



# **OUSD Strategic Plan**

# Ask of the Board

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**Provide feedback on the DRAFT Strategic Plan to be incorporated into the final version to be brought to the board for adoption on June 30, 2021.**



Beloved Oakland,

Amidst times of great uncertainty and seemingly insurmountable challenges coming from all fronts, Oakland has never let up. From the unexpected and unprecedented impact of Covid-19, to the continued assault waged by systemic racism against Black and Brown bodies throughout this country, our resolve has been tested in ways never seen before.

Yet we have faced these challenges with a gritty, unshakeable will, remaining **resilient** as we always have been. Oakland is resilient because our community is interconnected through deep relationships. Throughout the last year, we have come together as a community and have maintained an eye for the future, setting a vision for the future that will be more just and more equitable. We have listened to families and community to widen our perspectives. We have shared a commitment to plan at the speed of trust. We have drawn expertise from all parts of our community and will continue to do so.

And because of this, this is the community's plan, not the district's plan. With this plan, we will rise together to **recover strong and rebuild better.**

# The strategic plan:

**IS**

- Community driven.
- Clear about what needs to be accomplished.
- Student focused.
- Uniquely Oakland.
- A living document.

**IS NOT**

- A new direction.
- Everything we do.
- Operationally focused.
- A static list of goals and actions

**WE ARE HERE**



- Review of the outcomes from the Pathway to Excellence Strategic Plan to plan going forward
- Background research, analysis of existing plans
- Development of community-centered strategic planning process roadmap

- Engaged 8 community organizations to facilitate 10 feedback sessions
- Conducted 3 staff and student engagements
- Launched strategic plan website
- Through this engagement with 800+ individuals, identified the 4 strategic initiatives of focus

- Convene working groups of community partners, parents, students, educators, school leaders and district administrators, to assess the landscape, create visions and actions for living plan
- Present the plan to the greater community and gather feedback.
- Present the plan and the feedback to the Board for approval on June 23

- Moving strategic plan into implementation
- Integrated community engagement

- Continuous reflection and engagement in partnership with Board and community



# Phase 0

## Engaged Community Groups

- Committee to Empower Excellence in Black Students' Education
- Latino Education Network
- Oakland Pacific Islander Network
- Parent Student Advisory Committee (PSAC)
- Community Advisory Committee



Living Room  
Conversations

Affinity Family and  
Community Listening  
Sessions

All City Council  
Student Union  
Goals



# Phase 1

## Engaged Community Groups

- American Association of Yemeni Students and Professionals (AAYSP)
- East Bay Spanish Speaking Citizens' Foundation (SSCF)
- IKUNA Group
- Monarch Lodge 73 (McClymonds Families)
- National Association for the Advancement of Colored People (NAACP)
- Oakland REACH
- OK Program of Oakland
- Spearitwurx Foundation



Partnerships with  
Board members  
on regional  
engagements

(3 regions so far  
~60 participants)

Partnerships with  
Community  
Organizations on  
feedback sessions

(10 Community Partner  
led engagements so far  
~450 participants)

Staff & Student  
engagements

(3 engagements so far  
~140 participants)

Strategic Plan  
Website

[www.ousd.org/  
Strategicplan2020-23](http://www.ousd.org/Strategicplan2020-23)

(~140 participants)

## Phase 2

- For each of the four initiatives we have working groups drafting high level goals and other ways to guide our work together.
- In total, nearly 80 district staff and community members are involved in these groups.
- Each working group will outline ways for the community to be involved. See below for opportunities to be involved or submit feedback.

Working Groups for the  
Four Initiatives

(80 Community and  
District Staff members)

Community  
Engagements

(June 3 & June 7)

Strategic Plan  
Website and [online  
feedback platform](#)





## OUR VISION

All Oakland Unified School District (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 MISSION

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.

## 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.



### INITIATIVE #1

## Ensuring Strong Readers by the Third Grade



### INITIATIVE #2

## Supporting Powerful Graduates



### INITIATIVE #3

## Creating Joyful Schools



### INITIATIVE #4

## Growing a Diverse and Stable Staff



# Aligning the Strategic Plan with our LCAP Goals and Key Plans

## **Goal 1:**

All students graduate college, career, and community ready.

## **Goal 3:**

Students and families are welcomed, safe, healthy, and engaged.

## **Goal 4:**

All staff are high quality, providing optimal service to our students, families, and staff.

