



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

# Oakland Unified School District Quality School Development Policy

## Progress Report on Implementation – Response to Intervention



April 23, 2014

V9.3



*The focus of the district must remain:  
**continuous school improvement***

***Update Purpose:***

***Describe the immediate strategies and intermediate strategies to dramatically improve the quality of low performing schools.***

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# A. Purpose of Policy

The following chart lists the six elements outlined in the QSD Policy

## **Policy: Continuous School Improvement Process**

- |    |  |
|----|--|
| 1. | Quality Standards & Balanced Scorecard Goals |
| 2. | Assessment of Standards and Goals            |
| 3. | Continuous School Improvement Planning       |
| 4. | 3-Year Plan for Continuous Improvement       |

## **Policy: Support Structures**

- |    |                         |
|----|-------------------------|
| 5. | Innovation Fund Support |
| 6. | Facilities Alignment    |

# A. Purpose of Policy

## Measuring Quality

**Oakland Public Schools operate across a continuum of quality based on:** *API scores, CST performance, School Quality Reviews, Balanced Scorecard goals, first hand knowledge, opinion, rumor mill, etc.*

### **QSD Policy Objective:**

All students attending a high quality community school



### **QSD Policy defines Quality as:**

**Balanced Scorecard Goals and School Quality Standards** *as measured through School Quality Review (SQR)*

**This is a good thing!** – avoids school improvement being a moving target

# A. Purpose of Policy

## Continuous School Improvement

### Challenges



Limited resources - time, highly skilled human capital, funding, agreed upon "best" strategies for improvement, increasingly changing world creating increasingly higher demands on our graduates (and our non-graduates)

### Strengths



We know how to get it done. We know from research and we know from local examples of excellence. The real question is not how do we get it done for all children, but rather how do we feel about the fact that we have not done it yet.

## B. Response to Intervention



**Response to Intervention** is sometimes referred to as a ***Tiered Approach*** to support. Used in schools to support all students to achieve, it is recommended that this approach be used to support all schools to reach standards of quality.



### TIERS OF SUPPORT

I	Support provided to all district schools in order to develop high quality community schools
II	Support provided to some district schools, in addition to Tier I supports, in order to develop high quality community schools
III	Increased and sustained support over extended periods of time provided to a few schools in order to remove obstacles and build capacity to achieve the standards and goals of high quality community schools

## B. Response to Intervention



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### Guiding Principles

1. **Place your highest skilled staff on your biggest opportunities**  
(dramatically improving lowest performing schools is our biggest opportunity)
2. **Use objective data and information as criteria for intervening**  
(focus on the goals - remember the Balanced Scorecard)
3. **Provide focused attention and broad support** (narrow the number of schools, widen the areas receiving attention)
4. **Maintain a commonly held view of what's working and not working** (remember the School Quality Review)



## B. Response to Intervention

### Guiding Principles

5. **Provide clearly defined options for intervention when significant change is required** (change is hard enough as it is without adding more ambiguity)
6. **Build the capacity of those closest to children to lead the improvement effort** (power is infinite, giving you more does not mean that I have less)
7. **Acknowledge that the district is necessary but insufficient** (partnership and collaboration will allow the village to raise the child)
8. **Measure success based on the same standards and goals you started with** (School Quality Standards and Balanced Scorecard goals)





