

BUILDING THE PLAN TOGETHER

Part II

Writing the Comprehensive Strategic Plan & 10 Strategy Area Initiatives (Workplans & Outcomes)

**Year One
2010-2011**

A. THE COMPREHENSIVE STRATEGIC PLAN and COMMUNITY ENGAGEMENT

In 2010-2011, the Oakland Unified School District will launch a year-long research, analysis, and writing process to produce a comprehensive five-year (5) Strategic Plan to guide the district through a critical and fundamental transformation – becoming a Full Service Community District (FSCD) (see Section VI, *infra*).

We will develop an inclusive, intentional, and intensive process to create this plan. To date (June 2010), we have produced several preliminary documents and presentations to capture the strategic thinking and direction of the district leadership (e.g., draft thought papers, MS PowerPoint overviews, frameworks, models). Presenting these pieces has started the process of engaging different leaders and stakeholders in big picture dialogues and discussions (e.g., Board, Central Staff, Principals, Funders). Combined with the set of papers for the Board Strategy Retreat (June 19, 2010), these products provide a solid foundation to build the actual Strategic Plan in 2010-2011.

We will conduct the work of thinking, debating, researching, analyzing, inputting, writing, and facilitating feedback loops, in full cooperation with the community, in the following ways:

✓ **Board of Education:**

Throughout the strategic planning process, the Board of Education shall continue to provide leadership and to hold the mission and vision of the school district. As with the preliminary documents and presentations, the district will engage in continuous dialogue and partnership with the Board regarding strategy and direction. The Board shall also provide support, advice, and leadership for the process with regard to engaging the community.

✓ **Task Forces:**

For each major strategy area initiative, we will assemble a Task Force comprised of the OUSD staff and leaders who are most involved with the topic area. We will entrust this body with leading the efforts of design, troubleshooting, listening, and writing the final plans for critical areas such as teaching, school leadership, finance reform, and regional neighborhood zone approach. The Task Forces will compose plans, milestones, benchmarks, and metrics for Years 1, 3, and 5 – for OUSD (Central & Schools) and for the community-at-large.

✓ **OUSD Website – Strategic Planning Feedback Portal**

One key vehicle is developing the “Strategic Planning” web pages on the OUSD website. We will create a centralized place for all community members to provide direct comments and feedback to the Superintendent and related staff. We will work with OUSD’s Communications and Information Technology departments to develop nimble and user-friendly web pages where audience members can read and review a variety of planning pieces (e.g., complete drafts, specific chapters, models, frameworks) and then provide real-time feedback to the appropriate drivers (e.g., through emails, IM, etc...). The goal is to give users a simple and interactive experience with the planning as it happens.

✓ **Parents, Guardians, Families:**

As clients, leaders, and the ultimate stakeholders of any district plan, it is essential to have clear and intentional vehicles for family input and feedback. With a target date of January 2011 for the initial working draft, we need to establish family review & feedback opportunities

during the Fall 2010 semester. Working with the “Regional Governance Teams” (see e.g., Regional P-8 Network Officers, SEAN, Department of Families & Communities; see Section VII, *infra*), we will set up strategy planning meetings and presentations in each regional neighborhood between September – December 2010. Additionally, the Department of Families & Communities will host focus groups with parents, guardians, and families. To ensure diverse cultural and linguistic outreach, at a minimum, these groups will be conducted in the four (4) most spoken languages in the district.

✓ **Community Based Organizations (CBOs):**

Oakland has a rich history of community organizations that work with the families, schools, and district – from direct service providers to parent organizers to advocacy intermediaries. As part of the rich fabric that makes OUSD operate, it is imperative that we include CBOs in the input and feedback process. With a target date of January 2011 for the initial working draft, we need to establish CBO review & feedback opportunities during the Fall 2010 semester. Working with the East Bay Community Foundation and various networks of CBOs (e.g., the Oakland Community After School Alliance, the Oakland Fund for Children and Youth), we will set up strategy planning meetings and presentations for community organizations between September – December 2010.

✓ **Funders:**

Foundations and other funding resources are key partners in the district’s visioning, design, and implementation. In addition to turning ideas into reality, they are critical thought partners with a wealth of knowledge and perspective – to help figure out which plans are feasible and appropriate for Oakland’s schools, families, and students. Working with the East Bay Community Foundation as the district’s anchor philanthropic institution, we will continue to host dialogues and presentations during Fall 2010 with local, state, and national funders regarding strategy planning.

