



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

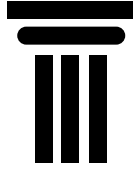
# **Fall Call for Quality Schools: Proposal Guidelines 2015-16**

**District-Run School Proposal**

## DISTRICT-RUN PROPOSAL CHECKLIST

*The school will use the first column of boxes to check off the sections completed. District Central Office will use the second column of boxes for its completeness check.*

Proposal Component		Applicant Check	Reviewer Check
<b>Executive Summary</b>			
<b>Pillars of Quality School Development Executive Summary</b>			
Section I. Culture	Vision & Mission Statements		
	Targeted Student Population		
	Family/Guardian & Community Participation in Proposal		
	Student Discipline Policy		
	Student Engagement		
	Community Schools: Ongoing Family/Guardian Involvement & Satisfaction		
Section II. Leadership	Leadership Qualifications		
	Leadership Team Roles & Responsibilities		
Section III. Education Program	Curriculum		
	Progress Monitoring and Assessment		
	Language Program Design & Structure		
	Special Education Students		
	Academic Acceleration		
	Gifted and Talented Students		
	Supplemental Programming		
Section IV. Teaching	Teacher Coaching		
	Professional Development		
Section V. Facilities	Modification/Improvements		
Appendices	Appx. A – Letter of Intent (copy of LOI submitted)		
	Appx. B – Evidence of Community Input		
<b>Electronic copy of entire proposal</b>			



## QUALITY SCHOOL DEVELOPMENT PILLARS

All applicants participating in the Call for Quality Schools will need to incorporate the following five Pillars of Quality School Development **throughout** their proposal. A *Pillars of Quality School Development Summary Page* is also required to highlight how the Pillars show up in the planning.

1. **Educator Development and Pipelines** – Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success.
2. **Strong School Culture** – The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well-being of students. This feature must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture.
3. **Increased Time on Task** – Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers' time for planning, collaboration, and professional learning.
4. **Rigorous Academics** – Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes data-driven inquiry cycles that support regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards.
5. **Linked/Personalized Learning** – Students will be exposed throughout a K-12 program to different educational options that go beyond the “four walls” of the school in effective schools. This will include bringing relevance to students' lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools.

### RESEARCH BASE

Research linked to each of the Pillars above may be found at:

[http://www.weebly.com/uploads/4/1/6/1/41611/cited\\_research\\_qsd\\_pillars.pdf](http://www.weebly.com/uploads/4/1/6/1/41611/cited_research_qsd_pillars.pdf)

Links to **folder** research, tools, and support for most Pillars can be found at (near the bottom - scroll down):

<http://qualitycommunityschools.weebly.com/proposal-teams-iss.html>

## EXECUTIVE SUMMARY

*This section in its entirety will be provided to the Superintendent and will be posted online for the public to review, immediately upon submission of this proposal. Complete this form directly into the Word file for ease of formatting.*

Name of Design Team	
Grade Configuration	
Model or Focus (e.g., Blended Learning, Dual Language, etc.)	
Name of School	
Primary Contact (name, email, mobile phone)	

### **\*\*Executive Summary Narrative (3 page limit for this sub-section)**

*Address the following questions briefly in a narrative format. Please use the outline numbering and headers provided below, but do not repeat the questions.*

#### **1. Culture:**

- a. What is the mission and vision of the school?
- b. Describe the role that community members, including prospective families/guardians, have played in shaping this proposal.
- c. Describe the community need that the proposed school program addresses. Is the need articulated in the 2015 Call for Quality Schools?

#### **2. Leadership:**

- a. What critical qualifications, credentials, and attributes have you identified for your school leadership?

#### **3. Education Plan:**

- a. Provide a brief overview of the education program of the proposed school, including major instructional methods, key program components and assessment strategies.

#### **4. Teaching:**

- a. Briefly explain how program will support teacher effectiveness through coaching, evaluations and professional development.

#### **5. Facility:**

- a. Describe any modifications or improvements to the facility that is integral to the proposed program. Please provide a rationale.

**Table 1A: QUALITY SCHOOL DEVELOPMENT PILLARS: Proposal Elements**

*The Pillars of Quality School Development are to be considered throughout the school proposal. In the space below please provide bullet points of elements of your proposal that align with each Pillar.*

PILLARS	<i>Elements of proposal that align to Pillars. (Bulleted format only)</i>
<p>1. <b>Educator Development and Pipelines</b> – Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success.</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>
<p>2. <b>Strong School Culture</b> – The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well-being of students. This feature must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture.</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>
<p>3. <b>Increased Time on Task</b> – Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers’ time for planning, collaboration, and professional learning.</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>
<p>4. <b>Rigorous Academics</b> – Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes data-driven inquiry cycles that support regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards.</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>
<p>5. <b>Linked/Personalized Learning</b> – Students will be exposed throughout a K-12 program to different educational options that go beyond the “four walls” of the school in effective schools. This will include bringing relevance to students’ lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools.</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>

# PROPOSAL DEVELOPMENT REQUIREMENTS

*(To be incorporated throughout proposal)*

## PURPOSE

The purpose of this section is to guide the overall development of the proposal. The priorities outlined here are the result of several engagement efforts, along with pre-existing efforts by the identified school communities.