## B. Response to Intervention

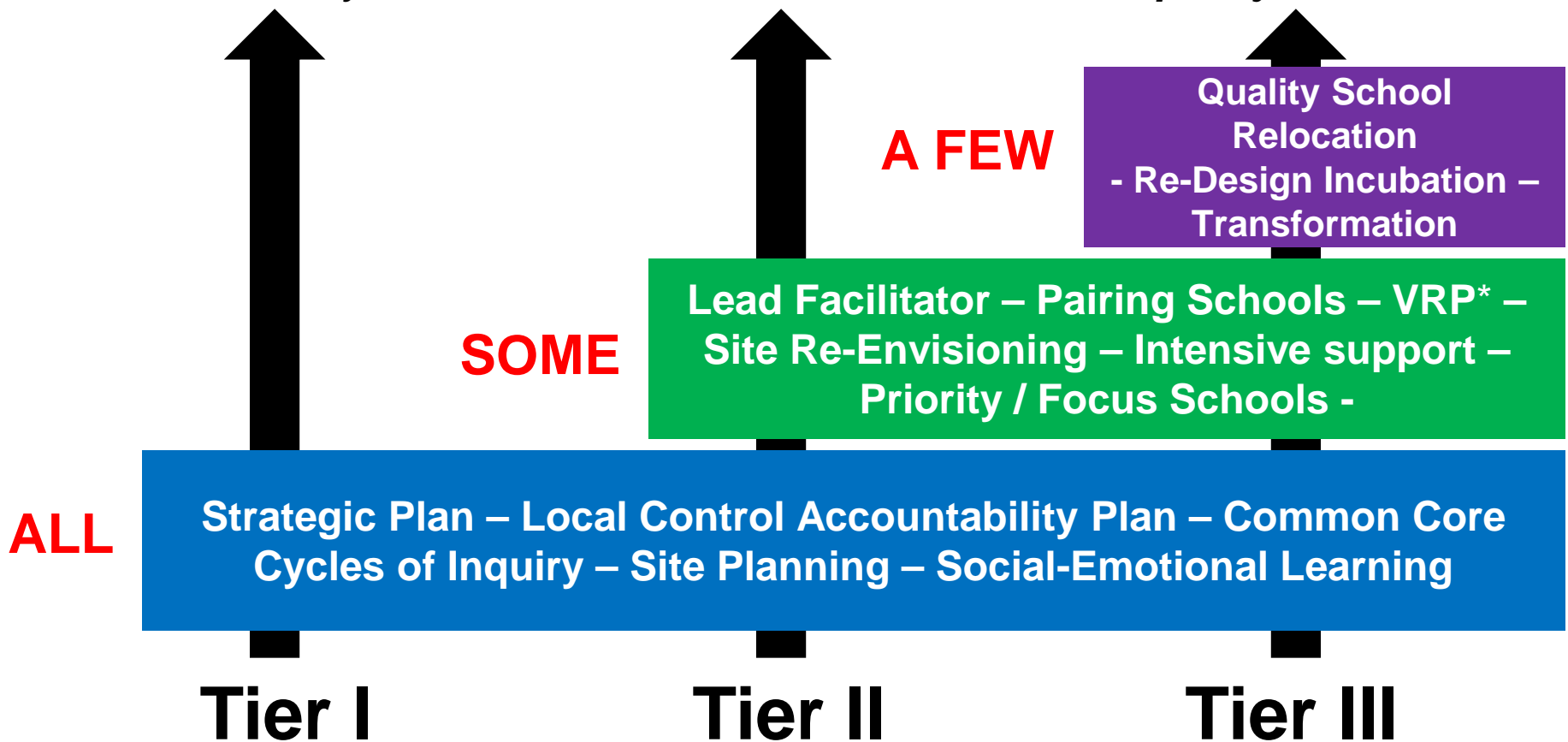


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### High Quality Community Schools

*\* As defined by **balanced scorecard results** and **school quality standards***



\*VRP = Voluntary Resolution Plan

## B. Response to Intervention



### Tier I Level: All Schools

#### **DISTRICT-LEVEL PRIORITIES:**

- A. Common Core Curriculum Implementation
- B. Linked Learning and Pathways
- C. Social & Emotional Learning
- D. Effective Educators

#### **SITE-LEVEL PRIORITY EXAMPLES:**

- **For Example** may include a *Reading Focus*, a *Math Focus*, and/or a *School Culture and Climate Focus*

#### **DISTRICT-WIDE SUPPORTS**

- A. *Through professional development*
- B. *Tools, materials and training*
- C. *Supervision and site-based assistance*

## B. Response to Intervention

### Tier II Level: Some Schools

#### Supports in addition to Tier I include:

- A. Lead Facilitators to guide school improvement
- B. Pairing Schools Process
- C. Reading Reward Schools Pairing
- D. Common-Core Mini-Retreats
- E. Targeted instructional supports for specific groups of students
- F. Consultation and Coaching re: literacy
- G. School Quality Improvement Grants
- H. Stakeholder engagement support
- I. Web-based Library

