

OAKLAND UNIFIED SCHOOL DISTRICT **STRATEGIC PLAN** **FOR 2021 - 2024**



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Ask of the Board

To adopt the final version of the 2021-24 Strategic Plan.

PHASE 2: UPDATES TO THIS PLAN



- Ensured that the plan explicitly centers Black and Brown excellence throughout the document
 - ➔ *heard that it was expressed at different levels in each initiative*
- Ensured that the plan is clear about the district's full-service community school model
 - ➔ *heard that this was not amplified enough*
- Clarified how LCAP goals and key metrics build upon the district's mission and vision in order to prepare graduates for college, career and community readiness
 - ➔ *heard that the cross-mapping of initiatives to LCAP goals was confusing*
- Level-set the focus areas within each initiatives
 - ➔ *made sure that each action leads to a concrete deliverable*

PHASE 2: UPDATES TO THIS PLAN



Furthermore, we made the following additions and edits:

- A summary of “What We're Hearing” from the community for each initiative.
- Named existing plans, policies, or activities that align to each initiative.
- Built upon Initiative 2 to include middle school component.
- Broadened Initiative 3, focus area 4 to be about “insuring inspiring learning environments” in lieu of just focused on facilities.
- A Superintendent’s Dashboard at the end of the document that lifts up the key metrics we will monitoring, aligned with our LCAP goals.

INITIATIVE #1

Ensuring Strong Readers by the Third Grade

Focus Area 1:
Get aligned

Focus Area 2:
Put families in the driver's seat

Focus Area 3:
Invest in our educators

Focus Area 4:
Use data to make the best decisions



INITIATIVE #2

Supporting **Empowered** Graduates

Focus Area 1:
Empowered students prepared for post-secondary success

Focus Area 2:
Developing systems of personalized supports

Focus Area 3:
Integrated real world learning

Focus Area 4:
Strengthen high school preparation



INITIATIVE #3

Creating Joyful Schools

Focus Area 1:
Center and listen to youth and families

Focus Area 2:
Culturally responsive and linguistically sustaining practices

Focus Area 3:
Investing in restorative practices

Focus Area 4:
Ensuring inspiring learning environments



INITIATIVE #4

Growing a Diverse and Stable Staff

Focus Area 1:
Strengthen partnerships

Focus Area 2:
Strengthen pathways

Focus Area 3:
Strengthen affinity-based support structures

Focus Area 4:
Strengthen conditions for educator learning & professional growth



SUPERINTENDENT'S DASHBOARD

GOAL	METRIC(S)	BASELINE (2019-2020) <small>*data from 18-19 **data from 20-21</small>	CHANGE IN NEXT 3 YEARS
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LCAP Goal 1: All students graduate college, career, and community ready.

The Dashboard will be capable of disaggregating data for student performance indicators by student groups.

Early learners are achieving	Increase the percentage of K and 3rd graders reading at grade level on Spring i-Ready assessment	GrK: 52.0%** Gr3: 30.2%**	12 (6 per year for two years)
Middle grade students are prepared for high school	Increase average distance from standard on smarter balanced/ <u>SBAC</u> state assessments in 8th grade Mathematics	-104.4*	15
OUSD graduates are A-G ready	Increase the A-G completion rate with a grade of C graduates who complete HS in 4 years and those who completed HS in 5 or more years.	4-year: 58.1% 5 or more years: 10.1%	6

SUPERINTENDENT'S DASHBOARD

GOAL	METRIC(S)	BASELINE (2019-2020) <small>*data from 18-19 **data from 20-21</small>	CHANGE IN NEXT 3 YEARS
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

English Learners are gaining English proficiency	Increase the English Learner (EL) reclassification rate	5.6%	9
Black, Latinx, and foster youth are reading at grade level.	Decrease the percentage of grade 6-11 students in targeted groups reading multiple years below grade level on Spring Reading Inventory.	Black: 41.9%* Latinx: 50.1%* Homeless: 64.7%*	-9

SUPERINTENDENT'S DASHBOARD

GOAL	METRIC(S)	BASELINE (2019-2020) <small>*data from 18-19 **data from 20-21</small>	CHANGE IN NEXT 3 YEARS
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Students attend school every day.	3.02 Reduce chronic absenteeism rates (missing 10% or more of school days) for all students	17.3%	-1.5
Schools are inclusive of all students	Reduce the out-of-school <u>suspension</u> rate and student <u>expulsions</u> for Black and SWD	Suspension Black: 7.1% Suspension SWD: 6.8% Expulsion Black: 18 Expulsion SWD: 2	Suspension: -3 Expulsion: -6
Students and families are connected to schools	Increase the number of schools with at least 70% of students and parents who feel connected to their school	27%	6

SUPERINTENDENT'S DASHBOARD

GOAL	METRIC(S)	BASELINE (2019-2020) <small>*data from 18-19 **data from 20-21</small>	CHANGE IN NEXT 3 YEARS
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LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.