Each section of the proposal will be evaluated BOTH for the quality of the proposed program elements and the degree of alignment between each section and the priority focus areas.

Included in the links above are the raw feedback from parents, staff, students and community members. The specific linked documents and data sources must be considered when developing each section of the proposal.

In addition, specific mandatory engagement events, sponsored by the District will be required of all Proposal Writing Teams. The results of these engagements must also be considered when developing each section of the proposal.

**NOTE – ALIGNMENT OF PROPOSAL WITH QUALITY STANDARDS:** Proposal must apply the Quality Standards associated with specific innovations or program models. For instance, the quality standards associated with Leadership as it relates to Dual Language Programs must be applied to the section on Leadership in the Proposal Guidelines. Similarly, if there are specific models of teacher coaching implemented through an International Baccalaureate, this must be considered when drafting the Proposal section on Teaching.

## STRATEGIC REGIONAL ANALYSIS (SRA)

The Strategic Regional Analysis, conducted on an annual basis, provides critical information and analysis regarding enrolment, facilities, demographics, and school performance by region throughout Oakland. This analysis should be fully considered by Proposal Writing Teams throughout the proposal development process.

### ONLINE SRA TOOL:

<http://ousd.maps.arcgis.com/apps/MapJournal/?appid=4c58f84642c1493d9a75174244be1c0a>

### SRA REPORT LINKS:

[https://drive.google.com/a/ousd.org/folderview?id=0B6QEqRqzjxzQm53YUJtTXM0ZTA&usp=drive\\_web#](https://drive.google.com/a/ousd.org/folderview?id=0B6QEqRqzjxzQm53YUJtTXM0ZTA&usp=drive_web#)

<http://ousd.legistar.com/gateway.aspx?M=F&ID=78019.pdf>



## Section I. CULTURE

(8 page limit)

### Resources

**Restorative Justice Report:** <http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/134/USD-RJ%20Report%20revised%20Final.pdf>

**PBIS (Positive Behavior Intervention System):** <http://publicportal.ousd.k12.ca.us/Page/1042>

**Social Emotional Learning (SEL):** <http://publicportal.ousd.k12.ca.us/Page/1090>

**Options Enrollment Process:** OUSD operates a district-wide enrollment system that provides a single streamlined enrollment process for all schools. With a single form, families can rank order the schools that they prefer for their students. Students within the school's geo code will receive preference in enrollment. More information on the OUSD School Choice process, enrollment guides, and timeline can be found at:

<http://www.ousd.k12.ca.us/Page/11489>

**Student Discipline:** The school's discipline policy must be consistent with the following District discipline policies found at <http://www.ousd.k12.ca.us/Page/10488>. Specifically, the district maintains full control over expulsion hearings and proceedings, including the definition of expellable offenses.

**Student Attendance:** Refer to the Compulsory School Attendance Laws and expectations regarding Student Attendance Review Boards <http://www.cde.ca.gov/ls/ai/tr/>

### A. Vision and Mission Statements

- Provide the vision and mission statements for the proposed school. The vision statement should provide the entire school community, as well as external stakeholders, with a clear picture of what the school aims to achieve. The mission statement of the school should outline:
  - What do we do?
  - How do we do it?
  - Whom do we do it for?

### B. Targeted Student Population

1. Student Demographics: Paste in the student demographics table from your Executive Summary.
2. Explain your understanding of the academic, social and emotional needs of the target population, including students with disabilities, students experiencing poverty, English Learners, and any students at-risk of academic failure. Include specific evidence of need including data on student performance and behavior.

**C. \*\*Family & Community Participation in the Proposal**

1. Describe the role that families/guardians and community members have played thus far in developing, or providing input into, the proposed school design.
2. Describe the outreach that you have conducted to engage prospective families, teachers, and pupils in the region you are proposing to serve.
3. Outline the evidence of support that you have for the proposed school design.

*(Appendix B – Evidence of Support from Families/Guardians, Community Groups, Teachers & Pupils – no page limit - this may come in the form of transcribed meeting notes, testimonies, photographs, newspaper postings, etc.)*

**D. Student Discipline Policy**

1. What will be the key elements of the school discipline policy, and how will it support a positive school culture? Take into consideration the school's approach to Response to Intervention for behavior and restorative practices.
2. How will the discipline policy be practiced in the classroom, to ensure students are on task and focused on learning?
3. How will you ensure that priority student groups (African American, English Learner, Foster, Low Income) and students with disabilities are not disproportionately represented in disciplinary procedures such as suspensions and expulsions? How will you measure and track this data?