## B. Response to Intervention

### **Tier III Development: Two possible approaches**

- A) Convene a team of central office leaders, existing and new, to plan and create a systemic approach and then turn around and implement it, or
- B) Collaborate with a team of central office, site based, and community based leaders to plan and create a systemic approach while simultaneously beginning a process of implementing it

**We recommend B, because it aligns with our Guiding Principles.**

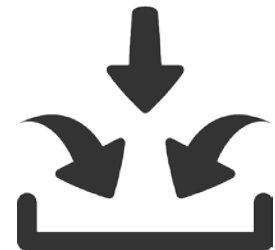


## B. Response to Intervention

### Tier III Level: Intervention Strategies

1. **Relocating** an existing high performing school, tied to clear measures of success, in place of a low performing school
2. **Incubating** and replace with a new district operated school or charter school, tied to clear measures of success
3. **Transforming** the existing school through managed, incremental changes and significant operational support, tied to clear measures of success

**? Policy Question:** *Beyond what is provided for under CA Charter Law, Board of Education must determine extent to which district-sponsored process will include consideration of charter conversion as a school improvement strategy.*



## B. Response to Intervention



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**The Board of Education has provided places to start.**

Board priority high schools:

- **Fremont High School**
- **Castlemont High School**
- **McClymonds High School**



Intervention requested based on recent Board-level experiences:

- **Frick Middle School**
- **Brookfield Elementary**

**We now go back to our recommended approach:**

*Collaborate with a team of central office, site based, and community based leaders to plan and create a systemic approach while simultaneously beginning a process of implementing it.*

## B. Response to Intervention



### Big Step One



Over the next **six to nine month**:

- Develop ongoing **process for identifying Tier III schools**, requiring increasing levels and different types of support, using objective data.
- Develop process for **engaging school communities** in providing feedback & input on proposed Tier III intervention strategies.
- Develop a process for **Superintendent Recommendations** and Board decision-making.
- Develop a **detailed scope and sequence**, as well as a **timeline** and support structure for implementing the chosen strategy.

### Immediate Next Step



Move immediately into **Tier II Intensive** support within each of the school settings already identified, which are receiving Tier II support currently.

## B. Response to Intervention



### Big Step One

**July 2014**, reorganize High Schools into new groupings overseen by directors to ensure all high schools are dramatically improving simultaneously, while the Board priority high schools get the most attention. It's an equity thing.

- **Transformation leaders** to work alongside the principals at Frick, Brookfield, Fremont and Castlemont.
- **Family & student engagement specialists** focus on Castlemont & Fremont.
- **Operations coordinator** to facilitate the prioritization of operational needs
- **Content specialists** in ELA/ELD and Math to be site-based and part of the transformation teams at Fremont, Castlemont and McClymonds.
- **School design coach** from the African American Male Achievement Office to specifically support work with Castlemont and Fremont.

Establish a powerful team with site-based parent, teacher, and community leaders to plan and create the Tier III process within **Response to Intervention**.



## B. Response to Intervention



### Immediate Next Step

**Spring 2014**, initiate the following immediately:

- **Castlemont:** Stabilize campus & Hire Principal to facilitate Tier III Intervention
- **Fremont:** Galvanize interest and commitment to Tier III Intervention across broad stakeholders
- **McClymonds:** Identify exactly what will be the priority areas for improvement based on SQR and Site Plan (CSSSP and WASC)
- **Frick:** initiate broad engagement this spring to surface what supporting conditions would be required to effectively execute any one of the three types of Tier III Intervention strategies to be considered in the fall 2014.
- **Brookfield:** **a)** immediately identify a roster of specific key changes needed by August, 2014 as a result of the current Re-Envisioning and SQR process; **b)** initiate broad engagement this spring to surface what supporting conditions would be required to effectively execute any one of the three types of Tier III Intervention strategies to be considered in the fall 2014.

