



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Quality Community Schools Development

Quality Community Schools Strategic Planning

School Portfolio Management Planning



Academic and Financial Solvency Challenges

CAHSEE 10th Grade Pass Rate

- OUSD African-American
- OUSD
- State

ELA

25%
58%
81%

Math

18%
60%
81%

- 11 schools with under 200 students
- 22 schools with btwn 200-299 students
- 33 schools with btwn 300-399 students
- 25 schools with over 400 students

Currently (2010-11) the District Structural Deficit is \$4-21 million

Currently (2010-11) **35** schools received **\$\$\$** budget subsidy totaling **\$3,100,000**

10 schools required a subsidy of over **\$100,000** each

SCHOOL	# SCHOOLS	ENROLLMENT	Sch/Stu	API
<i>Long Beach Unified:</i>	<i>89 schools serving 86,000 students</i>		<i>-2/+50K</i>	<i>759</i>
<i>San Bernardino Unified:</i>	<i>74 schools serving 53,000 students</i>		<i>-17/+17K</i>	<i>699</i>
<i>Stockton Unified:</i>	<i>59 schools serving 38,000 students</i>		<i>-32/+2K</i>	<i>671</i>
<i>Mount Diablo Unified:</i>	<i>55 schools serving 34,000 students</i>		<i>-36/-2K</i>	<i>784</i>
<i>San Jose Unified:</i>	<i>52 schools serving 32,000 students</i>		<i>-39/-4K</i>	<i>792</i>
<i>Riverside Unified:</i>	<i>49 schools serving 42,000 students</i>		<i>-42/+6K</i>	<i>781</i>
<i>Fontana Unified:</i>	<i>45 schools serving 41,000 students</i>		<i>-46/+5K</i>	<i>731</i>
<i>Moreno Valley Unified:</i>	<i>38 schools serving 36,000 students</i>		<i>-53/-0K</i>	<i>716</i>
<i>Clovis Unified:</i>	<i>36 schools serving 38,000 students</i>		<i>-55/+2K</i>	<i>866</i>
OUSD in 2011-12	91 schools*	serving 36,030 students		719

* 9 alternative education programs with an average size of 119 students and 1,069 total students.

** 2009-10 Ed-Data

Paradigm Shift

Then

Now

*School closures as a single solution
to academic and fiscal challenges*

*No clarity regarding “to what
end?”*

Looking at individual schools

No consideration of assets

Tactical

Short-term

Equity-neutral

As a system of schools

*Multi-pronged approach to create
equitable opportunities to learn
for children and families*

*Goal of Full Service Community
Schools & community health &
well-being*

Looking at entire regions

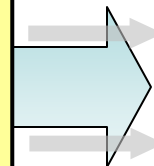
*Maximizing assets informs
decision-making*