✓ **Civic Parties (City Hall, City Departments, County Departments):**

More than ever, the City of Oakland and County of Alameda work side-by-side with OUSD in coordinating, aligning, and leveraging resources for our families, children, youth, and students. As the nation gears up for major efforts to build “Promise Neighborhoods” (based on the nationally recognized Harlem Children’s Zone) in several metropolitan centers, the need for close collaboration between cities, counties, and districts is vital. In addition to continual dialogue with the Mayor, City Council, and County Supervisors members, we will design and facilitate strategy planning meetings and presentations for civic partners between September – December 2010.

✓ **Early Childhood and Higher Education:**

With our stated priority of college and career readiness, we must work to build a continuous P-20 system that serves students. This requires close connections and collaborations with our partners in early education (e.g., First 5, Preschool for All) and in higher education (e.g., the Peralta Community Colleges; local institutions of higher learning such as Mills College; Holy Names; CSU East Bay; University of California, Berkeley) to ensure that the vision, goals, and actual implementation of key elements will work – especially between institutions that ultimately serve the same population at different ages. Toward this end, we will set up strategy planning meetings and presentations for early childhood and higher education between September – December 2010.

B. WORKPLANS & OUTCOMES for Year One (2010-2011)

STRATEGIC AREA INITIATIVES	WORK PLAN	OUTCOMES & DELIVERABLES
COMPREHENSIVE STRATEGIC FIVE-YEAR PLAN		
STRATEGIC PLAN WRITING	<p>OUSD will complete a comprehensive Strategic Plan for full adoption by the Board of Education by June 2011. The plan will include milestones and benchmarks for the Year 1, Year 3, and Year 5 periods, across all departments.</p> <p>The strategic direction, thinking, and framework report (<i>Thriving Students</i>) will be the platform for the Strategic Plan.</p> <p>In Year One, OUSD will convene the Task Forces for each of the ten (10) Strategy Area Initiatives described in this document.</p> <p>Each of the Strategy Area Initiative Task Forces will design, draft, and complete a section of the Strategic Plan for full adoption.</p>	<p>Continuous communications with Board of Education for Strategic Planning.</p> <p>Present all strategic thinking documents and products, including the <i>Thriving Kids</i> report.</p> <p>Convene all ten (10) Task Forces for the Strategy Area Initiatives.</p> <p>Track and monitor progress of Task Forces for the Strategic Plan writing and implementation (for Year One).</p> <p>Supplement Task Force work with any other Strategic Planning as needed.</p> <p>Preliminary Draft for review and approval by January 2011.</p> <p>Review and refinement processes through Spring 2011 semester.</p> <p>Final draft and adoption by June 2011.</p>
COMMUNITY ENGAGEMENT PROCESS	<p>In Year One, OUSD will also convene the Community Engagement Process for the Strategic Plan.</p> <p>OUSD will build an OUSD Strategy Planning Website Portal.</p> <p>OUSD will conduct community engagement processes in Year One for the following stakeholders and leaders:</p> <ul style="list-style-type: none"> ✓ Board of Education (continuous) ✓ Parents, Guardians, Families ✓ Community Based Organizations ✓ Funders ✓ Civic Parties (City Hall, City Departments, County Departments) ✓ Early Childhood & Higher Education 	<p>Build and launch OUSD Strategy Planning Website Portal for community review and feedback.</p> <p>Complete the strategy planning meetings, presentations and focus groups for stakeholders and leaders.</p>