## B. Response to Intervention



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### Intermediate Next Step

**Spring 2014**, initiate the following:

...we now strategically add the following high school because it is fourth in line based on preliminary performance analysis and we have an opportunity to accelerate the impact of the school's new leadership:

- **Oakland High:** Identify exactly what will be the priority areas for improvement based on Site Plan (CSSSP and WASC) ...additionally, Oakland High is scheduled to undergo SQR in 2014-15; what great timing!
- Develop plan for resourcing intensified supports by **September 2014**

## C. Timeline



- **August 2014** the transformation team will present to the Board criteria and a process for the ongoing identification of Tier III schools.
- **September through November 2014** the schools already identified will undergo official, tightly facilitated stakeholder engagement to gather feedback and input on the three types of Tier III strategies.
- **December 2014** the Superintendent receives feedback/input and will make recommendations to the Board of Education for each school.
- **December 2014** each school will be launched officially into its Tier III intervention strategy, building off of the **Immediate Next Step** work that starts now.
- **Pursuant to the QSD Policy**, each school will have a **three year** plan for improvement. Support will be provided for up to **four years**. Goal is significant progress to be achieved in the **first three years**.

## D. Budget Implications



### A. Leadership

- Support at site level and central team to facilitate transformation and/or expansion process

### B. Instruction

- Support for improved teacher and leader practices, as well as academic program design

### C. Coordination

- Support to improve conditions and ensure coherence and alignment of operations and services

### D. Engagement

- Support to meaningfully engage all stakeholders, including parents, staff and students in the transformation process

## D. Budget Implications



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### Estimated Resources

SES Title I	\$1,200,000
LCI Budget – High School Priority Coaching	\$650,000
QSD Innovation Fund (13-14 allocation)	\$150,000

**TIER III ADDITIONAL INVESTMENT \$2,000,000.00**

*\* Does not include calculation of repurposed central and site-based staff to be dedicated to the Tier III Initiative.*

# D. DRAFT Budget Implications



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Leadership	
High School Directors	\$210,000
Site-based Design Team Leader (Fremont / Castlemont)	\$120,000
Tier III Site Support (Brookfield / Frick)	\$200,000
	<b>\$530,000</b>
Instruction	
Math / ELA Coach (McClymonds)	\$200,000
Math / ELA Coach (Fremont)	\$200,000
Math / ELA Coach (Castlemont)	\$200,000
Pathway Leads (Fremont / Castlemont)	\$200,000
AAMA Design Team Coach (McClymonds / Fremont / Castlemont)	\$100,000
Expansion Planning Time: Staff (Parker)	\$18,000
Expansion TSA (Parker)	\$78,000
	<b>\$1,026,000</b>
Coordination	
Operations Coordinator (All Tier III Collective Impact Support)	\$100,000
Expansion Coordination (Parker)	\$40,000
	<b>\$140,000</b>
Engagement	
Parent / Community Engagement Specialists (Fremont / Castlemont)	\$160,000.00
Expansion Planning: Family Engagement (Parker)	\$20,000.00
Food – Refreshments: \$10k per site (Fremont, Castlemont, Frick, Brookfield, McClymonds)	\$50,000.00
	<b>\$230,000.00</b>
<b>TIER III ADDITIONAL INVESTMENT \$1,896,000.00</b>	

\* Oakland High School expenses pending further development.

## D. Innovation Fund Update



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### **2013-14 Innovation Fund PRIORITIES:**

- School Site Capacity Development in identified SQR Schools
- Parker Grade Configuration Change - Expansion
- Increased School Quality Review Capacity
- Site Planning Guide and Support Tools
- Balanced Scorecard Metrics Development
- Data Quality and Governance Initiative

### **2013-14 FUNDRAISING FOR QUALITY SCHOOL DEVELOPMENT:**

• Stuart Foundation	\$180,000
• New Schools Venture Fund	\$230,000
• Scully Foundation	\$50,000
• Target	<u>\$75,000</u>
	<b>\$535,000</b>

