhoused Chronic absenteeism rate	N<10	N<10	N<10
Special education Chronic absenteeism rate	52.9%	27.5%	14.5%

- CCPA's chronic absenteeism rates went down from the year of expansion to this year for all students, as well as for each student group with N>=10 students.
- Comparisons with 2018-19 data are not appropriate given the OEA strike, which pushed many students into chronic absenteeism due to those lost instructional days.

Note that chronic absenteeism rates for 2018-19 are artificially high due to the OEA strike in that school year.

****Count of displaced cohort who did not return to the merged school and enrolled in another OUSD school; divided by the count of the displaced cohort who did not return to the merged school.*

Expand CCPA

	2018-19	2020-21	Difference
Enrollment	486	599	113
Staff FTE	61.10	68.10	7.00

	2018-19	2020-21	B&G Savings	Overall (Savings)/Expenses
Certificated Salaries	$2,281,951	$3,270,370	$0	**$988,419**
Classified Salaries	$691,803	$1,199,698		**$507,895**
Benefits	$1,307,576	$2,073,380	$0	**$765,804**
Books & Supplies	$171,286	$331,367	$0	**$160,081**
Other Services and Operating Exp	$840,252	$550,616		**($289,636)**
Total	**$5,292,868**	**$7,425,431**	**$0**	**$2,132,563**

CCPA Key Accomplishments & Challenges

Accomplishments	Challenges
• Continued enrollment growth from 486 students in 18-19 to 552 students in 19-20 and 596 students in 20-21, providing more access to a quality school program. • Engagement rate of 96-97% throughout Distance Learning during the 20-21 school year • Hosted a learning hub on-campus starting in October of 2020 • Supporting 6-7 Student-Teachers with mentorship as well as hosting multiple Intern teachers • Received approval from OUSD Board for enrollment policy that prioritizes students from Futures Elementary and HUD housing for enrollment at CCPA • Expanding high-demand/high-quality schools like CCPA works as evidenced by being fully enrolled and still requiring a waiting list	• Insufficient facilities available to accommodate the classrooms, field, and gym needed to accommodate CCPA's high school program. Projected to run out of space at current facility in 2023-2024 • Require additional teacher FTE to maintain looping structure and meet single-subject credential requirements • Additional time and resources required to grow support staff who will eventually transition into teaching positions. Additionally, encountered challenges out of our control, such as staff passing required credentialing assessments • Hiring in high-demand subject areas (Computer Science, Math, Special Education) has been difficult • Have not been able to scale student support systems (i.e. mental health supports, enrichment) quickly enough

CCPA Impact Summary

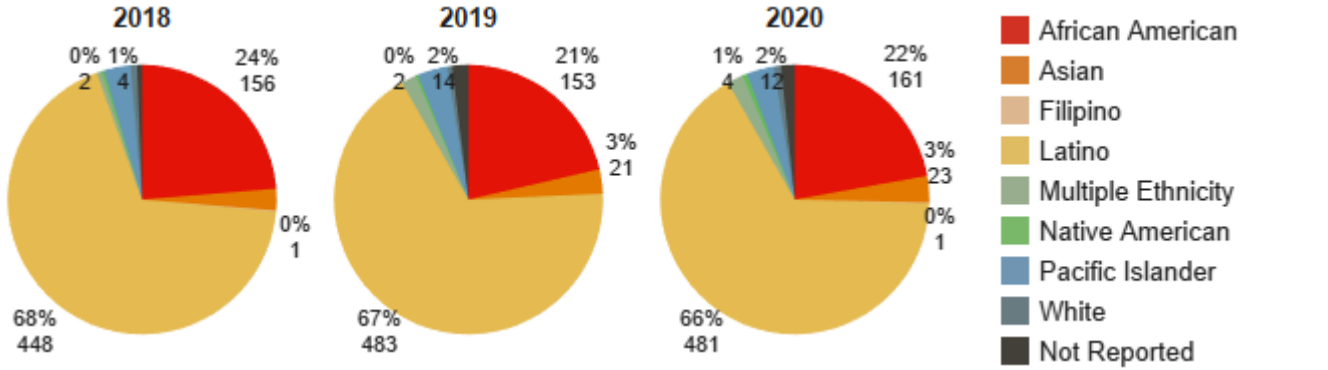
- **Quality**: Students have filled all of the seats we have added at CCPA since expansion began. CCPA's expansion has enabled the school to accept more students into a high quality, high demand OUSD school.
- **Equity**: More African American students have enrolled at CCPA as a result of expansion. Students from Futures Elementary and those living in HUD housing now receive an enrollment preference.
- **Sustainability:** CCPA is projected to serve 960 students in the year 25-26, when it is fully grown. While CCPA's enrollment growth supports the fiscal vitality of CCPA, questions remain about the overall fiscal impact of CCPA's expansion on neighboring secondary schools as CCPA continues to draw increasing numbers of students.

Merge Alliance and Elmhurst to create Elmhurst United

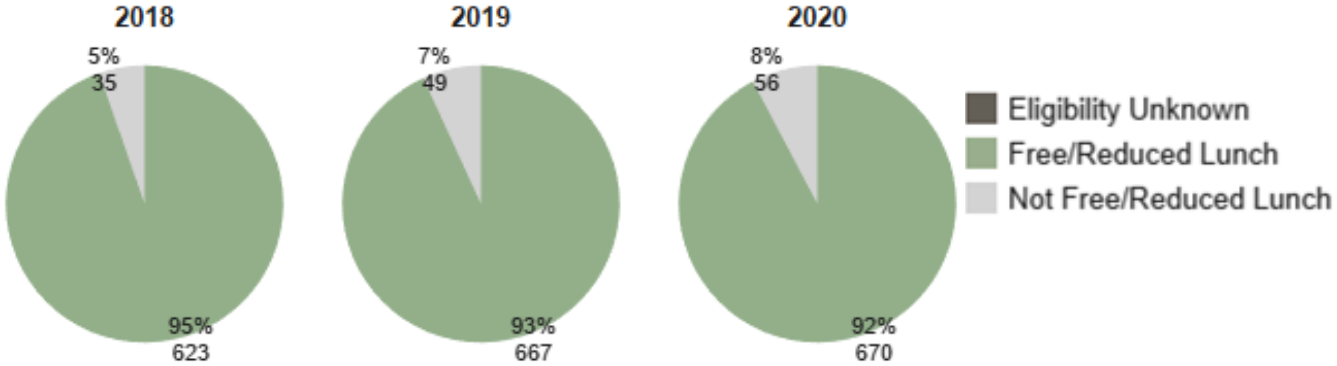
ELMHURST UNITED
MIDDLE SCHOOL

Merge Alliance and Elmhurst

Race/Ethnicity



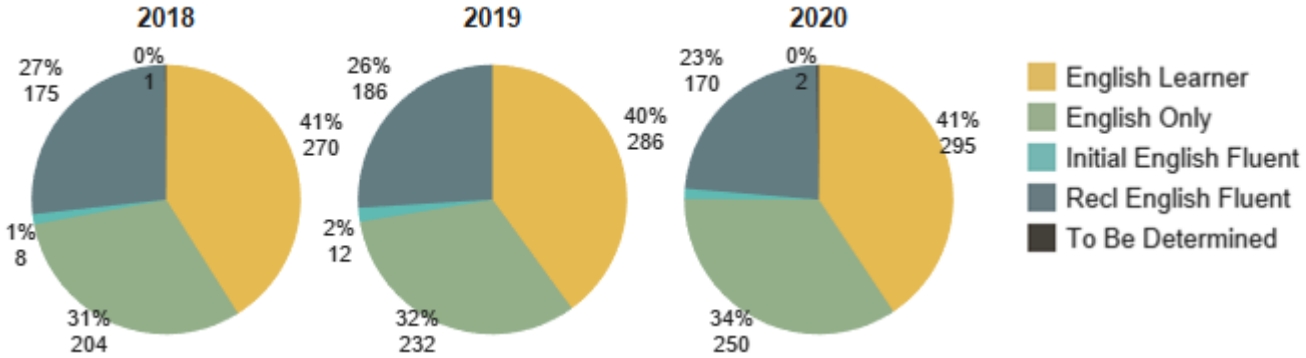
Free/Reduced Price Lunch



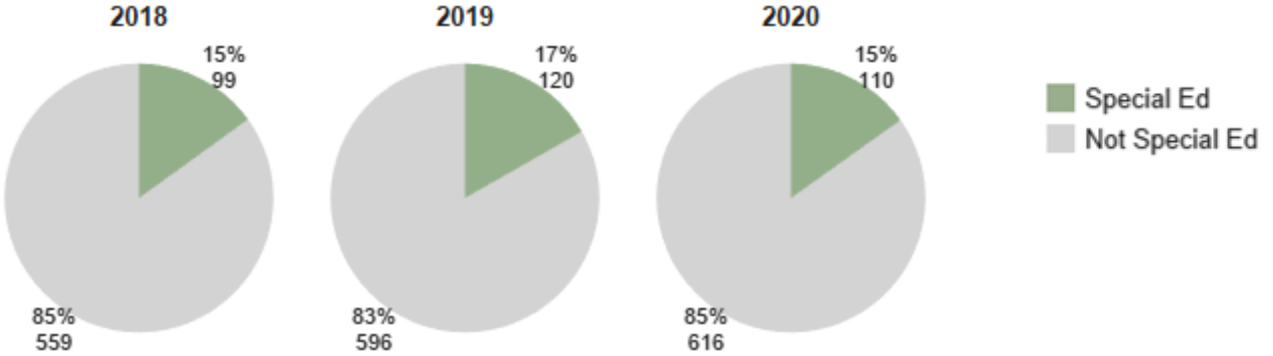
Data for 2018 are the combined rates for Alliance and Elmhurst.

Merge Alliance and Elmhurst

English Fluency



Special Education



Data for 2018 are the combined rates for Alliance and Elmhurst.

Merge Alliance and Elmhurst

The yellow box denotes the year of school change.

Quality	2018-19	2019-20	2020-21
Reading: % of students reading at or above grade level (mid-year SRI)	20.3% Elmhurst; 13.9% Alliance	15.8% Elmhurst United	MidYear not administered
Equity	**2018-19**	**2019-20**	**2020-21**
% of African American students reading at or above grade level rate	27.6% Elmhurst 23.4% Alliance	18.4% Elmhurst United	MidYear not administered
% of English Learner students reading at or above grade level rate	0.9% Elmhurst 0% Alliance	0.4% Elmhurst United	MidYear not administered
% of Foster students reading at or above grade level rate	N<10 for both	N<10 Elmhurst United	MidYear not administered
% of Unhoused students reading at or above grade level rate	N<10 for both	N<10 Elmhurst United	MidYear not administered
% of Special education students reading at or above grade level rate	4.3% Elmhurst 0% Alliance	3.4% Elmhurst United	MidYear not administered
% of displaced students who accessed the opportunity ticket***	N/A	N/A	N/A

- The % of students reading at grade level was less than the district average for middle school grades (20%) in the merger year.
- Rates for African American students declined into the merger year, however, they remained above the district rate (15.5%) for this group.
- Reading proficiency remained relatively stable for English Learners across the year prior to into the merger year and similar to the district average at 0.9%.
- Rates for special education students in the merger year fell below the district average for middle school grades (6%).

***Mid-year SRI was not required for students in secondary grades in the 2020-21 school year.*
****Count of displaced cohort who did not return to the merged school and enrolled in another OUSD school; divided by the count of the displaced cohort.*

Merge Alliance and Elmhurst

The yellow box denotes the year of school change.

Quality	2018-19	2019-20	2020-21
CHKS % students who feel safe in their school	59.1% Elmhurst 56.6% Alliance	52% Elmhurst United	Data not yet available
CHKS % students who feel connected to their school	49.2% Elmhurst 54.3% Alliance	49.7% Elmhurst United	Data not yet available

Does the data demonstrate that the merger of Alliance and Elmhurst increased student satisfaction?

- Both of the California Healthy Kids Survey (CHKS) safety and connectedness metrics remained relatively stable around 50% from the year prior to and the year of the merger.