All teachers at all schools are prepared and successful.	Increase the one-year teacher retention rate	Black teachers: 84% Latinx teachers: 83%	1.5
All staff at all schools are trained to serve the students we have historically most marginalized.	Increase the number of sites engaged in equity/anti-racist learning	52%**	48%

PHASE 3: WHAT'S NEXT



- Convene working groups to monitor year 1 actions and establish future actions and deliverables.
- Organize quarterly co-chair engagements with Superintendent for updates and guidance.
- Provide additional opportunities for community engagement
- Share the strategic plan with the broader community



Initiative details

Ensuring Strong Readers by the Third Grade

Accelerating Citywide Efforts to Guarantee Literacy for all Third Graders

Oakland's vision is that its youngest students develop a joyful curiosity and a love of reading, writing and self-expression. Over time, they will grow the literacy skills they need to become lifelong readers, critical thinkers and effective communicators. All students will have a command of the power of literacy as a means of personal expression, economic opportunity, and community leadership. This must include 21st century skills like digital literacy, collaboration, and creativity.

Students will own their learning in classrooms in which they feel belonging, safety and deep connection. These spaces will be alive within a community of literacy role models that reflect the cultures and languages of our diverse students. Motivated by relevant learning experiences and powerful relationships, our youngest students will develop confidence that will lead to success throughout their time in school.

This will be possible because each and every student will receive research-based reading instruction from the moment they step foot in school, bridging anti-racist practices and the science of reading. This includes both phonics instruction and meaningful experiences with reading, writing and discussing rich books, articles, and digital content.

Students will be engaged in grade-level instruction regardless of their starting point, with appropriate scaffolding, small groups, and language supports to ensure mastery. Bilingual and multilingual students will have pride in their home language and develop their ability to read, write and communicate in more than one language. Teachers will utilize high-quality materials and have the time, collaboration and coaching they need to grow their capacity and deliver effective lessons.

We will build a vibrant city-wide reading community, with community-based organizations aligning to accelerate student literacy, and families and communities reading together. The district will invest in the leadership of parents, catalyzing their ability to become literacy ambassadors. Families will understand the curriculum, key literacy milestones, and ways to support their child and to partner with their teacher. Families, educators, and community leaders will move arm-in-arm in service of our children's literacy.

ENSURING STRONG READERS BY THE THIRD GRADE

Focus Areas

Focus Area 1

Get aligned

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

Focus Area 2

Put families in the driver's seat

Increasing parent and family capacity to advocate for and support literacy and building more powerful home-school partnerships

Focus Area 3

Invest in our educators

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

Focus Area 4

Use data to make the best decisions

Using data to allocate resources equitably, support effective implementation of core reading instruction, celebrate growth, and learn from best practices

ENSURING STRONG READERS BY THE THIRD GRADE

Focus Area 1: Get aligned

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

YEAR 1 ACTIONS

MAIN DELIVERABLES

Create a city-wide vision for quality language and literacy practices that aligns PK-5 educators, families, partner organizations, and philanthropy



Alignment of curriculum and instruction to city-wide vision; parents understand what students should be learning and receiving; clearly articulated literacy and biliteracy models (Dual Language); commonly held “look-fors” for quality instruction and daily schedules

Build plans and systems for sharing data across the city in order to identify areas of need



Community data plans, including stories and experience in addition to hard numbers

Create a community asset map to understand and align resources to our goals



Community asset map, highlighting the strengths of our linguistic and cultural diversity

ENSURING STRONG READERS BY THE THIRD GRADE

Focus Area 2: Put families in the driver's seat

Increasing parent and family capacity to advocate for and support literacy and building more powerful home-school partnerships