## E. Questions/Answers & Discussion

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Questions &  
Answers

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Discussion

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## E. Guiding Questions

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1. **Highly Skilled Staff:** Prioritize funding and highly skilled staff to exclusively support a Tiered intervention approach over multiple years?
  2. **Site-based Reform:** Support a site-based, collaborative improvement strategy that requires substantial parent and staff engagement and process-orientation to change?
  3. **African American Students and Families:** Investing expertise and resources within Tiered Intervention to specifically meet the unique needs of African American students and families?
  4. **Charter Schools:** Beyond what is provided for under CA Charter Law, extent to which district-sponsored process will include consideration of charter conversion as a school improvement strategy?
  5. **Logical Timelines:** Provide for the time and support necessary to establish logical timelines for planning, implementation, reflection, and improvements?
  6. **School Identification:** Apply a Tiered Intervention to the selected schools identified by the Board of Education, while establishing objective criteria for the ongoing identification of schools requiring a Tiered Approach?
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# Presentation of School Specific Plans

1. *What has occurred to date?*
2. *What remains to be done through June 2014?*
3. *What are the Goals for 2014-15?*

## E. School Specific Plans



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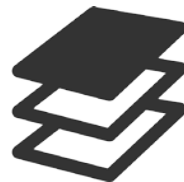
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# Fremont High School

### ***What are Key Activities & Outcomes To Date?***

- 1. Ensure whole school buy in and participation - formed an Instructional Leadership Team (ILT) that represents all Small Learning Communities (SLC) & departments in Fremont.*
- 2. ILT reviewed data to identify achievement gaps and inequities in school disciplinary procedures.*
- 3. SLC and departments selected strategies that would further develop academic discussion/language.*
- 4. Developed school's own Instructional Rounds by which members of the ILT observed classes looking for evidence of academic discussion and strategies that promote equitable patterns of participation.*

## E. School Specific Plans



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# Fremont High School

### ***What are Key Activities & Outcomes To Date?***

5. *In order to develop Trust, the Fall semester whole school PD followed the Critical Friends Protocol. The Spring whole school PD was the implementation of Peer Observations.*
6. *Team of parents assembled that attended the LCAP Training Event and invited the team to a Saturday SQR data share out.*
7. *Formed a Culture and Climate Committee to improve the environment of the school.*
8. *Staff used technology to get input by all staff in the development of our WASC Self Study.*

## E. School Specific Plans



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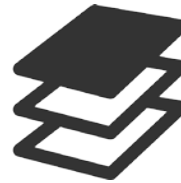
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# Fremont High School

### ***What remains to be done through June 2014?***

- 1. Further develop PBIS strategies to improve school climate.*
- 2. Another round of Peer Observations and ILT Walk Throughs to gather more data on classroom strategies*
- 3. Host a Common Core Assembly for 9th/10th graders to explain the academic shifts.*
- 4. Gather the Meaningful Student and Family Engagement Committee.*
- 5. Further research courses that would offer if we go to an 8 period schedule to support our SLCs and Linked Learning Pathways.*

## E. School Specific Plans



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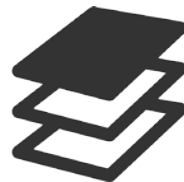
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# Fremont High School

### ***What are Major Response to Intervention Goals for 2014-15?***

- 1. Shift the responsibility of PD planning & development to the entire ILT.*
- 2. Further integrate PBIS strategies into the whole school structure to improve school climate.*
- 3. Strengthen relationships with community agencies to expand the Pathway opportunities.*
- 4. Access to academic recovery to courses during the instructional day to increase graduation rate & meeting A-G requirements.*
- 5. Strengthen communication with parents and community with continued Parent/Community Engagement Events.*

## E. School Specific Plans



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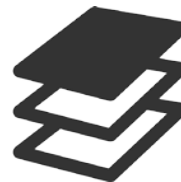
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# McClymonds

### ***What are Key Activities & Outcomes To Date?***

- 1. ILT work sessions discussing and assessing school performance*
- 2. Creation and Implementation of STEM Advisory Board*
- 3. Implementation of EECO and YPLAN Advisories*
- 4. Completion of 9<sup>th</sup> Grade Four-Year Academic Plans*
- 5. Year-round Athletic Tutorials*

## E. School Specific Plans



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# McClymonds

### ***What remains to be done through June 2014?***

- 1. Dissemination of SQR results to engage broad stakeholders*
- 2. Community engagement regarding Block Scheduling*
- 3. Final evaluations of current staff*
- 4. Interview and hire new team members*
- 5. Solidify year-end professional development retreat*