Merge Alliance and Elmhurst

The yellow box denotes the year of school change.

Sustainability	2017-18	2018-19	2019-20	2020-21
Demand rate*	Elmhurst: Moderate Alliance: Low	Elmhurst: Low Alliance: Moderate	Elmhurst United: Moderate	Elmhurst United: High
Enrollment	371 + 358 = 729 Elmhurst + Alliance	372 + 287 = 659 Elmhurst + Alliance	716 Elmhurst United	726 Elmhurst United
Teacher retention rate % returning the following school year	79.2% Elmhurst 57.1% Alliance	Data not available due to merger in 2019-20	73.8% Elmhurst United	Data not yet available

Do the data demonstrate that the merger of Alliance and Elmhurst increased Sustainability?

- Demand rates for the merged school increased relative to the rates for each school before the merger. The demand rate further increased to high in the year following the merger.
- Enrollment dipped in the year prior to the merger, but the merged school is now back to the size of the two schools' combined enrollment in 2017-18. The projected enrollment for 2021-2022 is 742 students.

Do the data demonstrate that the merger had an impact on staff retention?

- Retention rates dropped slightly from 2019-20 to 2020-21 but remained moderately high.

**Demand rate is calculated as the number of first choice on-time applications to the entry grade of each school, divided by enrollment for that grade level. The rate is grouped into grade range percentile intervals: Very high (80-100%), High (60-79%), Moderate (40-59%,) Low (20-39%), and Very low (0-19%). The interval indicates what percentage of schools have lower demand than that school (e.g., a 94th percentile means that that school's demand rate is higher than 94% of all other schools in its common grade range).*

Merge Alliance and Elmhurst

The yellow box denotes the year of school change.

Quality/Sustainability/Equity	2018-19	2019-20	2020-21 (to 04/07/21)
Chronic Absenteeism rate	32.8% Elmhurst 35.8% Alliance	16.6% Elmhurst United	19.8% Elmhurst United
Equity	**2018-19**	**2019-20**	**2020-21**
African American Chronic absenteeism rate	39.6% Elmhurst 43.5% Alliance	26.8% Elmhurst United	30.0% Elmhurst United
English Learner Chronic absenteeism rate	28.7% Elmhurst 33.9% Alliance	12.6% Elmhurst United	16.7% Elmhurst United
Foster Chronic absenteeism rate	N<10 Elmhurst N<10 Alliance	N<10 Elmhurst United	N<10 Elmhurst United
Unhoused Chronic absenteeism rate	N<10 Elmhurst N<10 Alliance	N<10 Elmhurst United	27.3% Elmhurst United
Special education Chronic absenteeism rate	46% Elmhurst 42.6% Alliance	30.8% Elmhurst United	29.1% Elmhurst United

- Chronic absenteeism increased from the merger year to the current year for all groups except special education students, where the rate remained very high (around 30%).
- Comparisons with 2018-19 data are not appropriate given the OEA strike, which pushed many students into chronic absenteeism due to those lost instructional days.

Note that chronic absenteeism rates for 2018-19 are artificially high due to the OEA strike in that school year.

Merge Alliance and Elmhurst

	2018-19	2020-21	Difference
Enrollment	659	726	67
Staff FTE	48.60	57.70	9.10

	2018-19	2020-21	B&G Savings	Overall (Savings)/Expenses
Certificated Salaries	$ 2,709,191	$ 3,359,912	$ -	**$ 650,721**
Classified Salaries	$ 452,424	$ 858,548	$ 53,976	**$ 460,100**
Benefits	$ 1,474,229	$ 1,937,446	$ -	**$ 463,217**
Books & Supplies	$ 141,330	$ 301,486	$ -	**$ 160,156**
Other Services and Operating Exp	$ 1,621,707	$ 588,995	$ 113,724	**$ (918,988)**
Total	**$ 6,398,881**	**$ 7,046,387**	**$ 167,700**	**$ 815,206**

Elmhurst United Key Accomplishments & Challenges

Accomplishments	Challenges
• Current enrollment at Elmhurst United is 727, up from 716 in 2019-20 and 658 combined ECP & Alliance enrollment in 2018-19, before the merger. • Robust recruitment efforts at all elementary schools in the attendance zone, including talking directly to students, communicating proactively with families, and providing opportunities for early in-person registration, have contributed to continued enrollment growth. • Elmhurst United continues to offer students expanded course offerings, including Band, Spanish, Dance, Computer Science, and Oakland Goes Outdoors.	• Elmhurst United's first year of implementation of their redesign (19-20) was interrupted by Covid-19 and distance learning. • There are some facilities challenges associated with Elmhurst United's merger and growth. For example, the cafeteria is not large enough to accommodate a single grade level.

Elmhurst United Impact Summary

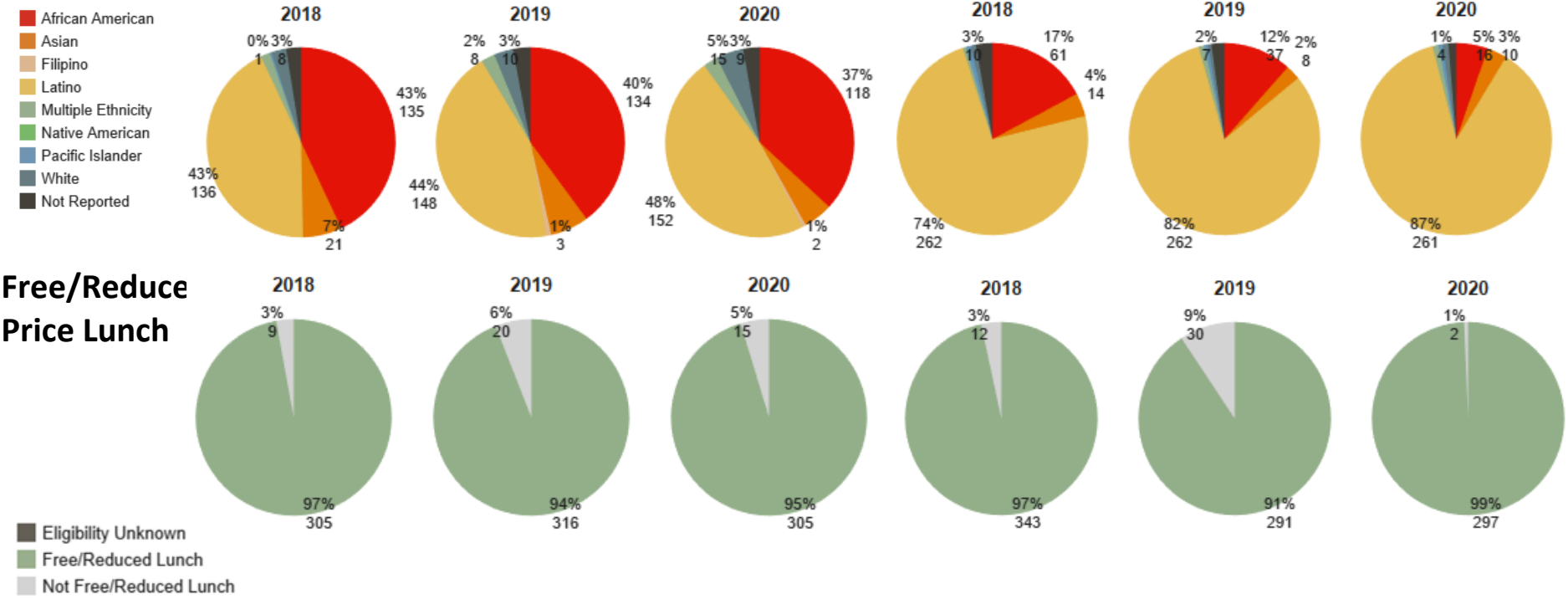
- **Quality:** Elmhurst United has expanded elective offerings for students, and focused on schoolwide alignment of instructional strategies. The percent of students reading at grade level, however, was less than the district average for middle school grades (20%) in the merger year, and data is not available for the current school year.
- **Equity:** Special Education and Newcomer programs were a focus of the Elmhurst United design. Reading proficiency rates for African American students declined into the merger year, however, they remained above the district rate (15.5%) for this group. Reading proficiency remained relatively stable for English Learners across the year prior to into the merger year and similar to the district average at 0.9%. Reading proficiency rates for special education students in the merger year fell below the district average for middle school grades (6%).
- **Sustainability:** Elmhurst United has quickly recovered from the loss of enrollment in the 19-20 design year and is projected to add more students in 21-22. Demand rate is increasing. Teacher retention rates are moderately high.

CUES/Futures Merger

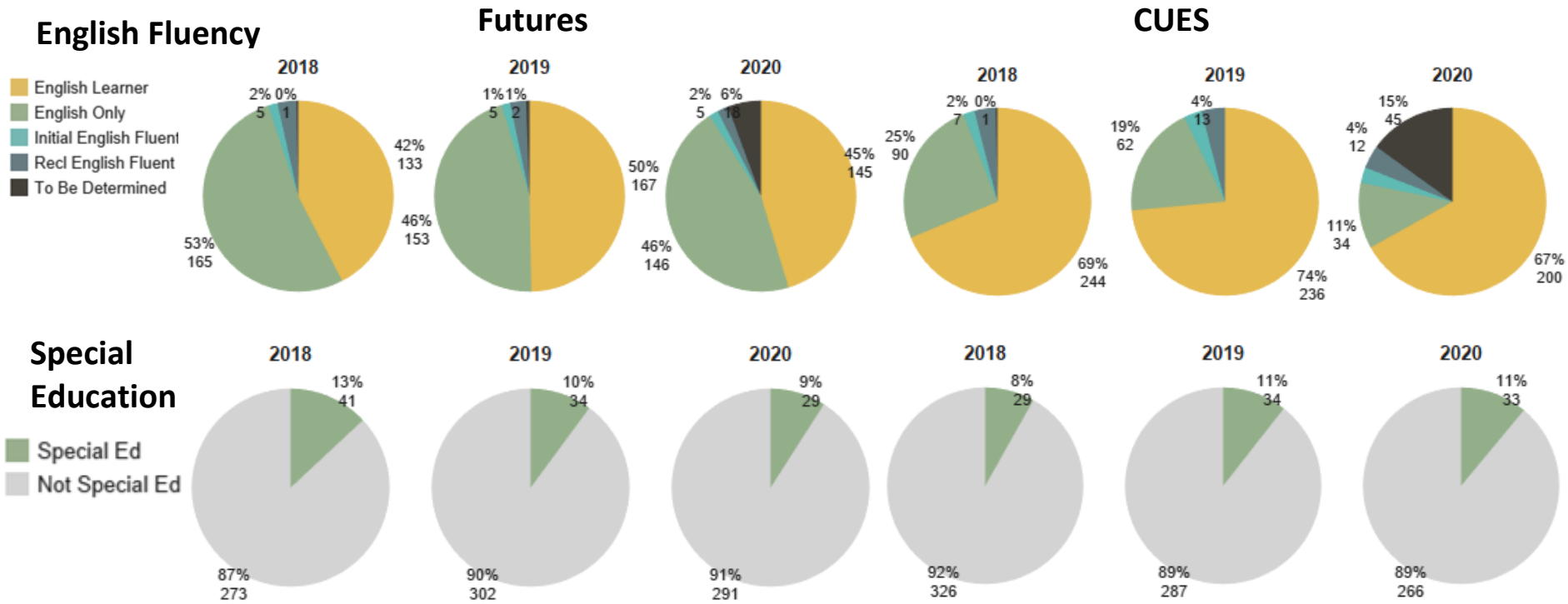
Lockwood STEAM Academy

Lockwood/CUES Design Update

Race/Ethnicity



Lockwood/CUES Design Update



Lockwood/CUES Design Update

Accomplishments

- The board voted on 12/9/20 to approve the renaming of the merged school as Lockwood STEAM Academy.
- The SIG Design Team has developed the mission and vision for the merged school, with a strong focus on Science, Technology, Engineering, Arts, and Mathematics.
- PLC teams and teacher coaching are implemented collaboratively across both schools, with teachers from CUES and Futures meeting together regularly.
- Silver Medal PBIS School 19-20 and 20-21.
- Strong teacher retention data 19-20, 20-21, and upcoming school year.
- Strong COST Team that builds relationships with community partners to provide wrap-around support to parents and students.
- Task forces have engaged staff and families around school beautification, dual language programming, English Language Development, parent engagement, culture and climate, and academic intervention.
- A partnership with Woz Ed is supporting science, technology, and engineering instruction.
- The projected enrollment for Lockwood is 571 students.
- In summer 2019, the school office and library were upgraded, the building was rekeyed, and the office and auxiliary spaces were moved.