YEAR 1 ACTIONS

MAIN DELIVERABLES

Interview local parent organizations to understand 2021-22 education and social justice priorities



Additional parent organizations added to literacy working group or their input incorporated into the implementation plan; plan for alignment of parent organizations in service of early literacy

Hire and train diverse, multilingual family literacy tutors to support in classrooms and community based organizations



Extra support for children from adult tutors throughout OUSD

Provide multilingual literacy training for parents with clear curriculum focused on accessible learning



Family literacy training curriculum that reflects multilingual learners

Hire parent liaisons focused on building parent literacy leadership



Number of schools using this model

Increase community literacy supports, such as literacy spaces, guest speakers, and culturally connected events



Availability of literacy supports

ENSURING STRONG READERS BY THE THIRD GRADE

Focus Area 3: Invest in our educators

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

YEAR 1 ACTIONS

MAIN DELIVERABLES

Implement high-quality curriculum and assessment materials to all teachers to drive PK-5 alignment and coherence



Scope and sequence of PK-5 curriculum for language and literacy; critical student milestones for every grade; district-wide assessment system and calendar

Implement a robust system of support, including baseline training and ongoing coaching and collaboration with curriculum, reading research, and equity practices



Professional learning plans; teacher and educator feedback on impact

Increase teacher time for professional development (PD), peer observation (especially of teachers who have closed literacy equity gaps), collaboration and professional learning communities, and planning



Increase in paid time focused on literacy in 2021-22; plans to expand in 2022-23; PD to learn the new curriculum

Increase staffing and training for differentiation, including tutoring and small group supports



2021-22 staffing and professional development plans; use of data and cycles of inquiry to target supports

Develop and refine district-wide leadership structures for teachers and principals to co-lead planning



Membership, roles, and responsibilities

ENSURING STRONG READERS BY THE THIRD GRADE

Focus Area 4: Use data to make the best decisions

Using data to allocate resources equitably, support effective implementation of core reading instruction, celebrate growth, and learn from best practices

YEAR 1 ACTIONS

MAIN DELIVERABLES

Work with families to create, communicate, and use a community-friendly dashboard to track progress with the strategic plan



Publicly-available literacy data dashboard, including data about English language development

Work with educators and principals to create, collect, communicate, and use data on new K-5 ELA curriculum implementation



Curriculum implementation dashboard that includes conditions and indicators (e.g. percentage of teachers trained)

Work with families to create effective tools for communicating children's progress in a way that develops shared ownership between educators, students, and families



New template and approach for K-3 report card section for ELA ready to pilot; family-friendly customized reading plan based on assessment data

Collect qualitative data from Black, Brown and multilingual community members to understand the imperatives and opportunities for literacy in Oakland



Insights from the stories and perspectives of community members

Supporting Empowered Graduates

Developing Essential Skills to Secure Post-Secondary Success

Oakland's vision of powerful graduates is one in which students are empowered with skills, knowledge, and opportunities, along with having a clear vision for themselves. This requires strengthening high school preparation and providing more opportunities in grades 6-12 to develop the essential skills necessary to transition and thrive in a post-secondary opportunity.

Students will engage in integrated, interdisciplinary, authentic, and relevant work with peers and industry partners as well as develop, practice, and deepen career technical, academic and applied skills and knowledge and will thus graduate with employable technical skills and college eligibility. They will practice being resilient learners, collaborative teammates, community leaders, critical thinkers, and creative problem solvers in workplaces, civic spaces, and other venues where they can tackle real-world problems.

Education will occur in and outside the classroom in partnership with community-based organizations, local agencies, city and private industry partners; opportunities and relationships between students and partners will sustain beyond high school. These are opportunities to be found throughout Oakland and the Bay Area. Learning can expand beyond the classroom walls, in both physical and virtual spaces. Our students should benefit from music lessons, language lessons, museum and college visits, science exploration, and internships available throughout the greater community. The whole Bay Area can be a classroom if we are all aligned around a shared commitment to educating our children. Schools will be identified for deep, personalized, sustained infrastructure to support and serve the site specific needs of students, families, and educators. It is part of our mission to be a Full Service Community District focused on serving the whole child.