## E. School Specific Plans



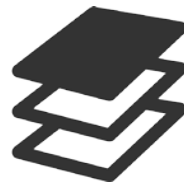
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### McClymonds

#### ***What are Major Response to Intervention Goals for 2014-15?***

- 1. Formalize transformation team members*
- 2. Appropriately place students into intervention courses*
- 3. Align master schedule to interventions and A-G requirements*
- 4. Map-out on-going Professional Development to build capacity of team to meet shifts*
- 5. Community engagement to debrief coordination of services for student success*



# Castlemont High School

## ***What are Key Activities & Outcomes To Date?***

- 1. GLT (Grade Level Teams) work sessions discussing school performance and common instructional practices that support student learning. Results, from the 9<sup>th</sup> and 10<sup>th</sup> grade SRI shows a 95% participation rate (administered 3 times to date) and over 85% of students performing at basic or above on the SRI test.*
- 2. Teachers have been using consultancy protocols to share their lessons regarding academic discussions on the 4<sup>th</sup> Wednesday of each month. The results have displayed a deeper understanding for what effective academic discussions entail and a greater understanding of the shift towards the common core.*



# Castlemont High School

### ***What are Key Activities & Outcomes To Date? (continued)***

- 1. In our interdisciplinary GLT's teachers in grades 9 and 10 have focused on CAHSEE outcomes. As a result, over 90% of grade 9 students have taken a mock CAHSEE at least once. Preliminary results from the district show that our grade 10 students have increased their passage rate on the CAHSEE by 10% for both English and Math sections.*
- 2. We developed a truancy team to impact students chronic negative school attendance. SART's and SARB's have increased by over 250% (25 times) when compared to last year's data at the same point in time. To date over 125 SART's have been completed resulting in an approved attendance for our at-risk students.*



# Castlemont High School

## ***What remains to be done through June 2014?***

- 1. Develop a community engagement plan for students, parents, & local stakeholders to build vibrant full service community school.*
- 2. Interview and hire quality teachers that are uniquely skilled to work at Castlemont.*
- 3. Create a professional learning schedule for 2014-2015 to address instruction, high school graduation, climate and culture.*
- 4. Define scope and sequence for the curriculum that will be taught for each subject next year aligned to the Common Core. Create pathways for Academy courses that are aligned with California's Partnership Agreement.*
- 5. Define the scope of the work that will be used to engage broad stakeholders in preparing for a 2014-15 WASC visit.*

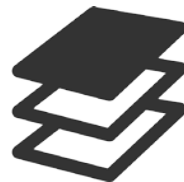


# Castlemont High School

### ***What are Major Response to Intervention Goals for 2014-15?***

- 1. Create an Instructional Leadership Team focuses on professional learning and growth for teachers.*
- 2. Improve teacher's ability to implement instructional strategies that engage all students in rigorous learning.*
- 3. Develop common grading practices.*
- 4. Design an after-school program that is aligned to support the regular school day for at-risk youth who are not on track to graduate.*
- 5. Reduce suspensions for African American and Latino males.*

## E. School Specific Plans



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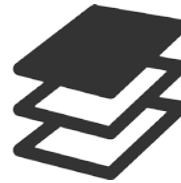
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### Frick Middle School

#### ***Key Instructional Leadership Activities to Date:***

- 1. Development of high functioning Instructional Leadership Team (ILT) meeting weekly to drive professional development.*
  - 2. On-site professional development led by ILT members, focused on Common Core Instructional Shifts (Close Reading/ Academic Discussion)*
  - 3. Instructional rounds and peer observations used to inform ongoing instructional support for teachers.*
  - 4. Engagement of ILT, and whole staff, in mid-year reflection, school self-assessment and strategic planning sessions.*
  - 5. Reading intervention classes and implementation of classroom strategies to support reading.*
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## E. School Specific Plans



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### Frick Middle School

#### ***Instructional Outcomes to Date:***

- *On Track with 58.2% to make end-of-year growth goal for literacy.*
- *50% increase in number of students engaged daily in academic discourse.*