Challenges

- Dual Language- The Design Team has provided 2 recommendations on dual language. There are varying opinions between members on the Design Team: 1) Maintain a dual language pathway in the school and 2) phase-out the dual language program by not accepting a Kinder Cohort and exit students currently in the 2nd grade into an English setting.
- The Network 4 Superintendent, Executive Director of ELLMA and Chief Academic Officer will be working with the Design Team in April 2021 to support them toward a design of their language program. The dual language readiness document is being used to shape the discussion.

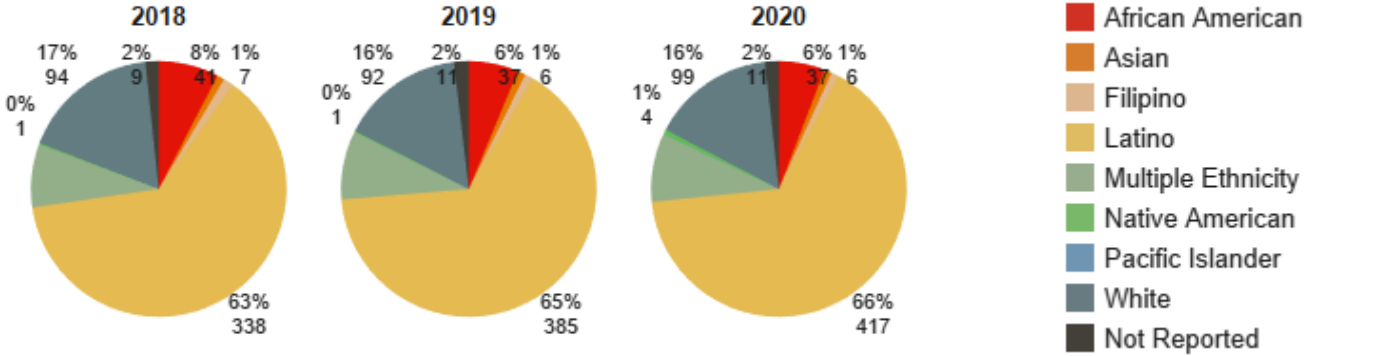
Cohort 2 Changes

- Expand Melrose Leadership Academy (MLA), add a satellite campus
- Merge Frick Impact Academy and Oakland SOL
- Merge Sankofa and Kaiser
- Redesign Fruitvale Elementary (Design Update)

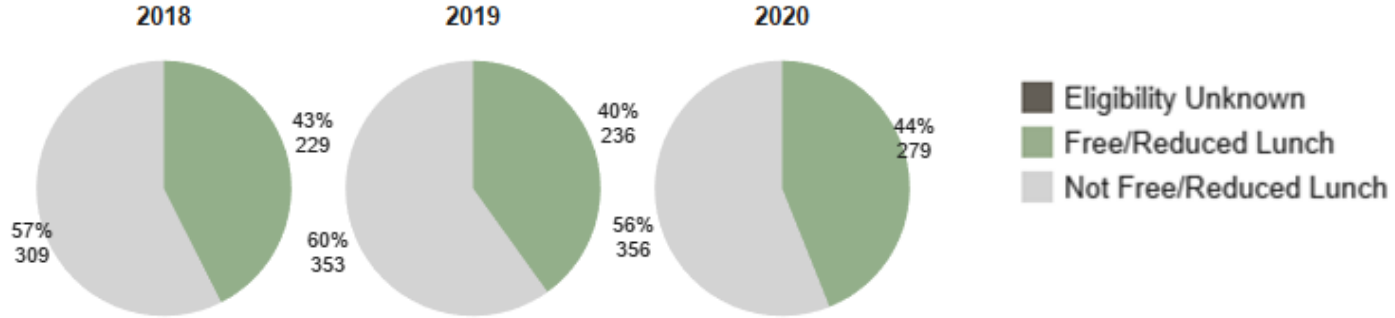
Melrose Leadership Academy Expansion

Expand MLA

Race/Ethnicity

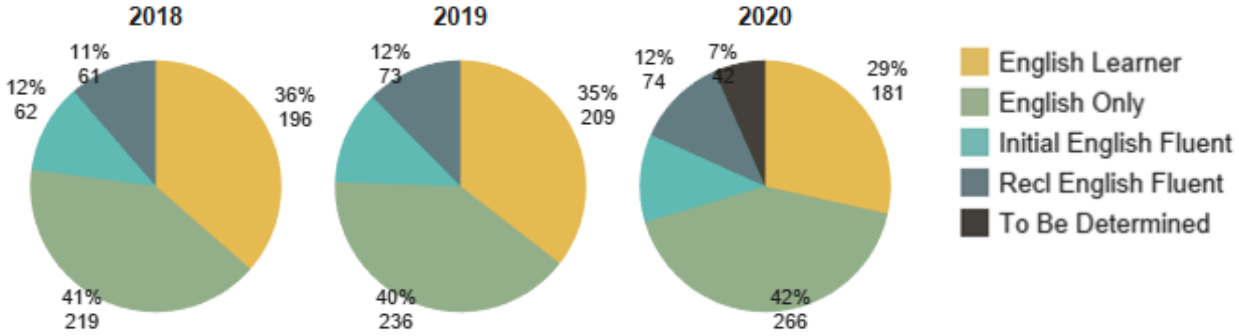


Free/Reduced Price Lunch

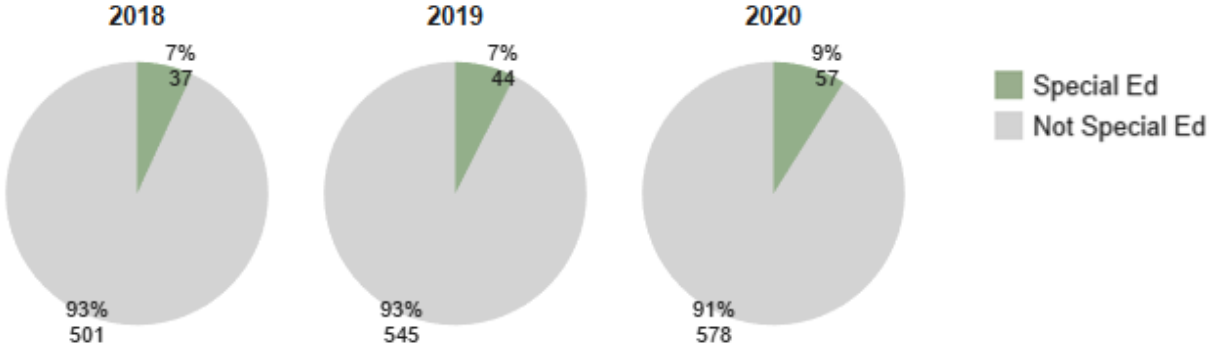


Expand MLA

English Fluency



Special Education



Expand MLA

The yellow box denotes the year of school change.

Quality	2018-19	2019-20	2020-21
Reading: % of students reading at or above grade level (mid-year SRI)	43.0%	48.4%	62.8%
Equity	**2018-19**	**2019-20**	**2020-21**
% of African American students reading at or above grade level rate	37.5%	56.5%	43.8%
% of English Learner students reading at or above grade level rate	9.8%	8.8%	18.2%
% of Foster students reading at or above grade level rate	N<10	N<10	N<10
% of Unhoused students reading at or above grade level rate	N<10	N<10	N<10
% of Special education students reading at or above grade level rate	10.5%	20.7%	33.3%
% of displaced students who accessed the opportunity ticket***	N/A	N/A	N/A

Does the data demonstrate that the expansion of MLA increased the Reading Inventory Rates? How did the subgroups at MLA perform over time?

- Students reading at or above grade level on the midyear assessment increased significantly overall as well as for ELs and special education students.
- Reading levels for African American students declined from 2019-20 to 2020-21, in parallel with the rates of chronic absenteeism for this group.

***Mid-year SRI was not required for students in secondary grades in the 2020-21 school year.*
****Count of displaced cohort who did not return to the merged school and enrolled in another OUSD school; divided by the count of the displaced cohort.*

Expand MLA

The yellow box denotes the year of school change.

Quality	2018-19	2019-20	2020-21
CHKS % students who feel safe in their school (ES=elementary; MS=middle school)	60% ES 59.8% MS	N<10 ES 62.6% MS	Data not yet available
CHKS % students who feel connected to their school (ES=elementary; MS=middle school)	80% ES 48.6% MS	N<10 ES 59.7% MS	Data not yet available

Does the data demonstrate that the expansion of MLA increased Quality?

- The % of students who felt safe in their school increased slightly in the merger year for students in middle school grades.
- The % of students who felt connected to their school increased in the merger year for students in middle school grades.
- MLA did not administer the elementary California Healthy Kids Survey (CHKS) to students in 2019-20 so comparisons with their elementary grade data prior to the merger is not possible.

Expand MLA

The yellow box denotes the year of school change.

Sustainability	2017-18	2018-19	2019-20	2020-21
Demand rate*	Very high	Very high	Very high	Very high
Enrollment	508	538	588	635
Teacher retention rate % returning the following school year	75.9%	83.3%	81.8%	Data not yet available

Does the data demonstrate that the expansion of MLA increased sustainability?

- The demand rate at MLA remained very high (top 20%) for TK across all years shown.
- Enrollment increased year over year to a high in 2020-21 of 635 students. The projected enrollment for MLA in 2021-2022 is 675.
- Teacher retention rate remained high in the 80% range into the year of expansion to the 2020-21 school year.

**Demand rate is calculated as the number of first choice on-time applications to the entry grade of each school, divided by enrollment for that grade level. The rate is grouped into grade range percentile intervals: Very high (80-100%), High (60-79%), Moderate (40-59%,) Low (20-39%), and Very low (0-19%). The interval indicates what percentage of schools have lower demand than that school (e.g., a 94th percentile means that that school's demand rate is higher than 94% of all other schools in its common grade range).*

Expand MLA

The yellow box denotes the year of school change.

Quality	2018-19	2019-20	2020-21 (to 04/07/21)
Chronic Absenteeism rate	24.9%	4.9%	3.5%
Equity	**2018-19**	**2019-20**	**2020-21**
African American Chronic absenteeism rate	9.8%	0.0%	8.3%
English Learner Chronic absenteeism rate	31.4%	10.2%	5.2%
Foster Chronic absenteeism rate	N<10	N<10	N<10
Unhoused Chronic absenteeism rate	N<10	N<10	N<10
Special education Chronic absenteeism rate	33.3%	16.3%	13.8%

Does the data demonstrate that the expansion of MLA increased Attendance Rates?

- Chronic absenteeism decreased slightly from the expansion year to the current year for all students, ELs and special education students. The rate for African American students, however increased significantly from the expansion year to this year.
- Comparisons with 2018-19 rates is not appropriate due to the strike in that year which artificially pushed many students into chronic absenteeism due to the strike days.

Note that chronic absenteeism rates for 2018-19 are artificially high due to the OEA strike in that school year.