**E. Student Engagement**

1. Describe your goal for student attendance, and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What will you do in the event that you do not reach your attendance goals?
2. If you are seeking to serve a high-school student population, describe your plan for drop-out recovery, and persistence plans for students at-risk of dropping out.

**F. Community School: Ongoing Family/Guardian Involvement & Satisfaction**

1. What community resources will be available to students and families? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships.
2. Describe how you will engage families in the school's culture and operations. How will the school build family-school partnerships to strengthen support for learning and encourage family involvement?





## Section II. LEADERSHIP

*(4 page limit)*

### Resources

**LGDS: Leadership Growth and Development System**

<http://www.ousd.org/domain/3423>

### A. School Leadership

1. Summarize the profile of your school's ideal leader, including skills, qualifications, and characteristics. Is it a requirement that your school leader has school leadership experience? Why? Will your school leader be the instructional leader at the school? If not, who will be?
2. Describe the essential duties and responsibilities of the members of the school's leadership team. Include who else besides the principal will assume leadership responsibilities (ie. counselor, dean, social workers, afterschool coordinators, etc.)?



### Section III: EDUCATION PROGRAM (15 page limit)

*This section will describe the educational program designed to meet the needs of all students through well-developed curriculum, assessment systems, programs for special populations, and clear systems for instructional planning.*

#### **Resources**

**OUSD Common Core Curriculum Guide:** <https://sites.google.com/a/ousd.k12.ca.us/ousdcommoncorecurriculumguide/>

**OUSD Assessment Website:** <https://sites.google.com/a/ousd.k12.ca.us/assessments/>

**OUSD Graduate Profile:** <http://www.ousd.k12.ca.us/Page/9995>

**Linked Learning in Oakland Website:** <http://publicportal.ousd.k12.ca.us/Page/9706>

**Response to Intervention (RtI) Website:** <http://publicportal.ousd.k12.ca.us/domain/133>

**Social Emotional Learning (SEL) Website:** <http://publicportal.ousd.k12.ca.us/Page/1090>

**African American Male Achievement Website:** <http://publicportal.ousd.k12.ca.us/domain/78>

#### **A. Curriculum**

1. Describe your proposed curriculum. In particular, describe:
  - a. The curricular model and focus;
  - b. The learning environment (e.g., class size, structure, etc.); and
  - c. Why the proposed curriculum meets the needs of the targeted student population.
  - d. **Timeline of Curriculum Development.** If the curriculum is not yet fully developed, provide a timeline outlining the process and benchmarks for curriculum development, including alignment of curricular materials to California Academic Standards/Common Core State Standards, the person/people responsible for developing the curriculum, teacher training and evidence that this approach will result in increased academic performance for students.
2. **Instructional Strategies**
  - a. Please explain your primary approaches to instruction.
  - b. Include how these strategies will meet the needs of all students including students with disabilities, students experiencing poverty, English Learners, and any students at-risk of academic failure.

3. **Research Basis.** Present evidence that the proposed curriculum is research-based and has delivered or will deliver rigorous, engaging and effective instruction for the targeted student population. If evidence of effectiveness in other schools serving similar populations is not available, explain why the proposed program is likely to succeed with your targeted population.

## B. Progress Monitoring and Assessment

1. **Assessments.** Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year and at the end of each academic year.
  - a. What interim assessments will you use, and how will you know that your proposed interim assessments are valid and reliable indicators of progress? Explain how these assessments align with the school’s curriculum, performance goals and state standards.
  - b. Identify any other measures or assessments you plan to use for particular indicators and goals.
2. **Performance Goals.** Outline the clearly measurable annual performance status and growth goals that the school will set in order to monitor and evaluate its progress accelerating student achievement.
  - a. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

## C. Language Program Design and Instruction

### 1. Philosophy & Approach

- a. What is your philosophy and approach to language instruction? What are the components of this approach? What is the research base?
- b. How will you ensure content-area curriculum and instruction is accessible to English Language Learners (ELL’s) of all proficiency levels and typologies, including newcomers, Students with Interrupted Formal Education (SIFE), and Long-term ELLs? How will you structure English Language Development? What curriculum and instructional resources will you use? What systems of professional development and collaboration will you put in place to support teachers to meet the needs of all ELLs?
- c. How will you design an instructional schedule that addresses the needs of your diverse language learners? For high school students, how will you ensure that ELLs, including newcomers, receive the required A-G courses to keep them on track to graduation?

### 2. Assessment and Placement.

- a. How will you assess the language and literacy needs of your ELLs? What assessments will you use? How often will you assess students for progress? What will you do with the results? For ELLs who are not demonstrating adequate progress, what specialized instruction or courses will you offer to accelerate language, literacy and academic skills for these students? How will you engage families in

understanding how you are addressing their child's needs?