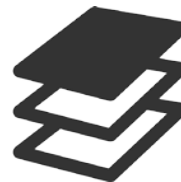


#### ***Safe, Healthy, & Supportive School***

- *Reduction of chronic absence rate, from 20% this time last year to 9.5% at the same time this year!*



## E. School Specific Plans



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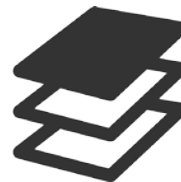
### Frick Middle School

#### ***Safe, Healthy, and Supportive School Key Activities to Date:***

- 1. Implementation of restorative justice practices, led by RJ coordinator.*
- 2. Community partnership with Bridging the Chasm to support work of the Voluntary Resolution Plan.*
- 3. Manhood Development class to support African American male achievement.*
- 4. Strategic plan to address chronic absences, led by Community Schools Manager.*
- 5. Review and revision of school safety and supervision plan.*



## E. School Specific Plans



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### Frick Middle School

#### ***What remains to be done through June 2014?***

- 1. Engagement of all stakeholders in Tier 3 support options.*
- 2. Ongoing principal observation and feedback to teacher to support instruction.*
- 3. Development of CSSSP site plan and instructional theory of action for upcoming year with input from ILT, whole staff, and community.*
- 4. Exploration of Expeditionary Learning and/or IB Models, through site visits and trainings.*
- 5. Recruitment and retention of high quality teachers and staff.*
- 6. Outreach and recruitment of incoming 6<sup>th</sup> grade students and families.*

## E. School Specific Plans



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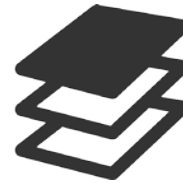
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### Frick Middle School

#### ***What are Major Response to Intervention Goals for 2014-15?***

- 1. Develop clear plan for tiered intervention, with input from all stakeholders.*
- 2. Increase in student enrollment through intensive family outreach and engagement.*
- 3. Increase percentage of students making one or more years reading growth to 75%.*
- 4. 50% decrease in suspensions and office referrals, particularly for AA males.*
- 5. Reduce chronic absence rate by half (6%).*

## E. School Specific Plans



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# Brookfield Elementary

### ***What are Key Activities and Outcomes outcomes to date?***

1. Establishment of Re-vision team comprised of parent, staff and community stakeholders
  2. Development of Vision and Values through Re-vision team work
  3. Identification of priorities through data- SQR, student achievement and parent/staff surveys
  4. Development of 14-15 Strategic Plan (CSSSP) aligned to Priorities and Budget
  5. Engagement with all staff and parents around Strategic Plan for 14-15
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## E. School Specific Plans



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# Brookfield Elementary

### ***What remains to be done through June 2014?***

1. Identify key list of actions to occur by August 2014 based on Re-vision work and parent/staff engagement
  2. Develop Implementation Plans for School Culture, Parent Communication, Professional Development and Operations based on Re-vision work
  3. Identify transformation leader to work alongside Principal as part of transformation process SY 14-15
  4. Align Staffing needs and expectations for SY 14-15
  5. Facilities upgrades - painting, deep clean, school sign
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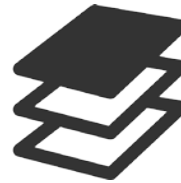
# Brookfield Elementary

***What remains to be done through June 2014?***

6. Plan for Summer PD in Balanced Literacy for all teachers
7. Plan Start of School Kick-off Retreat with all stakeholders



## E. School Specific Plans



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# Brookfield Elementary

### ***What are goals for 2014-15***

1. Implementation of Strategic Plan (CSSSP) aligned to core vision, values, and priorities
  2. Continued development of stakeholder engagement and communication to provide input on Tier III strategy
  3. Accelerated gains for students in reading and math - aligned instructional program, PD and Data Cycle
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## F. Appendix



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# Appendix I: BP 6005 Quality School Development Policy

Date: March 22, 2013

To: OUSD Board of Education  
From: Gary Yee & David Kakishiba  
cc: OUSD Superintendent Dr. Tony Smith

Re: Proposed New Board Policy – Quality School Development

**Legislative Request**

On March 27, 2013: To refer the proposed Board Policy on Quality School Development to the

On April 24, 2013:

**OAKLAND UNIFIED SCHOOL DISTRICT  
Board Policy**

**BP 6005  
Instruction**

**Quality School Development**

The Board of Education is responsible for ensuring that the Oakland Unified School District (OUSD) is a high-quality full-service community school district that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day.