SUPPORTING EMPOWERED GRADUATES

Focus Areas

Focus Area 1

Prepare students for post-secondary success

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

Focus Area 2

Develop systems of personalized supports

Investing in and creating systems of targeted supports for our most marginalized students

Focus Area 3

Integrate real world learning

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

Focus Area 4

Strengthen high school preparation

Ensuring middle grade students are prepared for high school by strengthening our emphasis on challenging and relevant curricula with support for students' academic and developmental needs

SUPPORTING EMPOWERED GRADUATES

Focus Area 1: Prepare students for post-secondary success

Aligning systems to ensure students are able to earn certifications, college credit, and/or apprenticeships through the

YEAR 1 ACTIONS

MAIN DELIVERABLES

Develop a 9th-12th grade continuum for college and career awareness, exploration, and preparation



Increased quality and integration of curriculum that begins in 9th grade

Collaborate with Peralta District and industry to design early college credit and certificates that align with short-term or immediate employment



Increase in number of students earning college credit and industry-recognized certifications prior to graduation

Ensure equitable access to college and career opportunities through data monitoring and broad-based supports; collaborate with partners to leverage resources in support of student success



Increase in the number of students participating in rich, relevant work-based learning opportunities and transitioning successfully to post-secondary opportunities

Pilot Employment Center and aligned post-OUSD resources to better connect students to supported employment experiences pre- and post-graduation



Increase in the number of students successfully transitioning into employment opportunities

Implement quarterly student and parent/guardian engagements focused on increasing awareness of pathway and career opportunities (starting in middle school), and on graduation, A-G, college and career requirements



Empowered students and parent/guardians who have access to and are able to attend centralized parent/student engagement events

SUPPORTING EMPOWERED GRADUATES

Focus Area 2: Develop systems of personalized supports

Investing in and creating systems of targeted supports for our most marginalized students

YEAR 1 ACTIONS

MAIN DELIVERABLES

Improve data monitoring systems to develop an early warning and acceleration system



Increase in the number of students who are on track to graduate and are A-G eligible

Increase the academic and socioemotional supports for 9th graders, such as tutoring and mentoring



Increase and incorporation of academic interventions and wraparound supports into existing academic spaces

Increase and incorporate wraparound supports into existing academic spaces (e.g. counselor, case manager, restorative justice coordinator, mental health and administrators) at schools with greater needs



Increased monitoring and intervention around student progress

SUPPORTING EMPOWERED GRADUATES

Focus Area 3: Integrate real world learning

Deepening the integration of career technical education and work-based learning opportunities with our core content areas

YEAR 1 ACTIONS

MAIN DELIVERABLES

Professional development and ongoing support of high-quality, integrated literacy and Algebra 1 practices in 9th grade



Educator knowledge, skill, agency, and collective efficacy around equitable literacy and math instruction

Support a cohort of teachers to develop capstone- and standards-aligned performance task benchmarks for 10th grade that integrates core content, career technical education, and work-based learning



Development of a calibrated, high-quality, pathway-aligned 10th grade performance benchmark

Expand and deepen academic and career technical education teacher industry externship participation and hosts



Teacher participation in industry externships; curriculum that reflects teacher learning; dedicated industry hosts who become deep partners

Implement Work Experience Education programming at focus schools to support deeper learning and career ladders for working students



Schools implementing high-quality work education programming leading to an increase the number of students in supported employment

Identify and support a set of focus schools to implement robust and deep year-round internship programs, including differentiated support for paid internships and supports to ensure student access and success



Increased number of students in semester- or year-long internships

SUPPORTING EMPOWERED GRADUATES

Focus Area 4: Strengthen high school preparation

To be developed in Fall 2021

YEAR 1 ACTIONS

MAIN DELIVERABLES



Creating Joyful Schools

Reimagining Schools to be Places of Joy, Inclusion and Beauty

In Oakland's vision, students feel safe, welcomed, and liberated in their daily environments — at home, in school, and in the community — and are active participants in their academic and social emotional success. Students and their families will understand the power and the choices that they have in their school and in their community.

Families, educators, community members, and partners will collectively ensure students have the opportunities and resources to build on their unique identities and to define their own visions for a beautiful, joyful, and inclusive learning experience in our multicultural, multiracial, multilingual society.

Schools will center inclusive programs and environments based on the experiences and voices of students and families, prioritizing deliberate investment in Black and Brown students who have historically been most marginalized and continue to face disparities. They will share accountability for student progress and co-design community feedback sessions to adjust program implementation and assess allocation of resources.