10 STRATEGY AREA INITIATIVES

STRATEGIC AREA INITIATIVES	WORK PLANS For Y1	OUTCOMES & DELIVERABLES For Y1
HIGH QUALITY EFFECTIVE INSTRUCTION		
<p>1. EMPOWERING & ENSURING EXCELLENT TEACHERS</p> <p>(SPED, ELD, ELA, STEAM)</p> <p>To ensure that every day, every year, every child in Oakland has high quality effective instruction delivered by the best and brightest professional in the Bay Area.</p> <p><i>Thriving Students (Section X.A)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (15-20, 46-50, 53-70)</i></p>	<p>An Effective Teacher Task Force will meet to generate common understandings as to High Quality Effective Instruction HQEI.</p> <p>The faculty at each OUSD school will select two classroom teachers for the Effective Teacher Task Force. Additional educators in leadership positions outside of the classroom will be invited to join the Task Force. The Task Force will be composed of a classroom teacher majority. Task Force members will participate in a fall three day retreat and several follow-up sessions to spell out the components of High Quality Effective Instruction (HQEI).</p> <p>Organizational policies and practices will be examined for alignment with <i>High Quality Effective Instruction (HQEI)</i>.</p> <p>Recruitment, retention, evaluation and compensation will shift to increase HQEI. Professional development focused on HQEI in subject areas will integrate knowledge and resources to address diverse learners amplifying the repertoire of all teachers.</p> <p>Year One, OUSD will create coherent, rigorous and relevant OUSD Prek-12 Standards and Core Curriculum in English Language Arts and mathematics which schools access in summer 2011 for planning instruction.</p> <p>The English Language Arts core curriculum will have a Balanced Literacy Framework aligned to</p>	<p>High Quality Effective Instruction (HQEI) is shared and defined.</p> <p>Protocols, video clips, rubrics, walkthroughs as well as other tools and processes are developed to build a common understanding of HQEI in each subject area.</p> <p>Subject matter leadership networks focused on HQEI for diverse learners will enrich OUSD educator's leadership capacity and instructional delivery skills.</p> <p>Classrooms that evidence HQEI are identified using processes generated by the Task Force.</p> <p>Establish baseline so that recruitment, retention, evaluation and compensation are aligned to HQEI.</p> <p>OUSD Pre K-12 Standards and Core Curriculum in English Language Arts and mathematics completed by June 2011.</p> <p>Balanced Literacy Framework aligned to college and career ready literacies is defined and communication products are completed.</p> <p>Students' writing across the disciplines will improve significantly over three years. Writing exercises, tools, rubrics and processes are developed and used in professional development. Writing is celebrated and student and teacher writings are posted.</p> <p>Each school has identified and</p>

STRATEGIC AREA INITIATIVES	WORK PLANS For Y1	OUTCOMES & DELIVERABLES For Y1
	<p>college and career ready literacies. The standards will be drawn from the Common Core State Standards and the California Standards. It will also outline targeted standards drawn from an analysis of student performance data. In year two, implementation and professional development on the new standards and core curriculum will be a centralized focus area.</p> <p>In Year One, OUSD will establish writing across the disciplines as a priority development area. In addition to building resources for teacher development in this area there will be a site to post Oakland's student and teacher writers.</p>	<p>supports an ELA and mathematics subject area leader.</p>
<p>2. EFFECTIVE PRINCIPALS & LEADERSHIP</p> <p>To recruit, train, and empower Principals to lead Full Service Community Schools effectively and efficiently.</p> <p><i>Thriving Students (Section X.B)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (15-20, 46-50, 53-70, 71-75)</i></p>	<p>In Year 1, principals in their regional groups will spend time during the first three months defining the component required for high functioning Full Service Community Schools (FSCSs) in their region. Each region will select five principals to represent them on the Principal's Advisory by October of 2010. That group along with community members and Board member representatives will be responsible for refining the FSCS Framework that will begin to use as a working document.</p> <p>In year 1, leaders will decide on improvement targets in alignment to district goals. Those targets must be S.M.A.R.T.E. At least two of the targeted areas should evidence practice shifts in teaching and learning and practice shifts toward effective use of resources in support of developing FSCSs.</p> <p>During Year One each school will be asked to establish an inquiry team for 15 students focused on ELA or mathematics.</p>	<p>High Quality Leadership for FSCS is defined to include instructional leadership for college and career readiness literacies.</p> <p>Each school improves their holding power as evidenced by a significant increase in student attendance, a significant drop in suspensions and a decrease in the drop-out rate.</p> <p>Each school improves the academic performance of students in all groups of students and traditionally underserved populations will show higher gains than the average gains in both ELA and mathematics.</p> <p>Leaders have targeted 15 high risk students in their school for wrap around services using the inquiry team process and will have improved their attendance and academic performance.</p> <p>Effective strategies employed to increase performance are gathered and shared.</p>