Expand MLA

	2019-20	2020-21	Difference
Enrollment	588	615	27
Staff FTE	42.50	45.30	2.80

	2019-20	2020-21	B&G Savings	Overall (Savings)/Expenses
Certificated Salaries	$ 2,479,957	$ 2,576,156	$ -	**$ 96,199**
Classified Salaries	$ 252,013	$ 314,734	$ 3,516	**$ 66,237**
Benefits	$ 1,244,948	$ 1,359,505	$ -	**$ 114,557**
Books & Supplies	$ 110,697	$ 130,924	$ -	**$ 20,227**
Other Services and Operating Exp	$ 385,233	$ 180,652	$ 75,539	**$ (129,042)**
Total	**$ 4,472,848**	**$ 4,561,971**	**$ 79,055**	**$ 168,178**

MLA Key Accomplishments & Challenges

Accomplishment	Challenge
MLA expanded to a second campus, with the Sherman campus now housing all TK-2nd grade students, and 3rd-8th graders located at the Maxwell campus. The additional space added by the expansion to a second campus enabled MLA to add 44 additional students in 20-21, growing from an enrollment of 588 in 19-20 to 632 students in 20-21. When fully grown, in the year 23-24, MLA is projected to serve 725 students. The additional space has also allowed MLA to add SDC classes, creating a bilingual SDC continuum from TK to 8th grade.	• Splitting a TK-8 school into two sites must be done carefully and thoughtfully to maintain school culture, identity, and cohesion. • As a TK-8 school, MLA's middle school doesn't have access to some of the resources allocated to other middle schools (computer science and teacher PD for example), making the model difficult to adequately fund. Since the school participates in Elementary Network 2, there are middle school trainings, announcements, and resources that are missed. • MLA Assistant Principal is tasked with leading a separate site (Sherman) with 275 students, making hiring and retention of a qualified AP challenging. Principal oversees leadership of entire TK-8 program across two sites, and also instructional leadership of 3-8 program on Maxwell site. • Some central office systems have not yet adjusted to MLA having two sites. For example, deliveries of tech, curriculum, and PPE have been sent to the wrong site. • Launching a newly redesigned school during distance learning has been a significant challenge.

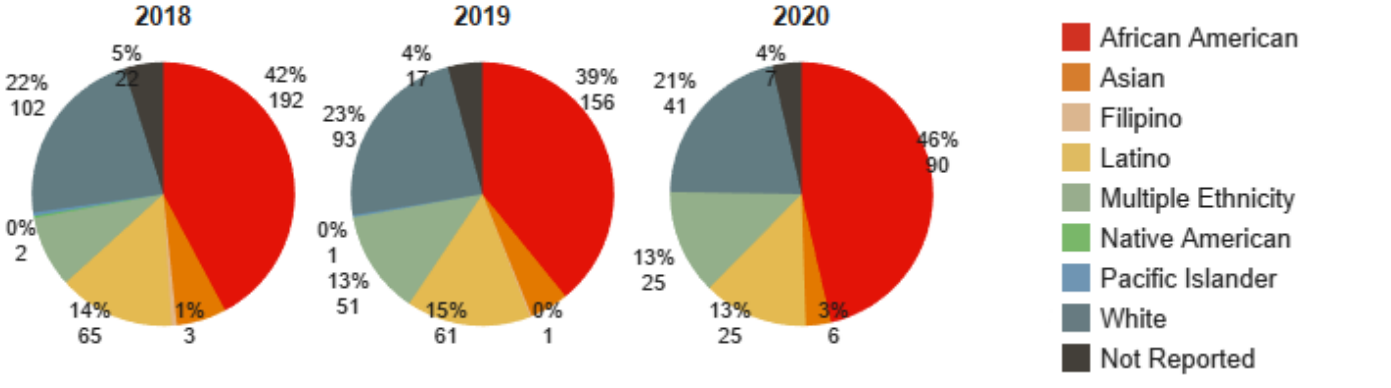
MLA Impact Summary

- **Quality:** The expansion of MLA has made a high-quality, high-demand dual language program accessible to more students and families. Numbers of students reading at or above grade level on the midyear assessment have increased significantly overall and the demand rate remains very high.
- **Equity:** English learner and special education students reading at or above grade level on the midyear assessment have increased significantly. The expansion has also allowed MLA to add SDC classes, creating a bilingual SDC continuum from TK to 8th grade. Reading levels for African American students declined from 2019-20 to 2020-21, in parallel with the rising rates of chronic absenteeism for this group.
- **Sustainability:** The additional space added by the expansion to a second campus enabled MLA to add 44 additional students in 20-21, growing from an enrollment of 588 in 19-20 to 632 students in 20-21. When fully grown, in the year 23-24, MLA is projected to serve 725 students. Being split across two campuses creates some inefficiencies and leadership challenges for MLA.

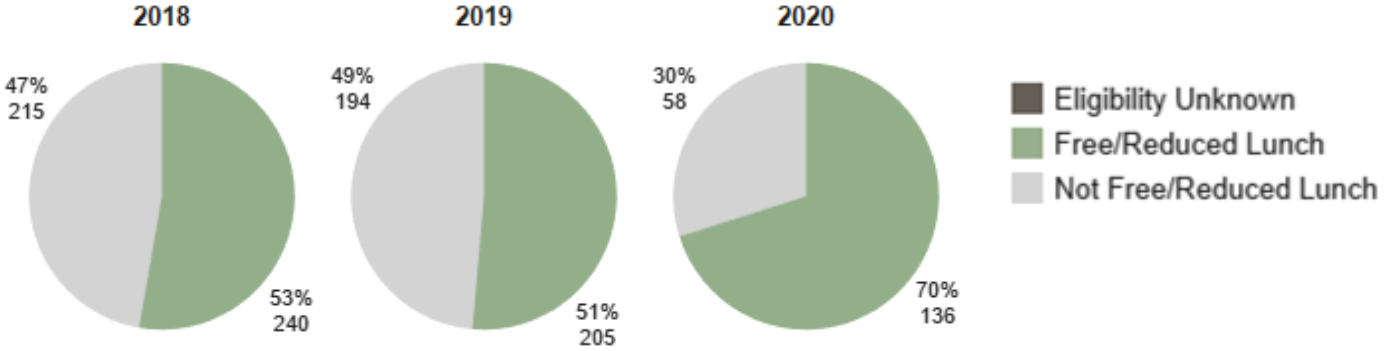
Sankofa United (merger of Kaiser Elementary and Sankofa Elementary)

Merge Sankofa United

Race/Ethnicity



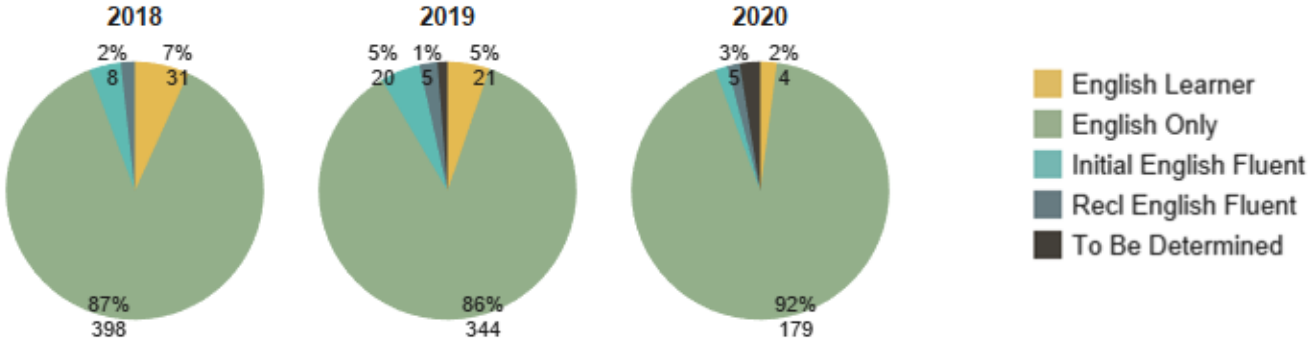
Free/Reduced Price Lunch



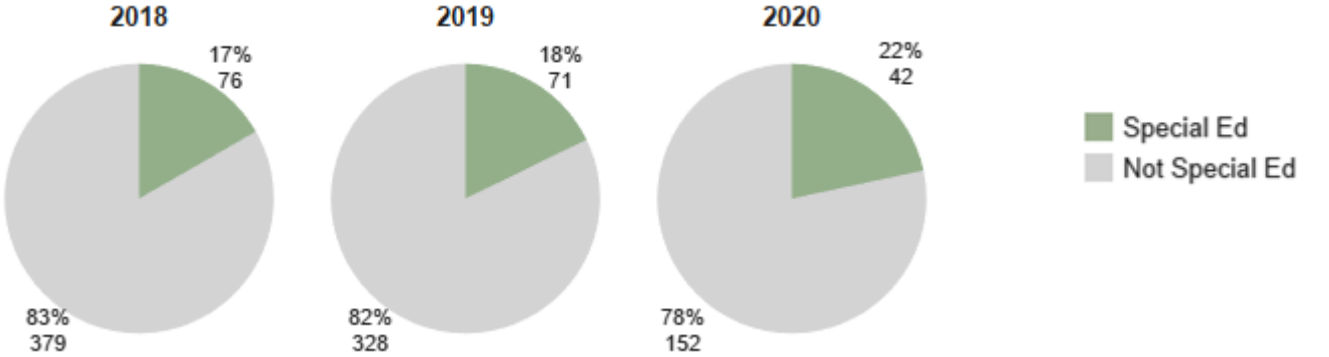
Data for 2019 are the combined rates for Kaiser and Sankofa.

Merge Sankofa United

English Fluency



Special Education



Data for 2019 are the combined rates for Kaiser and Sankofa.

Merge Sankofa United

The yellow box denotes the year of school change.

Quality	2018-19	2019-20	2020-21
Reading: % of students reading at or above grade level (mid-year SRI)	79.0% Kaiser 24.7% Sankofa	68.8% Kaiser 12.9% Sankofa	32.6% Sankofa United
Equity	**2018-19**	**2019-20**	**2020-21**
% of African American students reading at or above grade level rate	62.2% Kaiser 24.6% Sankofa	58.8% Kaiser 12.5% Sankofa	12% Sankofa United
% of English Learner students reading at or above grade level rate	N<10 for both	N<10 for both	N<10 Sankofa Unified
% of Foster students reading at or above grade level rate	N<10 for both	N<10 for both	N<10 Sankofa Unified
% of Unhoused students reading at or above grade level rate	N<10 for both	N<10 for both	30.0% Sankofa United
% of Special education students reading at or above grade level rate	36.4% (Kaiser) N<10 Sankofa	30.0% (Kaiser) 0% Sankofa	40.0% Sankofa United

- The % of students reading at grade level on the midyear assessment declined for both Sankofa and Kaiser students leading up to the merger.
- About a third of students were reading at or above grade level on this year's midyear assessment (vs. 36.7% district-wide for elementary grades).
- The rate for African American students fell to only 12% in the merger year, a rate over 50% lower than the district average for this group (26.4%).
- The % of special education students reading at grade level increased in the merger year (vs. 16.9% district average for this group).

Merge Sankofa United

The yellow box denotes the year of school change.

Quality	2018-19	2019-20	2020-21
CHKS % students who feel safe in their school	78.4% Kaiser 66.6% Sankofa	90% Kaiser N<10 Sankofa	Data not yet available
CHKS % students who feel connected to their school	70.2% Kaiser 73.3% Sankofa	80% Kaiser N<10 Sankofa	Data not yet available

Do the data demonstrate that the merger increased Quality?

- The California Healthy Kids Survey (CHKS) measures of safety and connectedness increased for students at Kaiser across the two years prior to the merger. Sankofa students were not surveyed in the year prior to the merger, so no comparisons are available there. Their rates of connectedness and safety were each, however, above 66% in the year before the merger was announced. New data are not yet available for the 2020-21 school year.

Merge Sankofa United

The yellow box denotes the year of school change.

Equity	2018-19	2019-20	2020-21
% of displaced Kaiser students who accessed the opportunity ticket (OT)***	N/A	N/A	39.1% used Opportunity Ticket to enroll in another OUSD school (22.7% enrolled in Sankofa United)

- 22.7% (51/225) of displaced students from Kaiser enrolled in the newly merged Sankofa Unified.
- Of the displaced cohort, 39.1% (88/225) used an opportunity ticket to enroll in a school for which they did not have sibling priority.
- 20% (45/225) of the displaced cohort enrolled at another OUSD school where they had sibling priority and therefore didn't need an opportunity ticket.

****Count of displaced cohort who did not return to the merged school and enrolled in another OUSD school; divided by the count of the displaced cohort.*

Merge Sankofa United

The yellow box denotes the year of school change.

