

DRAFT 2022-23 SUPERINTENDENT WORK PLAN

Mission

Oakland Unified School District (OUSD) will build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Graduate Profile

Resilient Learners | Collaborative Teammates | Community Leaders
Critical Thinkers | Creative Problem Solvers

Our Values

- ▶ **Students First:** We support students by providing multiple learning opportunities to ensure students feel respected and heard.
- ▶ **Equity:** We provide everyone access to what they need to be successful.
- ▶ **Excellence:** We hold ourselves to uncompromising standards to achieve extraordinary outcomes.
- ▶ **Integrity:** We are honest, trustworthy and accountable.
- ▶ **Cultural Responsiveness:** We resist assumptions and biases and see the gift of every student and adult.
- ▶ **Joy:** We seek and celebrate moments of laughter and wonder.

Our Goals

Goal 1: All students graduate college, career, and community ready.

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Goal 3: Students and families are welcomed, safe, healthy, and engaged.



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Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Goal 5: Students, families, and staff have the resources and supports necessary to address the impacts of the COVID-19 pandemic.

End of Year Evaluation Work Plan Achievements					
Date of review: June 22, 2022					
Performance Outcomes					
Link to full dashboard of student & staff outcomes					
Goal 1: All students graduate college, career, and community ready.	Metric (aligned with LCAP)	BASELINE	2021-22 Data (Year 1)	DESIRED GROWTH IN 3 YEARS	DESIRED 23-24 OUTCOME (Year 3)
Early learners are achieving. Initiative 1: Ensuring Strong Readers by the 3rd Grade	Increase the percentage of K and 3rd graders reading at mid/above grade level on Spring i-Ready assessment.	2021-22: GrK: 38.9% Gr3: 31.0%	GrK: 38.9% Gr3: 31.0% (Mid-Above & Early on Grade GrK: 65.0% Gr3: 49.7%)	12 (6 per year for two years)	GrK: 50.9% Gr3: 43.0%
Middle grade students are prepared for high school Initiative 2: Supporting Empowered Graduates	Increase average distance from standard on smarter balanced/SBAC state assessments in 8th grade Mathematics	2018-19: -104.4*	(Available Sept)	15 (5 per year for three years)	-89.4
All graduates are A-G ready Initiative 2: Supporting Empowered Graduates	Increase the A-G completion rate with a grade of C graduates who complete HS in 4 years and those who	2020-21: 4-year: 57.6%	Available Oct 2022	6 (2 per year for three years)	4-year: 63.6%



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	completed HS in 5 or more years.				
Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
	LCAP Metric(s)				
English Learners are gaining English proficiency					
Initiative 1: Ensuring Strong Readers by the 3rd Grade	Increase the English Learner (EL) reclassification rate.	2018-19: 13.2%	Available Sep 2022	9 (3 per year for 3 years)	22.2%
Black, Latinx, and Students experiencing homelessness are reading at grade level.					
Initiative 1: Ensuring Strong Readers by the 3rd Grade	Decrease the percentage of grade 6-11 students in targeted groups reading multiple years below grade level on Spring Reading Inventory.	2018-19: Black: 41.9% Latinx: 50.1% Foster: 44.0%	Black: 35.5% Latinx: 43.9% Foster: 31.8%	-9 (-3 per year or 3 years)	Black: 32.9% Latinx: 41.1% Foster: 35.0%
Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
	LCAP Metric(s)				
Students are continuously engaged in learning.					
Initiative 3: Creating Joyful Schools	Reduce chronic absenteeism rates (missing 10% or more of school days) for all students.	2019-20: 17.3%	44.6%	-1.5 (-0.5 per year for 3 years)	15.8%
Schools are inclusive of all students.					
Initiative 3: Creating Joyful Schools	Reduce the out-of-school suspension rate and student expulsions for Black and SWD.	2019-20: Suspension Black: 7.1% Suspension SWD: 6.8% Expulsion Black: 18 Expulsion SWD: 2	Suspension Black: 8.3% Suspension SWD: 6.2% Expulsion Black: 12 Expulsion SWD: 1	Suspension: -3 (-1 per year for 3 years) Expulsion: -6 (-2 per year for 3 years)	Suspension Black: 4.1% Suspension SWD: 3.8% Expulsion Black: 12 Expulsion SWD: 0