STRATEGIC AREA INITIATIVES	WORK PLANS For Y1	OUTCOMES & DELIVERABLES For Y1
<p>3. AFRICAN AMERICAN MALE ACHIEVEMENT (AAMA)</p> <p>To close the achievement gap and decrease negative environmental effects for OUSD's lowest performing population – African American males. Over the next several years, AAMA will launch and execute initiatives that will audit the district's systems, institutionalize new processes, collect research & best practices, and implement innovations at high-need sites to ensure the acceleration of African American male achievement.</p> <p><i>Thriving Students (Section XI.A.1)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (10-12, 46-50)</i></p> <p><i>See also, AAMA</i></p>	<p>AAMA will convene a task force of action-oriented leaders who are already working to improve education and life outcomes for African Americans in Oakland. The charge is to analyze data together and develop a comprehensive communications plan to bring city-wide attention to this crisis and the actions we will take to improve outcomes.</p>	<p>By November 2010, AAMA Office is established. Funding for the first year's activities is secured by September 2010.</p> <p>Highlight places of current success, September, 2010</p> <p>Task Force established by October 2011.</p> <p>Communications plan by January 2011.</p> <p>Systems audit by March 2011.</p>
<p>4. REGIONAL NETWORKS</p> <p>A. P-8 Networks</p> <p>B. Secondary Experience and Achievement Network SEAN (Adult Education, High Schools, School to Career)</p> <p>To organize all of the community's resources that serve children and youth into three (3) regional zones, led by Regional Officers (P-8 and SEAN) and Regional Governance Teams.</p> <p>To lead effective high quality networks of schools for students from Pre-K to Adult Education.</p> <p><i>Thriving Students (Section VIII)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (15-20, 46-50)</i></p>	<p>OUSD will organize its PK-8 schools into a regional structure. Instructionally, the new regional structure ensures a coherent educational experience beginning in pre-K through elementary and middle schools for all families within their region. More broadly, the regional structure aligns well with other Oakland public service providers, which will be essential to realizing full-service schools in each community. SEAN will bring together all of the OUSD resources that support high school students and create a coherent and comprehensive support and accountable structure for high schools.</p> <p>Instructional program and course will be aligned to college and career standards and literacy.</p>	<p>P-8 Networks established by August 2010.</p> <p>SEAN established by August 2010</p> <p>By Year 1, SEAN in partnership with high school principals develops a comprehensive plan to significantly improve the holding power of high schools and a staged intervention strategy for at risk high school students. By the Spring of Year 1, each high school will have measureable targets for their work with high risk students and implementation plans for Linked Learning for all.</p> <p>Career technical education aligns standards to college and career literacy and begins describing OUSD's effort to improve workforce development outcomes.</p>

STRATEGIC AREA INITIATIVES	WORK PLANS For Y1	OUTCOMES & DELIVERABLES For Y1
<p>5. BUILDING FULL-SERVICE COMMUNITY SCHOOLS</p> <p>A. Family & Community Services</p> <p>B. Complementary Learning</p> <p>C. Incubator – Wrap Around Models, Knowledge Transfer</p> <p>To build comprehensive, high quality, wrap-around service-oriented schools in collaboration with the community, serving “the whole child.”</p> <p><i>Thriving Students (Section VI)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (22-26, 38-45, 51-52)</i></p>	<p>In fall 2010, OUSD will establish organizational structures that will lead the regional work. The Regional P-8 Network Officer and the Secondary Experience and Achievement Network Officers will establish multiple venues for communities to discuss the qualities of the high quality FSCS and the high quality FSCD.</p>	<p>By early Spring 2011, the characteristics of FSCS and FSCD are defined. By late Spring 2011, each school will identify which characteristics of FSCS they share. By Fall 2011, each site will have a growth target toward FSCS described in their single plan for student achievement (SPSA). (<i>Thriving Students</i>, pp. 10-13)</p>
<p>6. QUALITY COMMUNITY SCHOOLS DEVELOPMENT GROUP (QCSD)</p> <p>A. Program Evaluation</p> <p>B. Portfolio Management & Accountability</p> <p>C. Charters & Pilots</p> <p>To analyze, evaluate, improve, and publicize the quality of all schools in OUSD.</p> <p>To share information about the assets that a school has and how they are, or are not, using those assets to benefit children and families.</p> <p>To develop high quality full service community schools – including reviewing charters and establishing pilots.</p> <p>To determine the right number and size of schools and classrooms (e.g.,</p>	<p>The Quality Community Schools Development Group (QCSD) is established and is responsible for analyzing, evaluating, improving, and publicizing the quality of schools in OUSD.</p> <p>The QCSD leads work that defines High Quality Full-Service Community Schools (FSCS).</p> <p>The QCSD creates a process for reviewing schools and pilots it in year 1.</p> <p>The QCSD researches school grading practices and designs a coherent process a report card for OUSD’s FSCS schools.</p>	<p>The Quality Community Schools Development Group (QCSD) is established by September 2010.</p> <p>Definition of High Quality FSCS is finalized by May 2011.</p> <p>The QCSD group creates a process for reviewing schools and pilot is completed by May 2011.</p> <p>The QCSD presents a school grading practice and report card for OUSD’s FSCS schools to the Superintendent by June 2011.</p> <p>Using a shared definition of effective to ineffective developed with community and produced by OUSD, schools are rated 1 (low), 2-/+ (descending or ascending), or 3 (effective high quality schools). A third of the schools are rated each year starting in 2011-2012 School Year.</p>