Sustainability	2017-18	2018-19	2019-20	2020-21
Demand rate*	Sankofa: Low Kaiser: High	Sankofa: Very low Kaiser: High	Sankofa: Very low Kaiser: High	Sankofa United: High
Enrollment	187 + 274 = 461 Sankofa + Kaiser	189 + 268 = 457 Sankofa + Kaiser	132 + 265 = 397 Sankofa + Kaiser	192 Sankofa United
Teacher retention rate % returning the following school year	50% Sankofa 83.3% Kaiser	30.8% Sankofa 91.7% Kaiser	Data not available due to merger in 2020-21	Data not yet available

Do the data demonstrate that the merger of Sankofa and Kaiser increased sustainability?

- Demand rate for the newly merged school was high this year, vs. very low and high for the two schools prior to the merger.
- Enrollment declined annually into the merger year, to a level of about half of the enrollment of the two prior schools. The projected enrollment for 2021-2022 is 174 students.
- Teacher retention at Kaiser increased prior to the merger, whereas it declined for Sankofa prior to the merger. New retention data are not yet available for the merged school.

**Demand rate is calculated as the number of first choice on-time applications to the entry grade of each school, divided by enrollment for that grade level. The rate is grouped into grade range percentile intervals: Very high (80-100%), High (60-79%), Moderate (40-59%,) Low (20-39%), and Very low (0-19%). The interval indicates what percentage of schools have lower demand than that school (e.g., a 94th percentile means that that school's demand rate is higher than 94% of all other schools in its common grade range).*

Merge Sankofa United

The yellow box denotes the year of school change.

Quality/Sustainability/Equity	2018-19	2019-20	2020-21 (to 04/07/21)
Chronic Absenteeism rate	40.7% Sankofa 24.4% Kaiser	23.7% Sankofa 6.3% Kaiser	25.0% Sankofa United
Equity	**2018-19**	**2019-20**	**2020-21**
African American Chronic absenteeism rate	46.1% Sankofa 27.1% Kaiser	21.9% Sankofa 8.5% Kaiser	38.0% Sankofa United
English Learner Chronic absenteeism rate	26.7% Sankofa 11.8% Kaiser	N<10 Sankofa 5.3% Kaiser	N<10 Sankofa United
Foster Chronic absenteeism rate	N<10 Sankofa N<10 Kaiser	N<10 Sankofa N<10 Kaiser	N<10 Sankofa United
Unhoused Chronic absenteeism rate	50% Sankofa; N<10 Kaiser	55.6% Sankofa; N<10 Kaiser	57.9% Sankofa United
Special education Chronic absenteeism rate	29.3% Sankofa; 48.4% Kaiser	14.7% Sankofa; 11.1% Kaiser	25% Sankofa United

- Chronic absenteeism declined at both Sankofa and Kaiser leading up to the merger. The rate in the merged year exceeds the district average to date (14.3%) for elementary grades.
- Rates for African American students, unhoused students, and special education students each increased in the merger year.

Note that chronic absenteeism rates for 2018-19 are artificially high due to the OEA strike in that school year.

Merge Sankofa United

	2019-20	2020-21	Difference
Enrollment	397	192	(205)
Staff FTE	31.50	27.50	(4.00)

	2019-20	2020-21	B&G Savings	Overall (Savings)/Expenses
Certificated Salaries	$ 1,786,977	$ 1,207,529	$ -	**$ (579,448)**
Classified Salaries	$ 340,542	$ 366,481	$ -	**$ 25,939**
Benefits	$ 1,047,383	$ 1,000,787	$ -	**$ (46,596)**
Books & Supplies	$ 36,544	$ 48,813	$ -	**$ 12,269**
Other Services and Operating Exp	$ 647,016	$ 301,014	$ -	**$ (346,002)**
Total	**$ 3,858,462**	**$ 2,924,624**	**$ -**	**$ (933,838)**

Sankofa United Key Accomplishments & Challenges

Accomplishment	Challenge
• Design Team and school leaders have developed strong systems for supporting students and families, including MTSS, COST, and literacy intervention efforts. • Community-building efforts jointly led by Kaiser and Sankofa families during the Design Year have continued, even during shelter-in-place. • Strong partnership with BACR enabled learning hub to open, serving targeted students. • Robust student recruitment efforts, including stipended Family Enrollment Lead. On-time applications for 21-22 show a 21% increase in the number of families ranking Sankofa United 1st, 2nd, or 3rd on their application (while districtwide Kinder applications are down 10%).	• Current enrollment is 196. Combined Sankofa - Kaiser enrollment in 19-20 was 397. Fifty-one students from Kaiser joined the merged school, out of 220 students in grades K-4 who were eligible to move to Sankofa United. • Bringing together a newly merged staff and school community, and launching a newly redesigned school during distance learning has been a significant challenge.

Sankofa United Impact Summary

- **Quality:** Sankofa United has launched as a redesigned school, driven by the mission, vision, and values developed during the design process. The school is led by a strong experienced leadership team with deep roots at Kaiser and Sankofa. A strong afterschool program and PTA help to anchor the school program. There is a strong culture focused on literacy and arts across the campus.
- **Equity:** High-quality supports are being provided to students with IEPs, including strong SDC classes, and there is a schoolwide commitment to inclusion. This year, 40% of Special Education students are reading at grade level, an increase over 30% at Kaiser in 19-20 and 0% at Sankofa in 19-20. Equity-focused community building efforts are being led primarily by parents and caregivers. Literacy intervention supports are in place for students at all grades.
- **Sustainability:** Robust recruitment efforts for 21-22 are resulting in increased demand, but it will take a multi-year effort for Sankofa United to be fully enrolled. Systems have been established for recruitment that will support this effort in upcoming years. Santa Fe neighborhood group (Santa Fe CAN) is partnering with the school to grow enrollment. Positive visibility in the press and with yard signs throughout the neighborhood is contributing to increased demand.

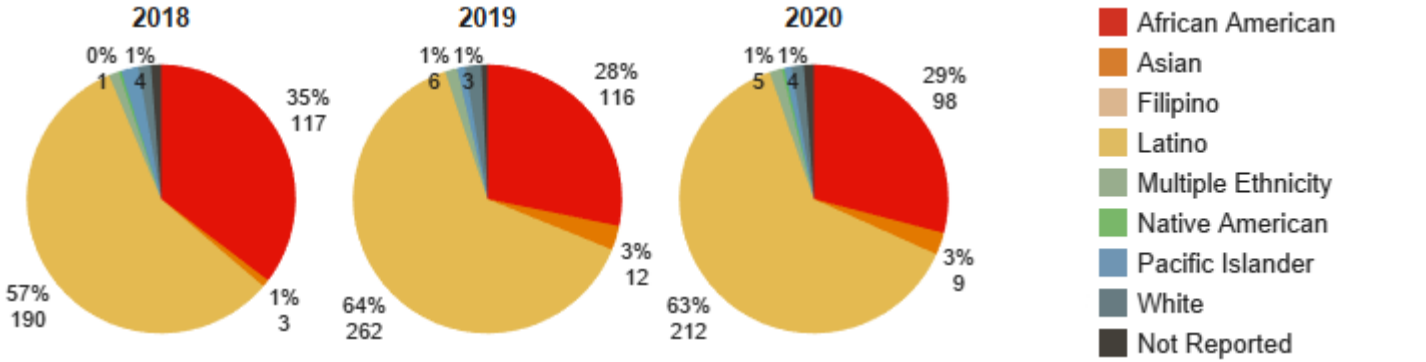
Frick United Academy of Language (merger of Frick Impact Academy and Oakland SOL)

FRICK UNITED ACADEMY OF LANGUAGE

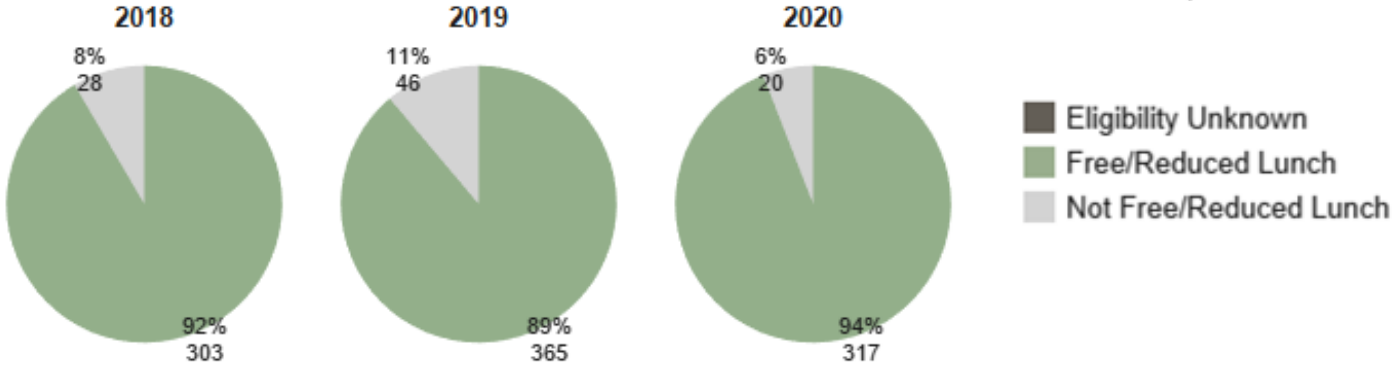
Achieving Excellence

Frick United Academy of Language

Race/Ethnicity



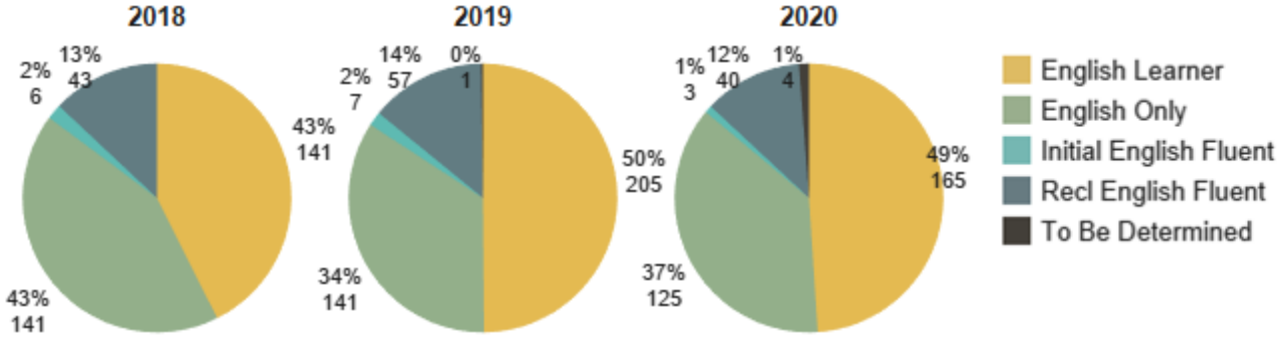
Free/Reduced Price Lunch



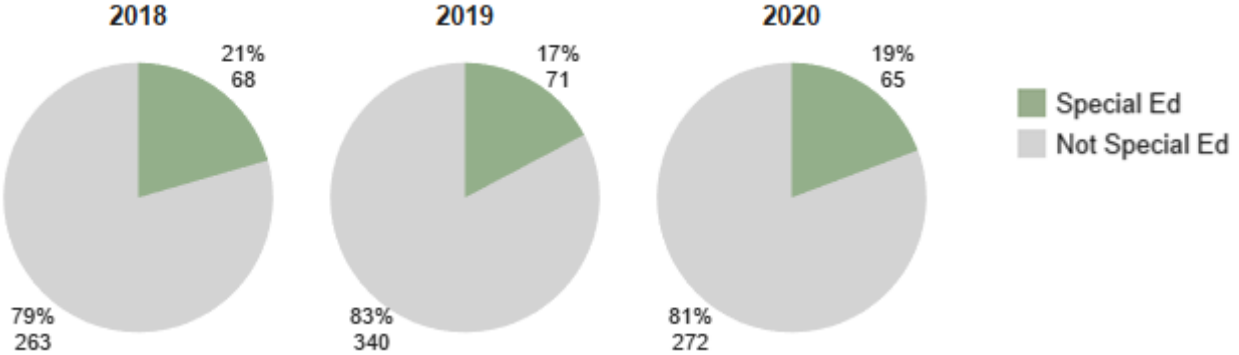
Data for 2019 are the combined rates for Frick and SOL.