### 3. **Student Services and Support**

- a. How will you invest in creating Full Service Community School resources specifically geared toward the needs and challenges of newcomer/ELL students? What programs and services will you offer, and what community partners will you leverage in order to meet ELL students socio-emotional and mental health needs? How will you facilitate the integration of ELLs into the fabric of the greater school community? What will you do to ensure non-English speaking parents are connected to the school, able to understand written material from the school, communicate with school staff, and participate in parent-teacher meetings?

## D. **Special Education Students**

### 1. **Identification**

- a. Explain how the school will use bodies of evidence to identify students with disabilities and special needs. Which staff will be responsible for this identification? What will be the process to identify students? How will the school avoid misidentification?

### 2. **Professional Development**

- a. How and when will the school provide school wide professional development to special education and general education teachers to serve the needs of mild and moderate needs students?

## E. **Academic Acceleration**

1. How will the school's assessment system enable the school to identify students in need of academic acceleration? What process will be used to identify those students? Which staff members will be involved? Describe how the school will implement Multiple Levels of Support that meets the state's requirements and that includes specific research-based strategies to support students in Tiers I, II, and III. Note: In OUSD, we expect quality schools to accelerate the learning of students who are behind grade level to ensure they successfully transition to the next educational level on track to graduation and postsecondary success. Additionally, quality schools accelerate students who are on or above grade level. Strong proposals will have a clear strategy to accelerate both groups of students.
2. What specific interventions will be employed to help close achievement gaps?

## F. **Gifted and Talented Students**

1. Explain how the school will identify gifted/talented and academically advanced students. What criteria will be used to determine exceptional ability or potential? Who will be accountable for identifying these students?
2. Describe the research-based instructional programs and strategies the school will use to appropriately address the educational needs of gifted students. Will the programs require additional instructional materials? If so, please describe them.

## G. Supplemental Programming

1. Describe any unique or supplementary programs you will offer students (and families) to promote improved mental, emotional and physical health. Who will conduct these programs? Will they be optional? What community resources will you leverage to offer these programs?
2. Describe the extra- or co-curricular activities or programming the school will offer. What are the activities, how often they will occur, who will manage or oversee activities and how will they be funded? (Will there be a fee for student participation?) Include any description of sports to be offered.
3. *For schools offering summer school or summer bridge.* Describe the summer school program you are proposing. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded? What specific student needs will the summer school address?



## Section IV: TEACHING

(7 page limit)

### Resources

**Teacher Growth and Development:** This OUSD website provides guidance around teacher growth and development, found at: <http://ousd.k12.ca.us/domain/3288>

**Oakland Effective Teacher Framework:** serves as the foundation for teacher evaluation pilots in district-run schools; its tenants may prove useful to some applicants:

[http://ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/3288/OETF\\_2014\\_2015%20LB%209-3-14.pdf](http://ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/3288/OETF_2014_2015%20LB%209-3-14.pdf)

**Teacher Growth and Development System:** serves as a pilot system and structure for ensuring highly effective educators in every classroom:

<http://ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/3288/TGDS%20Overview.pdf>

### A. Teacher Coaching

1. What are the primary goals for teacher coaching in your school?
2. Describe the school's plan to coach teachers. Which personnel will be involved in teacher coaching? Will teachers receive feedback from non-supervisory coaches or peers? Are there specific areas on which you expect to focus?
3. What research basis are you using to create classroom observation protocols and feedback instruments? What methodologies will teacher coaches employ to ensure they are delivering relevant and differentiated feedback to drive improved student outcomes?
4. How will the teachers receive coaching and feedback on their instructional planning?

### B. Professional Development

1. Describe the professional development standards and opportunities that will be offered to the teaching staff, and identify who will be responsible for developing, leading and evaluating professional development at the school. How frequently will whole staff PD be required?
2. Explain how the professional development program will support staff in the cultural responsiveness necessary to effectively serve linguistically and culturally diverse students, as well as students with disabilities, and gifted and talented students.
3. Explain how the professional development program will be evaluated to assess its effectiveness and success.



## Section V: FACILITIES

*(5 page limit)*

### Resources

FACILITY MASTER PLAN COMPONENTS

Site Plan Link: <http://ousdmasterplan.mkthinkstrategy.info/sites.html>

### A. Facility Modifications / Improvements

1. Describe any modifications or improvements to the facility that is integral to the proposed program. Please provide a rationale.
2. Is the school's current physical configuration insufficient in anyway that suggests 'major' capital Improvements are required to accommodate the proposed program?
3. How do you propose to Use existing outdoor space academically, for learning landscapes and or outdoor programmatic or student activities. What suggestions do you have for modifications needed in this area?