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Students and families are connected to schools. Initiative 3: Creating Joyful Schools	Increase the number of schools with at least 70% of students and parents who feel connected to their school.	2020-21: 50	Available August 2022	6 (2 per year for 3 years)	56
Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
New teachers are prepared and successful. Initiative 4: Growing a Diverse & Stable Staff	LCAP Metric(s) Increase the one-year teacher retention rate.	2020-21: Black teachers: 86.2% Latino teachers: 85.0%	Available Sep 2022	1.5 (0.5 per year for 3 years)	Black teachers: 87.7% Latino teachers: 86.5%
All schools are trained to serve all students.	Increase the number of sites engaged in equity/anti-racist learning.	2020-21: 52%	67%	48% (16 per year for 3 years)	100%

Initiative #1: Ensuring Strong Readers by the Third Grade

Accelerating Citywide Efforts to Guarantee Literacy for all Third Graders

Focus Area 1:	Actions	Deliverables
Let's Get Aligned	Increase the number of literacy tutors at specific school sites by 50% to support high quality curriculum implementation and to engage communities and families to	1. Complete the foundational skills



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<i>Clarifying the roles of schools, district, families and community-based organizations, better aligning instruction and services across schools to build excitement about reading and writing across the city</i>	support or literacy goals. Review TK-2 school schedules and ensure foundational skills blocks are scheduled.	curriculum recommendation process for board adoption. 2. Create a dashboard that articulates clear metrics to measure evidence of community partners, participation in training, monitoring of implementation practices.
Focus Area 2: Put families in the driver's seat <i>Increasing parent and family capacity to advocate for and support literacy and building more powerful home-school partnerships</i>	Actions	
	Recruit, train and support a core of 90 Literacy Liberators to be transformational literacy leaders in at 50% more OUSD TK-5 schools from the year before.	
	Provide and track the use of Home Literacy Kits that include foundational reading skills to TK-2 families to partner with teachers and support students in meeting grade level milestones.	
Focus Area 3: Invest in our educators <i>Ensuring that teachers have the coaching and professional development they need to grow their practice and learning from our teachers as they implement curriculum and research-based practices</i>	Actions	.
	Hold two Foundational PD Institutes and one Summer PD institutes focused on curriculum implementation and teaching foundational literacy skills.	



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Focus Area 4:	Actions	
	Ensure District Wide Implementation of the Assessment Calendar for Early Literacy	
Use data to make the best decisions <i>Using data to allocate resources equitably, support effective implementation of core reading instruction, celebrate growth, and learn from best practices</i>		

Initiative #2: Supporting Empowered Graduates <i>Developing Essential Skills to Secure Post-Secondary Success</i>		
Focus Area 1:	Actions	Deliverables
Empowered students prepared for post-secondary success <i>Aligning systems to ensure students are able to earn certifications, college credit, and/or apprenticeships through the completion of a pathway and increasing the number of students transitioning successfully to a post-secondary opportunity</i>	Develop systems to ensure all students have an individualized post-secondary (5-year) plan that ensures they have a seamless transition to a post-secondary opportunity Ensure District Wide Implementation Assessment Calendar for High School	3. All students have an individualized post-secondary (5-year) plan that ensures they have a



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Focus Area #2: Developing Systems of Personalized supports <i>Investing in and creating systems of targeted supports for our most marginalized students</i>	Actions Leverage and build upon MTSS structure to track progress and connect students to relevant services and ensure Black and Latino scholars transition from 9th to 10th grade on-track to meet A-G, graduation, and career readiness indicators. Use the early warning dashboard at each high school to track A-G completion and on-track to graduate progress.	<p>seamless transition to a post-secondary</p> <p>4. Increase the number of middle schools to more than 90 % of schools who are participating Math interim progress monitoring and learning walks</p>
Focus Area 3: Integrated real world learning <i>Deepening the integration of career technical education and work-based learning opportunities with our core content areas within and outside of school walls to ensure a relevant and authentic learning experience for students</i>	Actions Identify and implement common Tier 1 instructional strategies in core academic and career technical education courses that support student access to grade-level-appropriate texts, standards, and assessments. Support a cohort of teachers to develop capstone- and standards-aligned performance task benchmarks for 10th grade that integrate core content, career technical education, and essential elements of the work-based learning continuum	



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Focus Area #4 Strengthen high school preparation <i>Increase average distance from standard on smarter balanced/SBAC state assessments in 8th grade Mathematics</i>	Actions	
	Deep analysis of master schedule to ensure full and equitable access to requisite courses and content standards; including all the different types of course offerings and the dual enrollment enrollment for students at each site.	