Frick United Academy of Language

English Fluency



Special Education



Data for 2019 are the combined rates for Frick and SOL.

Frick United Academy of Language

The yellow box denotes the year of school change.

Quality	2018-19	2019-20	2020-21
Reading: % of students reading at or above grade level (mid-year SRI)	16.7% Frick 13.1% SOL	18% Frick 6.7% SOL	MidYear not administered
Equity	**2018-19**	**2019-20**	**2020-21**
% of African American students reading at or above grade level rate	18.9% Frick 21.7% SOL	20.2% Frick 0% SOL	MidYear not administered
% of English Learner students reading at or above grade level rate	0% Frick 0% SOL	1.1% Frick 0% SOL	MidYear not administered
% of Foster students reading at or above grade level rate	N<10 for both	N<10 for both	MidYear not administered
% of Unhoused students reading at or above grade level rate	6.3% Frick N<10 SOL	11.1% Frick N<10 SOL	MidYear not administered
% of Special education students reading at or above grade level rate	3.4% Frick N<10 SOL	1.7% Frick 0% SOL	MidYear not administered

Because midyear assessment data are not available for reading proficiency in the current year, it isn't possible to evaluate whether the merger impacted reading levels.

***Mid-year SRI was not required for students in secondary grades in the 2020-21 school year.*
****Count of displaced cohort who did not return to the merged school and enrolled in another OUSD school; divided by the count of the displaced cohort.*

Frick United Academy of Language

The yellow box denotes the year of school change.

Quality	2018-19	2019-20	2020-21
CHKS % students who feel safe in their school	36.3% Frick 45.8% SOL	50% Frick N<10 SOL	Data not yet available
CHKS % students who feel connected to their school	38.3% Frick 45.9% SOL	48.6% Frick N<10 SOL	Data not yet available

Does the data demonstrate that the merger increased Quality?

- California Healthy Kids Survey (CHKS) data showed that for Frick students the rates of positive feelings of connectedness and safety increased slightly.
- Survey data were not collected at SOL in the year prior to the merger.

Frick United Academy of Language

The yellow box denotes the year of school change.

Equity	2018-19	2019-20	2020-21
% of displaced SOL students who accessed the opportunity ticket (OT)***	N/A	N/A	8.6% used Opportunity Ticket to enroll in another OUSD school (75.3% enrolled in Frick United)

- 75.3% (70/93) of displaced students from SOL chose to enroll in the newly merged Frick United.
- Of the displaced cohort, 8.6% (8/93) used an opportunity ticket to enroll in a school for which they did not have sibling priority.
- One student stayed in OUSD but enrolled in a school where they had sibling priority and therefore didn't use an opportunity ticket.

***Mid-year SRI was not required for students in secondary grades in the 2020-21 school year.*
****Count of displaced cohort who did not return to the merged school and enrolled in another OUSD school; divided by the count of the displaced cohort.*

Frick United Academy of Language

The yellow box denotes the year of school change.

Sustainability	2017-18	2018-19	2019-20	2020-21
Demand rate*	Frick: Low SOL: Very low	Frick: Low SOL: Low	Frick: Very low SOL: Very low	Frick United: Very low
Enrollment	227 + 55 = 282 Frick + SOL	231 + 100 = 331 Frick + SOL	246 + 163 = 409 Frick + SOL	337 Frick United
Teacher retention rate % returning the following school year	50% Frick 60% SOL	53.8% Frick 22.2% SOL	Data not available due to merger in 2020-21	Data not yet available

Do the data demonstrate that the merger increased sustainability?

- The demand rates for each school before and after the merger were in the bottom 40% for grade 6 districtwide.
- Enrollment at the merged school fell by 17.6% relative to that in the year before the merger. The projected enrollment for Frick is 318 students for 2021-2022.
- Retention rates at Frick and SOL were low in the years prior to the merger, in particular at SOL where the rate fell to 22.2% for 2018-19 to 2019-20.

**Demand rate is calculated as the number of first choice on-time applications to the entry grade of each school, divided by enrollment for that grade level. The rate is grouped into grade range percentile intervals: Very high (80-100%), High (60-79%), Moderate (40-59%,) Low (20-39%), and Very low (0-19%). The interval indicates what percentage of schools have lower demand than that school (e.g., a 94th percentile means that that school's demand rate is higher than 94% of all other schools in its common grade range).*

Frick United Academy of Language

The yellow box denotes the year of school change.

Quality/Sustainability/Equity	2018-19	2019-20	2020-21 (to 04/07/21)
Chronic Absenteeism rate	36.2% Frick 45.0% SOL	25.1% Frick 25.7% SOL	21.1% Frick United
Equity	**2018-19**	**2019-20**	**2020-21**
African American Chronic absenteeism rate	41.0% Frick 52.2% SOL	28.4% Frick 42.1% SOL	31.9% Frick United
English Learner Chronic absenteeism rate	37.6% Frick 39.4% SOL	20.7% Frick 22.8% SOL	13.9% Frick United
Foster Chronic absenteeism rate	N<10 Frick N<10 SOL	N<10 Frick N<10 SOL	N<10 Frick United
Unhoused Chronic absenteeism rate	42.1% Frick; N<10 SOL	23.8% Frick; N<10 SOL	35.3% Frick United
Special education Chronic absenteeism rate	42.9% Frick 60% SOL	33.3% Frick 40% SOL	27.7% Frick United

Note that chronic absenteeism rates for 2018-19 are artificially high due to the OEA strike in that school year. Rates cannot be compared between 2018-19 and other years for this reason.

- Chronic absenteeism fell across years for all students at the two schools prior to and after the merger (21.1% vs. 13.7% for the current year).
- For African American students, the rates decreased across years to a rate of 31.9% this year to date. Chronic absenteeism is still higher for this group than the district average (25%).
- Rates for English Learners significantly declined into the current year and are roughly equivalent to the district average for this group (14.2%).
- Rates for special education students also declined across years into this year, but remain higher than the district average for this group (21.6%).

Frick United Academy of Language

	2019-20	2020-21	Difference
Enrollment	389	337	(52)
Staff FTE	24.30	37.70	13.40

	2019-20	2020-21	B&G Savings	Overall (Savings)/Expenses
Certificated Salaries	$ 1,803,528	$ 1,945,519	$ -	**$ 141,991**
Classified Salaries	$ 357,432	$ 547,669		**$ 190,237**
Benefits	$ 841,476	$ 1,073,551	$ -	**$ 232,075**
Books & Supplies	$ 47,412	$ 209,291	$ -	**$ 161,879**
Other Services and Operating Exp	$ 929,146	$ 140,892	$ 13,174	**$ (775,080)**
Total	**$ 3,978,994**	**$ 3,916,922**	**$ 13,174**	**$ (48,898)**

Frick United Academy of Language
Key Accomplishments & Challenges

Accomplishment	Challenge
• The Design Team developed an innovative Middle School academic program, designed to provide an "early on-ramp" for all students to the Seal of Biliteracy in High School. Program is designed to serve students who are new to learning Spanish, as well as native Spanish speakers (including newcomers) and students who attended dual language elementary schools. • On-time applications for 21-22 show a 22% increase in the number of families ranking FUAL 1st, 2nd, or 3rd on their application (while districtwide sixth grade applications are down 4%). FUAL has had a 37% increase in the percentage of 6th graders students who had accepted their offer by March 30, as compared to this time last year. • FUAL's Instructional Leadership Team is developing a multi-year plan to align the academic program more closely with mission, vision, and values. In 20-21, the focus is on (1) strengthening Spanish instruction, assessment, and placement procedures, and (2) developing a buddy program to support cross-language relationship building among students. In subsequent years, FUAL plans to begin offering some content courses taught in Spanish.	• The aspirational mission, vision, and academic program model developed by the Design Team have proven difficult to implement within current enrollment and staffing constraints. The team is now engaged in a multi-year effort to build systems and grow enrollment in order to fully implement the redesign. • Bringing together a newly merged staff and school community, and launching a newly redesigned school during distance learning has been a significant challenge.

Frick United Academy of Language Impact Summary

Quality: Frick United Academy of Language has launched as a redesigned school, driven by the mission, vision, and values developed during the redesign process. FUAL prioritizes relationships with students and families, and CHKS data show that the percentage of students who feel safe and connected to their school has increased. The Instructional Leadership Team is playing a strong leadership role in setting down the foundation for learning practices and priorities as the newly-merged school launches.

Equity: Mid-year assessment data is not available to determine the performance of specific student subgroups. Chronic absence data shows year over year improvement in attendance amongst all sub-demographics.

Sustainability: It will take a multi-year effort for FUAL to be fully enrolled. The team at FUAL has visited all nearby 5th grade classes, visited elementary schools' family meetings, provided information sessions, and directly called families to invite them to FUAL. On-time applications for 21-22 show a 22% increase in the number of families ranking FUAL 1st, 2nd, or 3rd on their application (while districtwide sixth grade applications are down 4%). FUAL has had a 37% increase in the percentage of 6th graders students who had accepted their offer by March 30, as compared to this time last year.

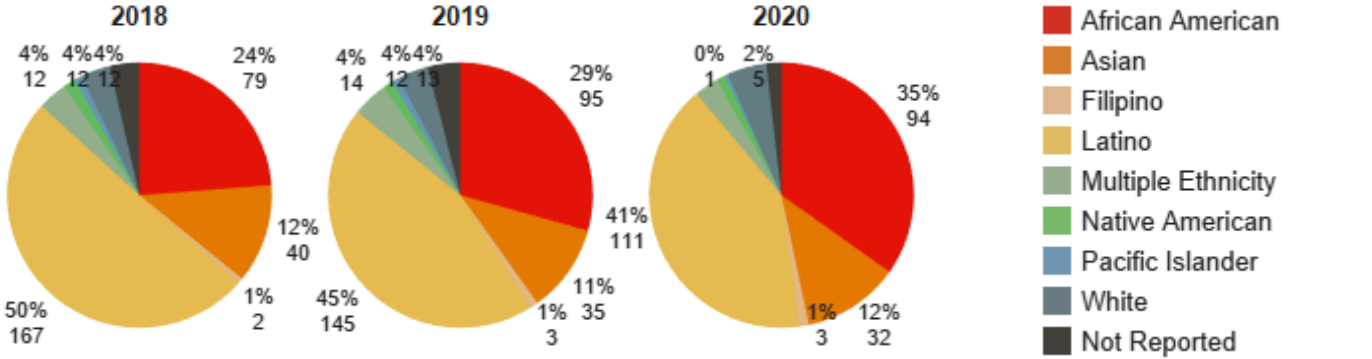
Fruitvale Expansion

Fruitvale will continue as a redesign school since their Design Year was interrupted due to COVID-19 school closures .