Educators will build relationships with students of color, the community, partners, parents, and families and design learning experiences together that affirm the cultures, languages, ethnicities, and racial identities of their students. They will partner to infuse joy and beauty into all learning environments, and students will be excited to learn.

Schools and communities will use restorative practices that are supportive of the identities of students to foster trusting relationships between students, community, and staff. Conflict, when it arises, will be addressed in restorative ways and used as an opportunity to build empathy, understanding, and solidarity across the school community.

CREATING JOYFUL SCHOOLS

Focus Areas

Focus Area 1

Center and listen to youth and families

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

Focus Area 2

Invest in restorative practices

Ensuring restorative practices are truly integrated into the fabric of our schools, with monitoring of implementation

Focus Area 3

Practice culturally responsive and linguistically sustaining practices

Creating welcoming practices and intentional work around bias and racism

Focus Area 4

Ensure inspiring learning environments

Facilitating joyful learning spaces from home to school; designing classrooms, learning spaces, and opportunities that value 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

CREATING JOYFUL SCHOOLS

Focus Area 1: Center and listen to youth and families

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

YEAR 1 ACTIONS

MAIN DELIVERABLES

Schedule additional ongoing engagement sessions that honor primary languages, cultures, and modes of collaboration to gather additional feedback from youth and families



Empathy interviews with students and families about their definitions of joy, beauty, and inclusion

Expand home visits to build and strengthen relationships to ensure students and families feel welcomed and engaged as they return to school. Incorporate opportunities for students and families to share their visions for joy and beauty



Parent Teacher Home Visit Project expanded to additional schools with high absence rates

Leverage all educators including community partners to conduct one-to-one outreach for students with higher absences to ensure all students have a relationship with at least one caring adult



Students with high absences identified and provided with at least one of the following: one-to-one outreach and/or home visits to welcome back to school; a mentor/case manager; a plan for one-to-one student support for future years

CREATING JOYFUL SCHOOLS

Focus Area 2: Invest in restorative practices

Ensuring restorative practices are truly integrated into the fabric of our schools, with monitoring of implementation

YEAR 1 ACTIONS

MAIN DELIVERABLES

Create Intentional Healing and Restorative Community Spaces for students, staff, and community to rebuild community and process the time away



Students will participate in community circles throughout the school year

Increase educator capacity to create restorative learning environments



Restorative justice professional learning series for educators in multiple roles

Develop and implement peer leadership structures to increase student capacity to facilitate restorative practices with peers



Secondary students will participate in Restorative Peer leadership

CREATING JOYFUL SCHOOLS

Focus Area 3: Practice culturally responsive and linguistically sustaining practices

YEAR 1 ACTIONS

MAIN DELIVERABLES

Develop and implement a professional learning series to increase educator capacity to implement culturally responsive and linguistically sustaining practices



Learning series designed, with advisory as potential structure

Launch foundational anti-racist, healing and culture building learning series for all Educators



All educators will participate in initial foundational professional learning and reflect on their anti-racist practices

Assess opportunities for students to demonstrate their learning in new and creative ways



Pilot a shared set of final projects for grade spans developed by community partners and educators

Develop and implement opportunities to celebrate the joy and beauty of our students, families, and school communities



Districtwide “Town Joy Week” that celebrates schools and honors specific groups planned by youth, staff, and partners

Assess the current strategies, programs and curricula for culturally responsive and linguistically sustaining practices with a focus on Black and Brown students



Develop initial recommendations for programmatic or curricular shifts to ethnic studies offerings for K-12; Launch Ethnic Studies Learning cohort

CREATING JOYFUL SCHOOLS

Focus Area 4: Ensure inspiring learning environments

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

YEAR 1 ACTIONS

MAIN DELIVERABLES

Develop structures for schools to reflect on their current learning environments, and areas for improvement



Schools will engage with community to conduct asset mapping and have an initial assessment of their progress towards implementing inspiring learning environments; district will develop a school support structure to address areas identified for improvement

Lead schools through an intentional process of re-imagining the school experience, centering on the needs of the most marginalized students and best practices required to support their learning



Schools develop a framework for high quality teaching and learning, steeped in community values and vision; district provides training and support on improvement process and framework development

Create joyful learning environments through arts integration



Identify opportunities to increase art, music, and living schoolyard spaces at schools. Leverage Measure Y and other funds to facilitate joyful spaces.