Strategic

Long haul

Equity-centered

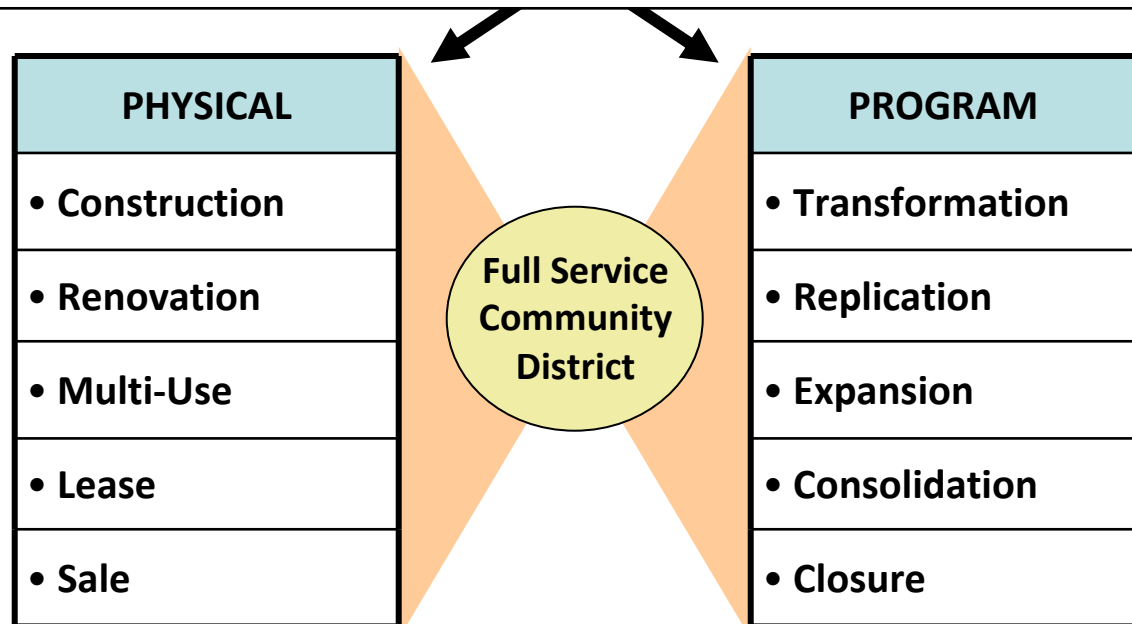
Becoming a school system



Restructuring Recommendations

Date	Activity
Sep 2010-Jun 2011	Strategic Planning Process – including Restructuring Framework
May-June, 2011	Presentation and Input from Site Leaders on Restructuring Factors
July-August, 2011	Input and analyze data sources associated with Restructuring Factors
Aug-Sep, 2011	Develop Restructuring scenarios within and across region
June-Sept, 2011	Differentiated engagement w/ school leadership and relevant stakeholders
Oct, 2011	Restructuring Recommendations presented to BOE
Dec-Jan, 2012	Enrollment Process for 2012-13 conducted based on adopted Regional Restructuring Plans
Dec-Aug, 2012	Intake & Incubate of Transformation, Replication, Expansion, and Consolidation of schools and Plan/Implement transition processes associated with School Closure

Maximize the quality use of our assets in service of creating equitable opportunities for learning and to support the health, and well-being of all children, families and their communities



Restructuring Recommendations

Transformation	Redesign process to develop and implement rigorous plan for improved student performance, through intensive school improvement coaching and support, school communities engage in school redesign process
Replication	Multi-year replication process to implement core program components within the context of another underperforming school settings, through coordination, coaching, and administrative support.
Expansion	Develop and implement plans to expand grade configurations; i.e. K-5 to K-8, 6-8 to 6-12, or 9-12 to 6-12, through school design coaching and incubation support. <i>Schools apply to participate.</i>
Consolidation	Multiple school programs consolidate on single campus through multi-year planning and implementation process; through coordination, school re-design and program incubation support,
Closure	Students/ families/ staff and school communities are supported to effectively cease operation and transition program and physical assets to receiving schools, through coordination, counseling, and administrative support,.

Proposed Restructuring Consideration Factors

Evaluating the following factors, restructuring recommendations will be developed towards maximizing all physical and programmatic assets in service of more equitable quality opportunities for children, families and the community.

PROGRAM	Academic Performance	COMMUNITY	Full Service Community
	Productivity		Transportation and Accessibility
	Closing Achievement Gap		Safety
	SPED Articulation		Facility Alternative Use
	Specialized Programming		Facilities Condition/Age
	Leadership tenure and quality		Facilities Capacity & Utilized
	School Climate/ Health		Unique Funding Revenue
ENROLLMENT	% of Free/Reduced	FISCAL	Fiscal Solvency
	Enrollment		Resource Benefits thru Consolidation
	Live Go Data		CDC Location
	School Choice / Options	OTHER	Afterschool programs/ Child care
	% of African American students		Charter school location's
OTHER Factors to Consider			

Proposed Restructuring Consideration Factors

Analyzing the following factors, restructuring recommendations will be made towards maximizing all physical and programmatic assets in service of more equitable quality opportunities for children, families and the community.

PROGRAM	Academic Performance	Consider schools absolute performance and trends in state and local assessments
	Productivity	Consider school's matched cohort growth in ELA over multi-year analysis
	Closing Achievement Gap	Consider the gap between lowest performing AYP student group and school-wide performance
	SPED Articulation	Consider the Special Education student program articulation plan
	Specialized Programming	Consider quality of specialized programming; i.e. dual immersion, learning academies, bilingual, etc.
	Leadership tenure and experience	Consider the school leader's tenure and experience within the context of proposed restructuring
ENROLLMENT	School Climate/ Health	Consider Healthy Kids survey results & discipline data (suspend/expel/referrals)
	% of Free/Reduced	Consider schools % of Free/Reduced Lunch population.
	Enrollment	Consider total enrollment and enrollment trends and projections
	Live Go Data	Consider where students live within an attendance area and where students attend school
	School Choice / Options	Consider school choice data based on Options process indicating school preferences
	% of African American students	Consider restructuring implications for schools with a significant population of African American students (given many of the school closure recommendations in the past have been schools with significant AA populations).

Proposed Restructuring Consideration Factors

Analyzing the following factors, restructuring recommendations will be made towards maximizing all physical and programmatic assets in service of more equitable quality opportunities for children, families and the community.

COMMUNITY	Full Service Community	Consider attributes of FSCS as well as hub factor within neighborhood
	Transportation and Accessibility	Consider school's transportation options and school accessibility
	Safety	Consider safety factors both within and outside the school; including violent incidents within .25 mile radius of school, and on-site reports of violent incidents
FACILITY	Facility Alternative Use	Consider alternate facility use options
	Facilities Condition/Age	Consider school's Williams Act survey or proxy, as well as modernization history and plan
	Facilities Capacity & Utilized	Consider the facility capacity and student loading ratios, as well as density of students w/in attendance area
FISCAL	Unique Funding Revenue	Consider implications for unique funding sources school receives
	Fiscal Solvency	Consider financial viability of program within current and emerging funding models
	Resource Benefits thru Consolidation	Consider how resources can be maximized through strategic consolidation of programs
OTHER	CDC Location	Consider Early Childhood Development program proximity
	Afterschool programs/ Child care	Consider the implications of afterschool programs and child care support services needed or provided
	Charter school location's	Consider charter school locations, grades served, and program quality