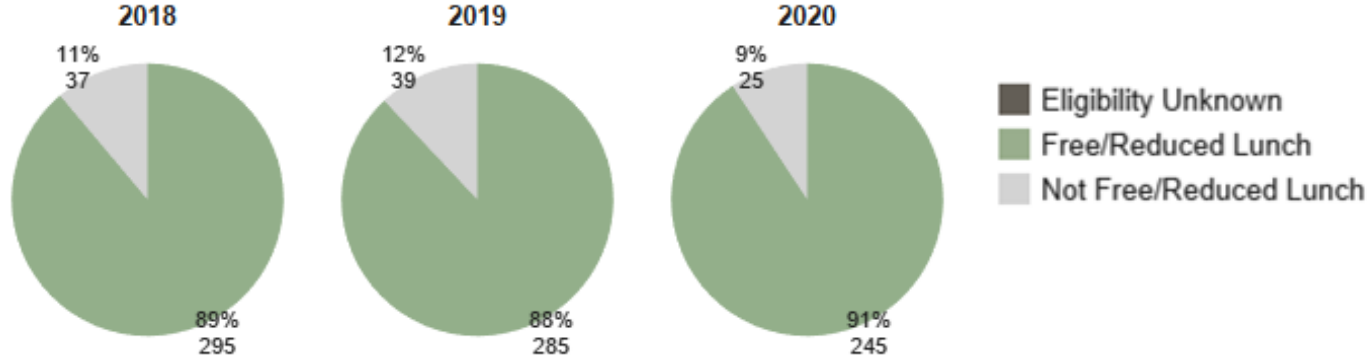
Fruitvale Superstars

Fruitvale Design Update

Race/Ethnicity

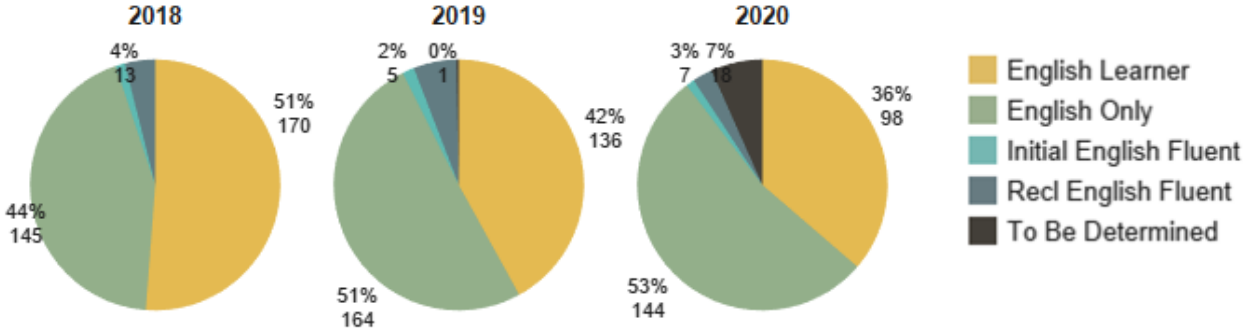


Free/Reduced Price Lunch

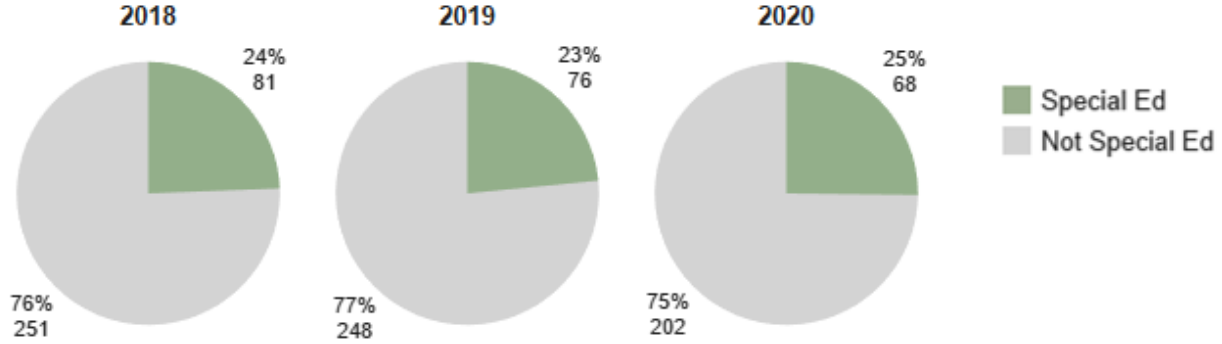


Fruitvale Design Update

English Fluency



Special Education



Fruitvale Design Update

Accomplishments	Challenges
• Fruitvale's 20-21 Design Team focused on reviewing and revising their schoolwide mission and vision, and developing a new school website to improve and expand family/community engagement and recruitment efforts. • The projected enrollment for Fruitvale in 2021-2022 is 261 students. • Transitioned to SWUN Math for more support, alignment, coaching and assessment. • Completion of Fruitvale Website	• Fruitvale's enrollment dropped from 324 students in 19-20 to 273 students currently. A particularly large class of fifth graders was promoted to middle school, while a smaller than expected cohort of new kindergartners enrolled. • There were only 2-3 meetings for redesign before we closed in-person instruction. • There were challenges with obtaining staff and parents that would commit to meeting. • Families continue to select neighboring schools as their first choice: Sequoia, Redwood Heights and Laurel. • Additionally, redesign efforts were stalled as our District closed to in-person instruction. As a result, we are maintaining Fruitvale as part of a future Cohort.

Merge Howard and Roses in Concrete

ROSES IN CONCRETE & Howard Elementary

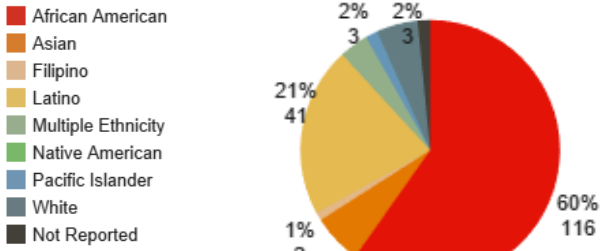
Design Update- Howard and Roses In Concrete

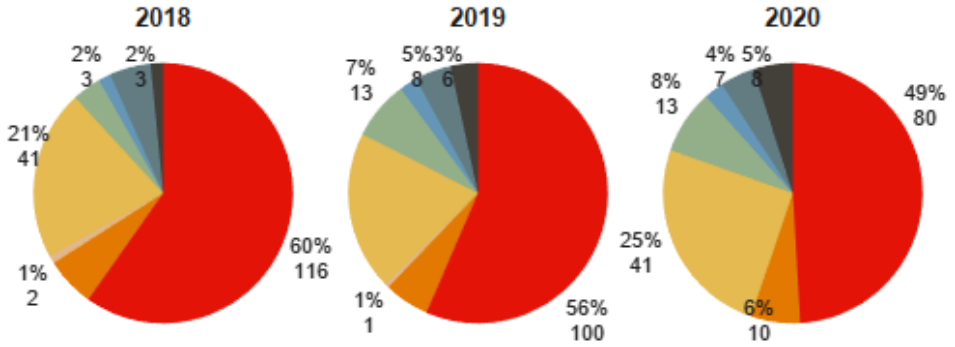
Key Accomplishments	• Design Team formed in November 2020. Participants include both the Roses and Howard principals, staff from both sites, and family members from both sites. The team meets weekly. • The team has agreed on the Vision and Mission for the merged school. • The team is in the process of making key decisions aligned to the vision about the Academic Program (curriculum, instruction, assessment), as well as School Culture and Climate. • A charter school is rejoining OUSD for the first time in OUSD history.
Supports Provided	• Coordinator of Continuous School Improvement meets weekly with the two principals to support the design process and attends all Design Team meetings. • Staff from the Office of Equity provide coaching and support for the leaders and the Design Team.
Challenges	• Building relationships during distance learning has been a challenge for the two school communities. • Merging a charter school with an OUSD school has required additional trust-building.