Increase opportunities for community to access school facilities for engagement and celebration



Assess interest or opportunities for community to engage with the school facilities and programs

Growing a Diverse and Stable Staff

Attracting and Retaining Staff Reflective of Oakland's Rich Diversity

Oakland's vision is that our students' diverse and rich backgrounds are reflected by Black, Brown, and multilingual educators. We envision building and maintaining accessible pathways into teaching and leading Oakland schools grounded in the core belief that the future educators of Oakland Unified are the children and young adults in our communities. We will strengthen a continuum of supports that encourages sustainable growth and development for teachers and removes barriers to living and working in Oakland. We will work at the intersection of educator stages of development and four critical focus areas: partnerships, pathways, affinity-based support structures, and conditions for educator learning and growth.

Stages of Development:

Aspiring Black and Brown educators in high school or college will be inspired by clear pathways with related projects and organized supports, such as summer programming and work opportunities. They will be supported by college and career readiness staff in an academy structure, by their work-based learning coordinator and counselors, and by their own teachers of color.

Aspiring Black and Brown educators with a BA will have a clear sense of their direction, with a pathway to a credential program, supported by structures such as cohort models, residencies, paid veteran teacher mentors, and opportunities to gain experience working within education and to build relationships with school sites. They will be encouraged to think about their long-term growth with career planning and learning about trajectories in education.

Early career Black and Brown educators will experience a personal, relational entry into teaching. They will have supports from multiple levels of the system, from district-organized affinity groups and new teacher mentoring programs to site-level systems of support. They'll have a professional development (PD) plan to support their self-sufficiency with both universal foundational PD and individualized learning in content areas of interest.

Practicing Black and Brown veteran educators will feel recognized for their experience, valued for their cultures, successful in their efforts, and respected in decision-making. They will be a part of a connected community through affinity groups, communities of practice, peers and colleagues, and site coaches. Planning time, space for reflection, peer observations, and a personalized PD plan will support the ongoing growth of their practice, as well as opportunities for continued growth into greater leadership as experienced educators.

GROWING A DIVERSE AND STABLE STAFF

Focus Areas

Each focus area is brought to life across the stages of educator development to meet the needs and opportunities of educators at that point of their career. Our focus areas also maximize the collective impact work required to effectively grow and support a dynamic, representative educator workforce that research has proven benefits all students.

Aspiring Black and Brown educators in high school or college

Aspiring Black and Brown educators with a BA

Early career Black and Brown educators

Practicing Black and Brown veteran educators

Strengthen partnerships

Strengthening partnerships across key stakeholder groups in the Bay Area, in particular with individuals and organizations of color, to support the other three focus areas

Strengthen pathways

Creating clear pathways for our students to become educators, activating the desire to teach for local citizens, and providing opportunities for Black and Brown community members

Strengthen affinity-based support structures

Establishing dynamic, affinity-based support structures for educators across OUSD

Strengthen conditions for educator learning & professional growth

Creating conditions in school that serve educators, students, and families; building nimble growth opportunities to meet educators' ever-evolving needs; removing inequitable barriers for Black and Brown folks in Oakland to become and stay educators; adapting teaching and learning based on what has been learned through the pandemic

GROWING A DIVERSE AND STABLE STAFF

Aspiring Black and Brown educators in high school or college

YEAR 1 ACTIONS

MAIN DELIVERABLES

PARTNERSHIPS

Develop district-community taskforce with leaders from Linked Learning, Peralta College system, Talent, and the High School Network to create a high school cohort model of aspiring educators



List of graduating seniors seeking teaching positions; connecting those interested with available district positions; quarterly meetings to assess progress

PATHWAYS

Create a mentoring, counseling, and cohort-based system of support for aspiring educators who are OUSD grads, engaging current educators of color who are OUSD graduates as mentors



Roster of OUSD graduates who are aspiring educators, with progress monitoring metrics and ensure support over time

Provide internships with OUSD for high school and college students across majors; map employment opportunities that relate to teaching and develop pathways



Expanded learning opportunities available to local college students interested in a path to teaching; website highlighting opportunities

GROWING A DIVERSE AND STABLE STAFF

Aspiring Black and Brown educators with the BA

YEAR 1 ACTIONS

MAIN DELIVERABLES

PARTNERSHIPS

Develop partnerships with local universities to provide clear pathways for graduating seniors into employment in OUSD