## **Goal 2:**

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

### **Ensuring Strong Readers by the Third Grade**

Accelerating Citywide Efforts to Guarantee Literacy for all Third Graders

### **Supporting Powerful Graduates**

Developing Essential Skills to Secure Post-Secondary Success

### **Creating Inspiring Schools**

Redesigning schools to be places of joy, inclusion and beauty

### **Growing a Diverse and Stable Staff**

Attracting and retaining staff reflective of Oakland's rich diversity

**Black & Brown Excellence will Flourish when we invest in Full Service Community Schools**

## INITIATIVE #1

# Ensuring Strong Readers by the Third Grade





# Ensuring Strong Readers by the Third Grade

## Accelerating Citywide Efforts to Guarantee Literacy for all Third Graders

Oakland's vision for its strong readers is one of joyful curiosity. All students will have a command of the power of literacy as a means of personal expression, economic opportunity, and leadership.

Students will be leaders of classrooms in which they feel safe, connected, and that they belong. These spaces will be alive with a community of literacy role models, with students spearheading rich academic discussions about interesting, complex texts that reflect them, their cultures, and their communities. Students will be motivated to challenge themselves, confident enough in their skills to be able to push themselves and to support each other in their growth.

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 literacy. This includes targeted, engaging lessons that focus on foundation skills and are designed to meet the needs of all students and are designed to meet the needs of all students. Students will be engaged in grade-level instruction, with appropriate scaffolding, small group supports, and multilingual strategies in order to ensure mastery. Teachers will feel capable of designing and structuring these classroom experiences because of thoughtful training and support from their administrators, coaches, and peer teachers. Planning time for literacy instruction will be aligned to need.

We will be 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, quality literacy instruction, the science of reading, and ways to support their child and partner with their teacher. Families, educators, and community leaders will be arm-in-arm in service of our children's literacy.



## Focus Area 1

# Let's 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 Action Items

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

Build plans and infrastructure for sharing data across the ecosystem in order to identify areas of need

Create a community asset map to understand and align resources

### Main deliverables

Curriculum adoptions and articulation of alignment to OUSD Language and Literacy Framework; clearly articulated literacy and biliteracy models (Dual Language); commonly held look-fors for quality instruction and daily schedules

Community data plans, incorporating expanded definitions of data that value not only outcomes but experiences

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

## 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 Action Items	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	Well-trained tutors
Provide multilingual literacy training for parents with clear curriculum focused on scope and sequence of accessible learning	Family literacy training curriculum that reflects multilingual learners
Hire parent liaisons focused on building parent literacy leadership	REACH model scaled to additional schools
Increase community literacy supports, such as literacy spaces, guest speakers, and culturally connected events	Availability of literacy supports

### 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 Action Items	Main Deliverables
Provide 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 in curriculum, reading research, and equity practices, and ongoing coaching and collaboration	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 planning	Increase in time in 2021-22; plans to expand in 2022-23; PD to adjust to the new curriculum and fill any gaps
Increase staffing and training for differentiation, including tutoring and targeted supports	2021-22 staffing and professional development plans; use of data to target supports
Develop and refine district-wide leadership structures for teachers and principals to co-lead planning	Membership, roles, and responsibilities

## 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 Action Items

Work with families to create, communicate, and use a community-friendly dashboard for the four focus areas to track whether we are making progress with the strategic plan

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

Work with families to create effective tools for communicating data about assessments of their child's reading that convey that ownership of progress is shared between educators, schools, students, and families

Collect testimonies from Black, Brown and multilingual community members that tell stories of the imperatives and opportunities for literacy in Oakland

### Main Deliverables

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

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

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

A bank of videos and testimonies from community members that can be used as part of the city-wide campaign and professional development

## INITIATIVE #2

# Supporting Powerful Graduates





# Supporting Powerful 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 a clear vision for themselves after high school to transition successfully and thrive in a post-secondary opportunity. Parents and guardians are empowered with the skills and knowledge to support and advocate for their student to graduate with what they need to pursue their post secondary journey.

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.

High-risk/high-reward schools will be targeted for deep, personalized, sustained infrastructure to support and serve the site specific needs of students, families, and educators.

## Focus Area 1

# Empowered students prepared 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

Year 1 Action Items	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
Create a centralized 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

## Focus Area 2

# Targeted supports

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

Year 1 Action Items	Main deliverables
Improve data monitoring systems to develop an early warning and intervention system	Increase in the number of students who are on track to graduate and are A-G eligible
Increase academic interventions and individualized supports such as tutoring, mentoring, and other wraparound supports in 9th grade	Increase and incorporation of academic interventions and wraparound supports into existing academic spaces
Invest in staffing and alignment of wraparound supports (e.g. counselor, case manager, restorative justice coordinator, mental health and administrators) at schools with greater needs	Increased monitoring and intervention around student progress

### Focus Area 3

## Integrated 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

### Year 1 Action Items

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

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

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

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

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

### Main Deliverables

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

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

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

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

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

## INITIATIVE #3

# Creating Joyful Schools





# Creating Joyful Schools

## Redesigning 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 work with students of color, the community, partners, parents, and families to design learning experiences that affirm the cultures, languages, ethnicities, and racial identities of their students. Together 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.