STRATEGIC AREA INITIATIVES	WORK PLANS For Y1	OUTCOMES & DELIVERABLES For Y1
<p>closures, reductions, merging, takeovers, turnarounds).</p> <p><i>Thriving Students (Section XI.A.2)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (29-37)</i></p> <p><i>See also, QCSD Proposal.</i></p>		
READYING THE ORGANIZATION (Structures and Systems)		
<p>7. SINGLE SHARED DATA WAREHOUSE & BALANCED SCORECARD</p> <p>A. Data, Accountability, Research & Assessment</p> <p>B. Balanced ScoreCard (BSC)</p> <p>C. Healthy Kids, Healthy Oakland Citywide (HKHO) Single Shared Data Warehouse</p> <p>To provide all parts of the organization with accurate and relevant research and data.</p> <p>To develop the unifying Balanced ScoreCard for a more equitable picture of communities, schools, teachers, leaders, staff, and students.</p> <p>To develop a citywide single shared data warehouse (Healthy Kids, Healthy Oakland: HKHO) that incorporates disparate data resources relevant to the health and success of all Oakland children and youth.</p> <p><i>Thriving Students (Section XI.B.3, XI.B.4)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (72, 78, 81)</i></p>	<p>Research, Assessment, and Data Department will develop a single-shared warehouse approach for data beyond the usual set of information (e.g., standardized test scores, attendance, truancy – currently housed on AERIES, EduSoft, Cognos). The OUSD city-wide system, entitled Healthy Kids Healthy Oakland (HKHO) will include multiple data resources including (but not limited to): food, nutrition, housing, physical health, mental health, green/environmental mapping, recreation opportunities, and crime/violence.</p>	<p>During 2010-2011, each district stakeholder group, from the Board of Education to school sites, develops and has a scorecard.</p> <p>Each department and school in OUSD describes a set of strategic actions that will help achieve the desired outcomes.</p> <p>Each department and school describes their SMART goals, objectives and initiatives to meet goals, results policies and address the strategic direction of the district.</p> <p>Multiple measures and diverse data sets are reviewed to report on the impact of equity-in-action.</p>