List of local university partners and students seeking employment in OUSD

PATHWAYS

Explore creation of in-house OUSD teacher credential program targeted at high needs subject areas (e.g. Bilingual Multiple Subjects, Mild/Moderate Special Education)



Summary report with recommendation

AFFINITY

Provide structured cohort opportunities with mentors, testing support, financial support, professional development, community, and relationship building



Roster of aspiring educators supported by mentorship, counseling, and career opportunities

PROFESSIONAL LEARNING

Ensure test preparation is available and paid, including testing vouchers and licensure coaching and support



Enrollment of aspiring educators in test preparation supports with the availability of test vouchers

GROWING A DIVERSE AND STABLE STAFF

Early-career Black and Brown educators

YEAR 1 ACTIONS

MAIN DELIVERABLES

PARTNERSHIPS

Expand partnerships with credentialing experts to provide enhanced test preparation for current educators who are still working toward a credential. Reimburse all teachers for the cost of credentialing assessments.



Teachers passing licensure exams, making progress on their path to a California credential

PATHWAYS

Develop a pathway program that integrates strong mentorship, coaching, and tuition support for Black and Brown educators pursuing alternative licensure routes



Cohort of educators who are supported in pursuing alternative licensure

Develop community and belonging among new educators who have entered through one of OUSD's 9 Grow Our Own Educator Pathways



Redesigned communications strategy that highlights aligned pathway and entry points, with prospective Black and Brown educators in mind, including educators from diverse linguistic backgrounds such as Spanish, Mam, and Arabic

GROWING A DIVERSE AND STABLE STAFF

Early-career Black and Brown educators (continued)

YEAR 1 ACTIONS

MAIN DELIVERABLES

AFFINITY

Further develop the range of affinity-based support structures available to new educators as core elements of their professional learning systems



Variety of affinity-based support structures for Black and Brown early career educators

PROFESSIONAL LEARNING

Leverage collective resources to further develop coordinated systems of professional learning and mentorship differentiated for early career educators



Insights from school leaders used to develop a common set of practices; experienced mentors of color and other leaders supporting diversity initiatives; a differentiated set of central supports; pilot a year-long professional learning series on foundational anti-racist teaching practices that can also count as pre-service requirements with select intern credential programs

GROWING A DIVERSE AND STABLE STAFF

Practicing Black and Brown veteran educators

YEAR 1 ACTIONS

MAIN DELIVERABLES

PATHWAYS

Enhance recruitment of Black and Brown mentors to increase representation in teacher leadership roles and opportunities for affinity-based pairing in new teacher mentoring programs



Measurement of initial impact on teacher experience and practice

Elevate the practices and voices of experienced educators of color in our district's professional learning spaces



More paid opportunities for experienced educators to share practice and engage in peer-facilitated professional learning spaces

Scale up retention initiatives for Black and Brown educators focused on debt relief and BCLAD (Bilingual, Cross-Cultural, Language and Academic Development) licensure



Loan forgiveness program providing partial reimbursement for student loans in exchange for years of service

AFFINITY

Further develop our data dashboard to reflect the student population and staff population by job class with hiring decisions and teacher turnover; use this equity dashboard for hiring and to drive process changes in service of more equitable staffing outcomes



Staff Equity Audit dashboard highlights the intersections of retention and hiring decisions with a focus on hiring decisions related to Black and Brown educators

GROWING A DIVERSE AND STABLE STAFF

Practicing Black and Brown veteran educators (continued)

YEAR 1 ACTIONS

MAIN DELIVERABLES

PROFESSIONAL LEARNING

Explore opportunities to support induction for Oakland leaders to develop a common set of mentoring practices and leadership competencies



Decision to pursue accreditation for OUSD as an administrative credential sponsor and/or to strengthen partnerships with existing accredited programs who are serving our employees well

Build stronger teacher-to-administrator preparation systems, with focus on the development of Black and Brown leaders



Cohort of aspiring principals who meet quarterly to discuss job-embedded growth in alignment with Leadership Growth and Development System, paired with paid leadership mentor to debrief developmental opportunities.

OAKLAND UNIFIED SCHOOL DISTRICT **STRATEGIC PLAN** **FOR 2021 - 2024**



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students