Design Update- Howard and Roses In Concrete

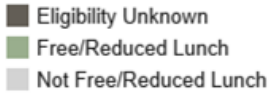
Howard

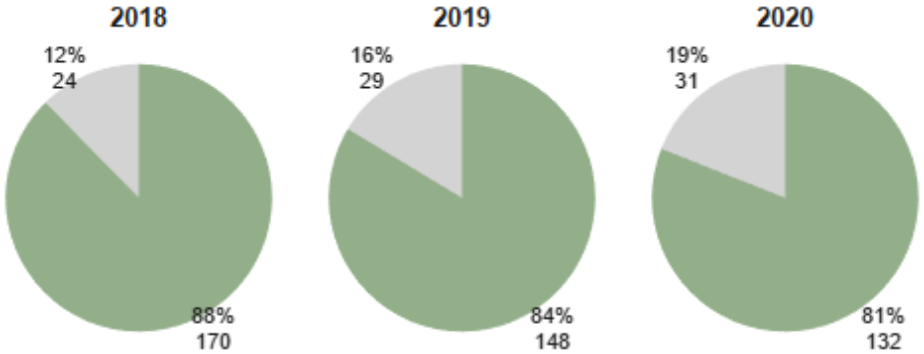
Race/Ethnicity



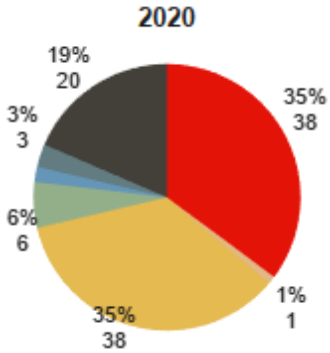


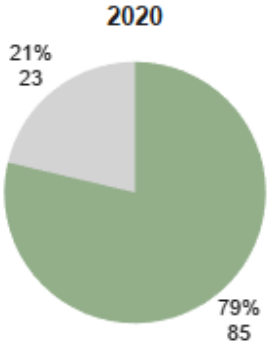
Free/Reduced Price Lunch





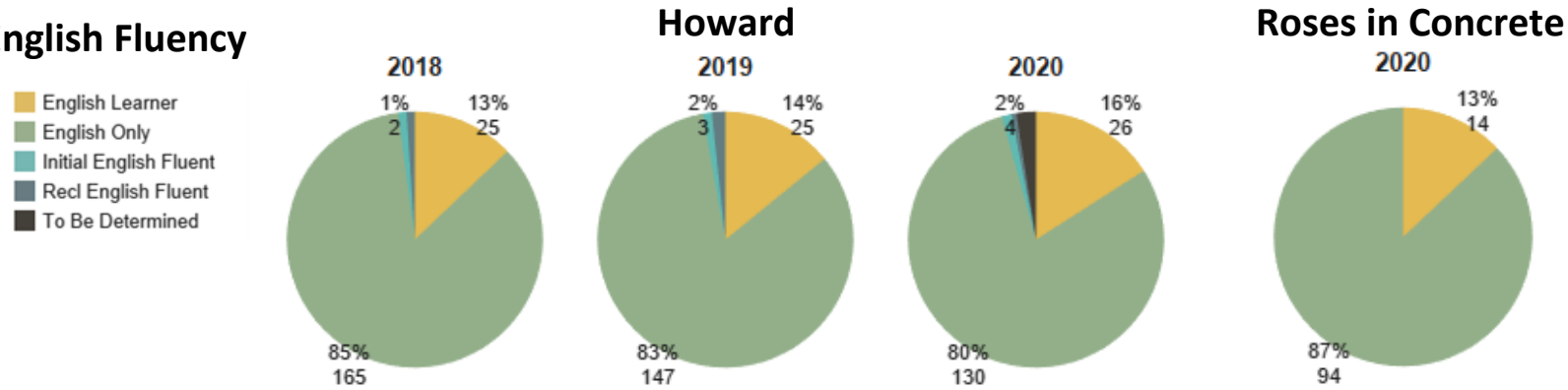
Roses in Concrete



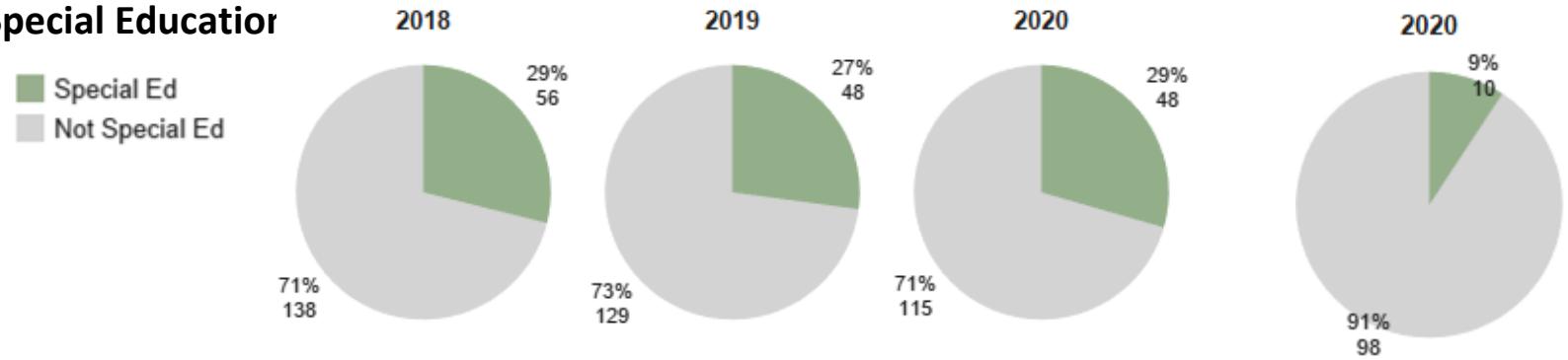


Design Update- Howard and Roses In Concrete

English Fluency



Special Educatior



Average Non-SDC Student Teacher Ratios

SiteName	Gradespan	2018-19	2019-20	2020-21
ACORN Woodland Elementary	Elementary	19.40	22.38	22.38
Allendale Elementary	Elementary	22.53	21.06	16.38
Bella Vista Elementary	Elementary	23.26	22.15	21.25
Bridges Academy	Elementary	21.50	18.78	18.91
Brookfield Village Elementary	Elementary	17.82	20.89	20.44
Burckhalter Elementary	Elementary	23.00	22.89	17.40
Carl Munck Elementary	Elementary	24.22	22.20	19.73
Chabot Elementary	Elementary	23.75	24.48	23.29
Cleveland Elementary	Elementary	25.25	23.35	23.71
Community United Elementary School	Elementary	17.75	17.50	18.13
Futures Elementary	Elementary	19.63	19.76	17.78
Crocker Highlands Elementary	Elementary	23.30	24.11	23.74
East Oakland PRIDE Elementary	Elementary	20.87	23.00	18.81
Emerson Elementary	Elementary	22.23	23.46	22.14
EnCompass Academy	Elementary	20.44	20.12	20.63
Esperanza Elementary	Elementary	19.88	17.90	18.40
Franklin Elementary	Elementary	22.54	23.38	22.36
Fred T. Korematsu Discovery Academy	Elementary	22.33	21.90	23.63
Fruitvale Elementary	Elementary	22.46	22.23	18.23
Garfield Elementary	Elementary	21.76	21.50	20.78
Glenview Elementary @ Santa Fe	Elementary	24.16	22.90	24.16
Global Family School	Elementary	26.31	26.63	20.05
Grass Valley Elementary	Elementary	19.36	17.82	18.30
Hoover Elementary	Elementary	24.45	21.38	19.07
Horace Mann Elementary	Elementary	19.60	22.67	18.08
Howard Elementary	Elementary	18.22	17.00	9.93

SiteName	Gradespan	2018-19	2019-20	2020-21
International Community School	Elementary	20.93	21.62	21.31
Joaquin Miller Elementary	Elementary	24.00	24.71	23.22
Lafayette Elementary	Elementary	23.00	N/A	N/A
Laurel Elementary	Elementary	21.82	24.00	22.25
Lincoln Elementary	Elementary	24.67	24.33	23.81
Madison Park Academy TK-5	Elementary	21.31	22.58	23.18
Manzanita Community School	Elementary	22.12	21.38	22.06
Manzanita SEED Elementary	Elementary	21.71	22.11	21.00
Markham Elementary	Elementary	22.00	18.88	15.82
Martin Luther King Jr Elementary	Elementary	19.80	22.80	16.67
Montclair Elementary	Elementary	24.62	22.25	23.08
New Highland Academy	Elementary	22.25	23.20	19.94
Peralta Elementary	Elementary	25.46	25.00	26.69
Piedmont Avenue Elementary	Elementary	22.29	23.00	23.00
Prescott School	Elementary	20.57	22.80	23.00
Reach Academy	Elementary	21.28	22.50	19.19
Redwood Heights Elementary	Elementary	22.13	22.87	21.50
RISE Community School	Elementary	21.27	22.70	21.40
Sankofa Academy	Elementary	18.56	16.71	14.50
Kaiser Elementary	Elementary	24.36	24.09	
Sequoia Elementary	Elementary	21.25	22.74	21.90
Think College Now	Elementary	21.21	21.00	21.29
Thornhill Elementary	Elementary	25.63	25.06	24.75
Greenleaf Elementary	TK-8	18.14	19.39	20.61
Hillcrest School	K-8	21.56	23.53	20.74
La Escuelita Elementary	TK-8	19.65	22.29	21.16
Melrose Leadership Academy	TK-8	19.89	19.33	19.87
Parker Elementary	TK-8	20.53	18.93	20.83

Ratios are calculated as # non-SDC students on census day divided by # general education teachers funded by that site.*

The non-SDC student teacher ratios for the merged Sankofa United decreased from the two schools' ratios pre-merger to the year of the merger. The ratio for MLA has stayed about the same across years.

Other school ratios provided for comparison.

**Including only staff who are coded to provide direct instruction to students (object codes 1105 and 1119), excluding STIP subs, School Improvement Coaches, EEIP Teachers, and ROTC Teachers.*

Average Non-SDC Student Teacher Ratios

SiteName	Gradespan	2018-19	2019-20	2020-21
Bret Harte Middle School	Middle School	15.17	17.67	14.46
Claremont Middle School	Middle School	18.12	21.55	21.41
Edna M Brewer Middle School	Middle School	22.44	21.80	23.36
Elmhurst Community Prep	Middle School	20.17	18.86	19.74
Alliance Academy	Middle School	14.94		
Frick Impact Academy	Middle School	21.78	19.36	14.95
Oakland School of Language	Middle School	14.29	16.50	
Montera Middle School	Middle School	17.46	18.50	18.44
Oakland Community Day Middle	Alt Middle School	N/A	N/A	N/A
Roosevelt Middle School	Middle School	16.68	16.55	16.97
Roots International Academy	Middle School	16.69	0.00	0.00
United for Success Academy	Middle School	17.14	16.27	17.10
Urban Promise Academy	Middle School	17.43	16.68	15.58
West Oakland Middle School	Middle School	19.10	17.00	15.46
Westlake Middle School	Middle School	15.76	15.67	15.06
Coliseum College Prep Academy	6-12	18.15	17.67	17.64
Life Academy	6-12	17.31	16.04	18.16
Madison Park Academy 6-12	6-12	18.54	17.00	18.59

SiteName	Gradespan	2018-19	2019-20	2020-21
Castlemont High School	High School	12.97	12.82	13.30
Fremont High School	High School	14.15	14.76	15.44
McClymonds HS	High School	14.12	13.79	13.50
MetWest High School	High School	12.31	13.67	16.00
Oakland High School	High School	20.62	19.80	19.63
Oakland Technical High School	High School	19.98	20.23	20.29
Skyline High School	High School	18.48	19.29	20.32
Sojourner Truth Independent Study	K-12	12.92	16.20	15.33
Dewey Academy	Alt High School	17.62	12.47	16.17
Gateway to College	Alt High School	N/A	N/A	N/A
Oakland Community Day HS	Alt High School	6.25	4.60	4.75
Ralph J Bunche High School	Alt High School	16.00	13.00	11.29
Rudsdale Continuation	Alt High School	17.67	11.67	7.44
Street Academy	Alt High School	N/A	N/A	N/A

Ratios are calculated as # non-SDC students on census day divided by # general education teachers funded by that site.*

The non-SDC student teacher ratios for the newly merged Frick United are lower this year than they were in 2019-20 for either school separately.

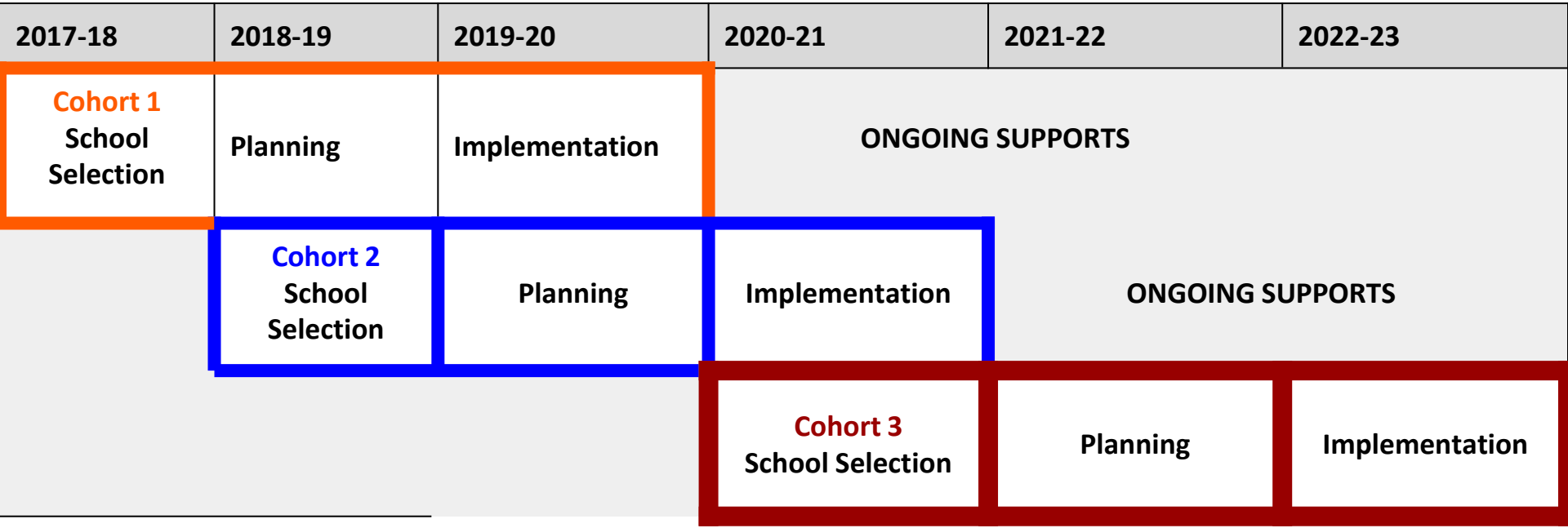
Non-SDC student teacher ratios for Elmhurst increased following a dip over the year of the merger.

Ratios for MetWest increased in the year of and year following expansion.

Other schools' ratios provided for comparison.

**Including only staff who are coded to provide direct instruction to students (object codes 1105 and 1119), excluding STIP subs, School Improvement Coaches, EEIP Teachers, and ROTC Teachers.*

Implementation Timeline



Blueprint Process Long Term Goals: Academic & Fiscal

	What does success look like?	Measurement Tools
Quality	• **Student outcomes improve** in both blueprint schools and districtwide. • 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.	• Demand rate • CA Dashboard (Reading Inventory) • Core Growth Data
Equity	• Our most underserved students **attend higher performing schools** AND **demonstrate positive growth/outcomes**. • Schools are located in areas that allow for equitable access. • All student groups have access to acceleration resources that allow for more **students to perform at grade-level**.	• Tracking student placements • Comparison pre-post BP school performance
Sustainability	• There are fewer, better resourced, more **sustainably-sized schools.** • Increased **Demand Rate** at our schools because of improved quality and access to resources improves. Enrollment trends are stable and are not fluctuating from year to year. • **Staff retention** improves because our educators remain with their	• # schools at target enrollment • Facilities utilization • Staff Retention and supports

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Quantitative Data for School Change Selection

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

Qualitative Data for School Change Selection

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

Qualitative Data for School Change Selection

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

School Quality Review (SQR) for measuring QUALITY

Why conduct SQRs for Blueprint schools?

- Allow schools to tell the story of their change, both the design process and implementation
- Provide qualitative data
- Provide schools meaningful feedback about strengths, areas for growth, and the extent to which current implementation matches the Design Team's vision

How would it work?

- SQR domains: Leadership & School Site Governance, Conditions for Student Learning, Conditions for Adult Learning, Standards-Based Instruction, Language & Literacy
- A team, led by Jen, including central office partners from network, behavioral health, and academic departments, visits school and conducts interviews, focus groups, and observations (approx. one full day total)
- The team collaboratively scores the school on the SQR rubric and provides evidence for scores
- Jen compiles a report with scores and supporting evidence, shares with school leader(s). Example report: Elmhurst United Feb 2020