

# Sustainable Community Schools Redesign Process A School Improvement Framework

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**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## Our 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.

## Our 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.



# Ask of the Board

This item is presented for the purpose of obtaining feedback on proposed School Improvement Framework, a response to Redesigning OUSD schools as noted in Resolution 2223-0036.

# Reflections

School improvement work is messy and non-linear. It takes time and dedicated resources.

Leadership development is essential.

It cannot be “extra” or “separate.” This is our core work.

It cannot happen in a vacuum—overall district systems need to improve simultaneously

Build on recent innovations in virtual learning, edtech, and personalization.

Family and community engagement is foundational. After school and community based organizations are important partners.

Design and implementation need to sit together.

# Outline

- Metrics to be used to identify areas for improvement at all school sites;
- Improvement Process; and
- Improvement Domains.

# School Improvement Framework

Identification	PROCESS	CONTENT
		 <p data-bbox="1317 723 1729 763"><b>Improvement Domains</b></p>
<p data-bbox="239 868 691 984">Metrics identifying areas of improvement for each school.</p>	<p data-bbox="794 868 1197 988">A defined process for schools to go through to improve.</p>	<p data-bbox="1307 888 1740 968">Defining Transformational Schools.</p>



# School Improvement Metrics

# Norm Referenced vs. Criterion Referenced

Norm Referenced	Criterion Referenced
<p>How schools compare to other schools.</p> <p>Rank and Compare.</p>	<p>How schools compare to a set criterion, such as a predetermined standard.</p> <p>Set a standard and compare schools against that standard.</p>

## Recommendation: Criterion Referenced

**All Schools are compared against a standard (set of metrics).**

# Two Paths for School Improvement



**TARGETED  
Improvements**

Majority of  
Schools

**TRANSFORMATION**

Small Selection of  
Schools

# SUSTAINABILITY

## Metrics for identifying Strengths and Areas for Improvement



### Enrollment

- School Enrollment
- Attendance area enrollment (# of students in the attendance area enrolled in Oakland public schools, including charter schools)
- # and % of school enrollment from its attendance area
- # and % of students from the attendance area who attend the neighborhood school
- First choice applications
- Demand Rate (# of 1st choice app/recommended entry grade enrollment)

### Staffing/Budget

- Recommended number of classes per grade based on short-term projection
- Entry grade sustainability (recommended entry grad enrollment/actual entry grade enrollment)
- Staffing Costs
  - Cost for Admin/Services Per Pupil
  - Total Base Cost per Pupil
  - Total non-SpEd per Pupil Cost

### Facility

- Facility Condition Index (FCI)
- # of classrooms above 600 sqft
- Facility RRMA allocation per student
- Facility Deficiency Cost per classroom
- Optimum number of classes per grade based on facility

### Additional Considerations

- Average distance traveled to school
- Teacher Retention Rate

# QUALITY

Metrics for identifying Strengths and Areas for Improvement



## Engagement Indicators

- Chronic Absence (TK-8)
- Suspension
- School Connectedness (Student, Parent, Staff)

## Academic Indicators

- SBAC ELA
- SBAC Math
- English Learner Progress
- iReady ELA Status and Growth (K-2)
- iReady Math Status and Growth (K-2)
- Reading Inventory Status and Growth (Gr6-11)

## High School Only

- Graduation
- A-G readiness of Gr12 graduates
- On-track to graduation
- On-track to A-G readiness
- Pathway Enrollment

## EQUITY

Metrics for identifying Strengths and Areas for Improvement

- Selected Sustainability Metrics by Focus Student Groups
- Quality Metrics by Focus Student Groups

### Focus Student Groups

- African American
- English Learner
- Latino
- Low Income
- Special Education
- Unhoused





# School Improvement Process

# Shifts in our approach to School Improvement

<b><i>Shift from...</i></b>	<b><i>to...</i></b>
identifying a few schools for improvement	district-wide commitment to improvement at all schools
siloes design work led exclusively by staff	intentional partnership with community
rewards or sanctions as an impetus	quality and equity for students as a driver
broad definition of (re)design and open-ended innovation	design and improvement aligned to our strategic vision and community needs
improvement in a vacuum	improvement to the overall system

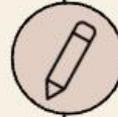
# OUSD Sustainable Schools Redesign Process



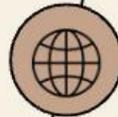
**Ground in Community Voice**  
Determine program needs through comprehensive asset mapping, and community engagement



**Convene a Community Design Team**  
Convene a team of parents, students, staff, school leaders, and community members to analyze data



**Develop a Strategic Plan**  
Identify program priorities that build on assets and address quality, equity and sustainability gaps



**Implement Plan**  
Use continuous improvement and instructional best practice to implement priorities



**Monitor Progress towards Equity, Quality, and Sustainability**  
Monitor progress on implementation

# OUSD SUSTAINABLE SCHOOLS REDESIGN PROCESS





# School Improvement Domains

# Improvement Domains



**Vision &  
Mission**

**Quality  
Program  
Implementation**

**Collective  
Leadership &  
Professional  
Learning**

# Transformational Schools: Vision for Improvement

<u>Mission &amp; Vision</u>	<u>Quality Program Implementation</u>	<u>Collective Leadership &amp; Professional Learning</u>
<ul style="list-style-type: none"><li>● Compelling and inspirational school vision and mission</li><li>● Strategically organize resources and team structures toward vision</li><li>● Implement policies, structures and practices</li></ul>	<ul style="list-style-type: none"><li>● Rigorous, standards based instruction</li><li>● College, career and community ready</li><li>● Joyful, asset-based &amp; anti-racist mindset</li><li>● culture of inclusive learning</li></ul>	<ul style="list-style-type: none"><li>● Culture of shared responsibility</li><li>● Shared decision-making</li><li>● Meaningful partnerships with students and families</li></ul>

# Two Paths for Improvement

	Path 1 Targeted Improvements	Path 2 Transformational
Metrics	All schools are measured against a standard and targeted areas for improvement are identified.	A smaller group of schools that have multiple areas for improvement are identified.
Process	Cycles of Improvement focused on targeted improvement areas.	Transformational whole school redesign.
Content	Focus on <i>specific</i> improvement domains.	Focus on <i>all</i> improvement domains.
Who	<ul style="list-style-type: none"> <li>★ School site teams</li> <li>★ Guided by Network Superintendent and Department aligned Network Partners</li> </ul>	<ul style="list-style-type: none"> <li>★ Design team selected to lead transformational school design</li> <li>★ Supported by dedicated staff-Continuous School Improvement Director</li> <li>★ Network Superintendent</li> </ul>

# Next Steps

- Collect Feedback from:  
Board, Students, Staff, Family Groups;
- Identify the connections to new/revised Committees: Community Schools and Black Reparations; and
- Bring revised Improvement Framework back to Board in September 2023 after more engagement.

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