The Board of Education is committed to providing all students a continuum of high-quality schools, including schools that are directly operated by the OUSD, public charter schools authorized by the Oakland Unified School District, and schools funded by, but are not exclusively operated by the Oakland Unified School District.

Toward realizing this promise, the Board of Education shall:

1. Establish comprehensive school quality standards, outcomes, and measures by which all schools are expected to make steady progress toward and achieve.
2. Establish a school quality review process in which all schools continuously participate to assess the state of their school in relation to established school quality standards, outcomes, and measures, and to identify key priorities for school improvement.
3. Establish a school quality improvement process in which all schools, through their school governance team, are held accountable to develop a rigorous three-year school quality improvement plan (Community School Strategic Site Plan). The school quality improvement process shall engage, guide, and support school governance teams to identify, as necessary:
  - a. Evidence-based or promising strategies and practices that are relevant to the conditions and needs of their school;
  - b. Qualified Diverse Providers to implement one or more elements of their school quality improvement plan; and
  - c. Resource Utilization Plan to describe how school resources – people, programs, money, and time – are coherently aligned to achieve the school quality improvement plan's goals, theory of action, and strategies.
4. Authorize the implementation of three-year school quality improvement plans, which have been recommended for approval by the Superintendent.
5. Establish a "Quality School Development Innovation Fund" to provide targeted investments to catalyze implementation of Board-approved school quality improvement plans.
6. House qualified public charter schools and contract schools in Oakland Unified School District school facilities.

4/24/13

Date: March 22, 2013

To: OUSD Board of Education  
From: Gary Yee & David Kakishiba  
cc: OUSD Superintendent Dr. Tony Smith

Re: **Proposed New Board Policy – Quality School Development**

## **Legislative Request**

On March 27, 2013: To refer the proposed Board Policy on Quality School Development to the Superintendent for analysis and recommendation.

On April 24, 2013: To adopt the proposed Board Policy on Quality School Development, and to direct the Superintendent to report to the Board of Education in October 2013 on the progress achieved toward implementing the adopted Quality School Development Board Policy, including any related changes to district organization, district leadership, program budget allocations, facilities usage, local school governance team structures and decision-making processes; and communications to all district schools, charter schools, and contract schools regarding the Board policy on Quality School Development.

## **Rationale**

On June 18, 2011, the Governing Board of the Oakland Unified School District (OUSD) adopted a Five-Year Strategic Plan, which established the OUSD's mission as one of becoming a Full-Service Community School District that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day. Embedded in our adopted mission and five-year strategic plan is the Board's aspiration to ensure that every public school operating under its jurisdiction demonstrates both high quality and high achievement.

OUSD has recently developed key planning and accountability structures to support the development of high quality schools, including: 1) Standards for School Quality; 2) School Quality Review rubric and process; 3) Community School Strategic Site Plan tool and process; 4) Balanced Scorecard goals, outcomes, and measures, and accountability report schedule; 5) District Budget Priorities aligned to Balanced Scorecards goals and outcomes; 6) Partnership School Agreements with public charter schools; and 7) Board Policy on School Governance.

However, we recognize that our collective ability to accelerate positive change in our district and in our schools is challenged by three longstanding conditions:

1. OUSD lacks a robust infrastructure and a durable process to build the capacity of all of our schools to effectively practice continuous quality improvement.
2. The decline of Oakland's school-age population and the growth in the number of public charter schools have created significant and evolving challenges to the organizational sustainability of both public district schools and public charter schools.
3. The combative relationship between the OUSD and the Oakland Education Association has often prevented the two parties from engaging in sustained dialogue to craft agreements that improve school quality and sustainability across the entire city.



# OAKLAND UNIFIED SCHOOL DISTRICT

## Board Policy

BP 6005

### Instruction

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