Initiative #3: Creating Joyful Schools <i>Reimagining schools to be places of joy, inclusion, and beauty</i>		
Focus Area 1: Centering and listening to youth and families <i>Authentically engaging and involving youth as leaders in their education experience, building authentic relationships with families with two-way communication in primary languages, centering the experiences and voices of Black and Brown youth and families to define joy, beauty, and inclusion while building community consensus</i>	Actions Build capacity for students and families to engage in decision-making structures across OUSD. Creating scope and sequence for teachers and principals that includes site learning, relationship building and anti-racist learning with families and students Develop a process for better capturing data and family feedback from Home Visits Update the SPSA process to include engaging school	Deliverables 5. Every School Attendance Team has an attendance plan that articulates tier 1-3 interventions for increasing their effectiveness in



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	communities around their vision for school experience centered on the culture, identity and history of their students	<p>increasing attendance at the school</p> <p>6. All school sites track and increase their staff participation in anti-racist training and learning experiences in the Frontline database to ensure training is happening district wide</p> <p>7. 100% completion of school site safety plans.</p>
Focus Area 2:	Actions	
Investing in Restorative practices <i>Ensuring restorative practices are truly integrated into the fabric of our schools, with monitoring of implementation</i>	Develop indicators and progress monitoring reports to measure the impact of RJ practices at a school site in order to inform how each school site builds capacity to implement RJ practices schoolwide	
Focus Area 3: Culturally responsive and linguistically sustaining practices <i>Creating welcoming practices and intentional work around bias and racism</i>	Actions Develop ways to measure the impact of anti-racist learning and the application of anti-racist frameworks. Integrating Ethnic Studies pedagogies into classrooms and schools to ensure that student learning links to direct needs and gives students a sense of ownership over their learning environments, including co-creating school events.	



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Focus Area 4: Ensuring inspiring learning environments <i>Facilitating joyful learning spaces from home to school; re-imagining classrooms and school environments that support the needs of the most marginalized children and reflect the values of the community, increasing opportunities to incorporate joy and multiple ways of thinking and being; providing spaces for the community to gather and celebrate each other; and expanding outdoor spaces for youth</i>	Actions Leverage community partnerships to address basic needs and increase access to high quality enriching experiences.	
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<u>Initiative #4: Growing a Diverse and Stable Staff</u> <i>Attracting and retaining staff reflective of Oakland's rich diversity</i>		
Focus Area 1: Aspiring Black and Brown educators in high school or college	Actions Strengthen marketing, curriculum & outreach materials directed at HS to Educator pathways that articulates pathways into meaningful work in Oakland Unified by organizing marketing materials and curriculum highlighting pathways into education directed at HS students	Deliverables 8. Complete a comprehensive research study looking at teacher



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	Develop deeper partnership with Merritt College and Berkeley City College (e.g dual enrollment, CBEST coursework, apprenticeships programs)	<p>quality at OUSD schools and student achievement (specific focus on credentialing)</p> <p>9. Increase % of educators that reflect our student racial demographics by X%</p>
Focus Area 2: Aspiring Black and Brown educators with a BA	Actions	
	Create and support pathways to become fully-credentialed OUSD educators with a focus on Black and Brown aspiring educators.	
Focus Area 3: Early career Black and Brown educators	Actions	
	Build on existing structures to develop a highly coordinated system of support & professional learning for new teachers.	
Focus Area 4: Practicing Black and Brown veteran educators	Actions	
	Build stronger teacher-to-administrator preparation outreach and preparation systems, with focus on the development of Black and Brown teacher leaders and Assistant Principals	



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Initiative #5: Creating a Sustainable and Thriving District		
Focus Area 1:	Actions	Deliverables
Ensuring a Fiscally Thriving District	<p>Improve overall enrollment and student attendance to increase revenue for the district.</p> <p>Identify additional revenue generation opportunities using our district assets to support district programming at schools</p> <p>Monitor the spending and implementation of the Covid One and All Additional One Time Funds</p> <p>Create a complete mapping of all the funds in our district.</p>	<p>10. Develop proposed amendments to Board Policy 3150 for Board approval.</p> <p>11. Develop and adopt a Quality Community Schools Road Map</p> <p>12. Develop a Hybrid/Remote Working Manual.</p>
Focus Area 2:	Actions	
Ensuring Quality Sustaining Community Schools	<p>Progress Monitor Phase 1 Welcoming Schools and Plan for Phase 2 Welcoming Schools</p> <p>Develop & begin implementation of district wide strategies for implementing the Community schools grants and Quality Community Schools Road Map</p> <p>Support a collaborative process for Labor negotiations to lead to updated contracts for all labor sectors</p> <p>Update a Measure Y Spending & Implementation Plan</p>	



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