STRATEGIC AREA INITIATIVES	WORK PLANS For Y1	OUTCOMES & DELIVERABLES For Y1
<p>8. SYSTEMS EQUITY REFORM</p> <p>A. RBB Reform</p> <p>B. Options & Schools Choice</p> <p>To review, refine, and audit the organization for cost savings and potential revenue sources in the face of massive budget cuts.</p> <p>To review, refine, and audit the finance system for schools (i.e., Results Based Budgeting) for effectiveness, efficiency, and equity.</p> <p>To analyze the recent history and impact of Results Based Budgeting on high-needs schools.</p> <p>To study, research, and analyze the district's system of school selection and the impact of student enrollment on a variety of equity factors.</p> <p>To create an equitable system of school selection, reduce the negative impacts on high needs school sites, and turn every school into a high quality option.</p> <p><i>Thriving Students (Section XI.B.1, XI.B.2)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (13, 78-80)</i></p>	<p>In Year 1, by September a Task Force composed of centralized and school based leaders as well as community members will be established to review RRB, examine alternative model and methods and develop a set of recommendation for Board review in time for initial changes in the 2011-2012 budget allocation process.</p> <p>In year 1, a Task Force will be established which includes REXOs and SEAN, communications, family engagement, enrollment and options staff, research, parents and community members. By spring 2011, they will have developed a set of recommendations to improve the options process. By spring 2012, they will have developed a set of recommendations align to the Effective High Quality Schools.</p>	<p>Modified school allocations process in place by January 2011.</p> <p>By April 2011, a set of recommendation to improve Options is presented to the Superintendent.</p>
<p>9. OPERATIONS & FINANCE READINESS</p> <p>To audit and analyze the central district's key business functions and eliminate inefficiency, inaccuracy, and waste.</p> <p>To reform the district's operations and finance systems, policies, and procedures for maximum efficiency and effectiveness.</p> <p>To prepare business, operations, and</p>	<p>In Year 1, the Deputy Superintendent for Business and Operations will convene a Task Force to review, research, analyze, and audit the central district's business functions including, but not limited to:</p> <ul style="list-style-type: none"> ✓ Eliminating the Structural Deficit ✓ Payroll ✓ Human Resources ✓ Contracting ✓ Leave Policies and 	<p>Task Force for Operations & Finance Readiness is established and performing rigorous and thorough audit of key business function areas.</p> <p>Recommendations for refinement, reform, and retooling are made to the Superintendent by February 2011.</p> <p>Implementation of major reforms in the key business function areas by June 2011, in time for</p>

STRATEGIC AREA INITIATIVES	WORK PLANS For Y1	OUTCOMES & DELIVERABLES For Y1
<p>finance to support a Full Service Community District.</p> <p>To eliminate structural deficit from OUSD and reduce challenges with payroll, human resources, contracting, and leave management.</p> <p><i>Thriving Students (Section XI.C)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (7, 13)</i></p>	<p>Management</p> <p>By February 2011, they will have developed a set of recommendations to improve the each of these business function areas to support the Full Service Community District appropriately.</p> <p>By June 2011, they will have implemented significant reforms in each of these business function areas maximize efficiency and effectiveness, and to reduce inefficiencies, mistakes, inaccuracies, and waste.</p>	<p>the 2011-2012 school year.</p>
<p>10. REGIONAL NEIGHBORHOOD ZONE APPROACH</p> <p>A. Setting Up the Structure & Coordination, Alignment, Leveraging</p> <p>B. Using All Assets to Serve Children</p> <p>C. Police</p> <p>D. Facilities & Asset Management</p> <p>To create three (3) Regional Zones where we use and manage all resources and assets in service of children, youth, and families.</p> <p>To review, analyze, and research the potential revenues associated with OUSD properties across the city and within each Regional Zone.</p> <p><i>Thriving Students (Section VII)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (21, 38-45)</i></p>	<p>OUSD establishes a regional governance team that is led by the Regional P-8 Network Officer and supported by the Secondary Experience and Achievement Network Officers who are responsible for working with all schools, service providers, city agencies (housing, parks and recreation, police, redevelopment, etc), the business community, the faith community, residents, and any other assets based in the area to create a regional vision, set of schools, and use(s) for OUSD buildings not in use as "schools."</p> <p>The Regional P-8 Network Officer and the Secondary Experience and Achievement Network Officers lead an invested community-based review of every OUSD property in a region, develop economic forecasts, and assess the trends and needs, then present the number and size of schools required to fully prepare the children of that region to succeed academically and socially.</p>	<p>By January 2011, a governance structure for each region will be established.</p> <p>In 2011 the teams:</p> <ul style="list-style-type: none"> • Identify community needs • Lead the support of a network of Full-Service Community Schools • Manage OUSD assets and property within the zones (500 Acres) • Facilitate public resources of city and county services (e.g., Parks & Recreation, Libraries, Police Safety, Hospitals, Public Assistance, Community Health Clinics) • Facilitate private and public philanthropic resources, investments and initiatives • Facilitate Service Providers: CBOs, Nonprofit Organizations, Faith Based Organizations, Private For-Profit Entities <p>A matrix of services linked to schools is developed.</p> <p>Preliminary work on the right number and size of schools for each region is completed by May 2011.</p>