## Focus Area 1

# Restorative practices

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

### Year 1 Action Items

Increase educator capacity to create restorative learning environments

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

Implement restorative, community building return to school strategies for students and educators

### Main deliverables

Restorative justice professional learning series for educators in multiple roles

Peer leadership structures in place

Curricula to facilitate restorative restarts to school

## Focus Area 2

# Culturally responsive and linguistically sustaining practices

Creating welcoming practices and intentional work around bias and racism

### Year 1 Action Items

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

Develop final projects that reflect student learning and interest areas to increase opportunities for students to demonstrate their learning in new and creative ways

Develop and implement opportunities to celebrate joy and beauty

### Main deliverables

Learning series designed, with advisory as potential structure

A shared set of final projects for each grade level developed by community partners and educators

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

### Focus Area 3

## Centering and listening to youth

Authentically engaging and involving youth as leaders in their education experience and centering the experiences and voices of Black and Brown youth and families to define joy, beauty and inclusion while building community consensus

#### Year 1 Action Items

Expand home visits to ensure students and families feel welcomed and engaged as they return to school

Conduct one-to-one outreach for students with higher absences to ensure all students have a relationship with at least one caring adult

Gather additional feedback from youth and families

#### Main Deliverables

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

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

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

## Focus Area 4

# Physical environment

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

### Year 1 Action Items

Create joyful learning spaces

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

Leverage the opportunity to create joyful and beautiful facilities with Measure Y funds

### Main Deliverables

Identify opportunities to increase art or music spaces in school buildings

Assess interest or opportunities to engage with the school neighborhood

Ensure Measure Y plans reflect joy, beauty, and inclusion with community input



## INITIATIVE #4

# Growing a Diverse and Stable Staff



# Growing a Diverse and Stable Staff

## Attracting and retaining staff reflective of Oakland's rich diversity

Oakland's vision for its educators is a continuum of support that develops strong pathways into teaching and sustainable growth and development for teachers. We 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 teachers 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 teachers 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 teachers** 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 teachers** 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.

# Focus Areas

Each focus area is brought to life across the stages of teacher development to meet the needs and opportunities of teachers 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.

**Aspiring Black and Brown teachers in high school or college**

**Aspiring Black and Brown teachers with a BA**

**Early career Black and Brown teachers**

**Practicing Black and Brown veteran teachers**

## **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

## **Pathways**

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

## **Affinity-Based Support Structures**

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

## **Conditions for Educator Learning & Professional Growth**

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

## Focus Area 1

# Aspiring Black and Brown teachers in high school or college

Year 1 Action Items	Main deliverables
<b>Partnerships</b>	
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
Build plans and infrastructure for sharing data across the ecosystem in order to identify areas of need	Develop a roster of OUSD graduates who are aspiring educators, with progress monitoring metrics and ensure support over time
<b>Pathways</b>	
Create a community asset map to understand and align resources	Expanded learning opportunities available to local college students interested in a path to teaching; website highlighting opportunities

## Focus Area 2

# Aspiring Black and Brown teachers with a BA

Year 1 Action Items	Main deliverables
<b>Partnerships</b>	
Explore creation of in-house OUSD teacher credential program targeted at high needs subject areas (e.g. Bilingual Multiple Subjects, Mild/Moderate Special Education)	Enrollment of aspiring educators in test preparation supports with the availability of test vouchers
<b>Pathways</b>	
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
<b>Affinity Groups</b>	
Provide structured cohort opportunities with mentors, testing support, financial support, professional development, community, and relationship building	Expanded learning opportunities available to local college students interested in a path to teaching; website highlighting opportunities
<b>Professional Learning</b>	
Ensure test preparation is available and paid, including testing vouchers and licensure coaching and support	Roster of aspiring educators supported by mentorship, counseling, and career opportunities

## Focus Area 3

# Early career Black and Brown teachers

Year 1 Action Items	Main Deliverables
<b>Partnerships</b>	
<p>Expand partnerships with credentialing experts to provide enhanced test preparation for current teachers who are still working toward a credential. Reimburse all teachers for the cost of credentialing assessments.</p>	<p>Teachers passing licensure exams, making progress on their path to a California credential</p>
<b>Pathways</b>	
<p>Develop a pathway program that integrates strong mentorship, coaching, and tuition support for Black and Brown educators pursuing alternative licensure routes</p>	<p>Cohort of educators who are supported in pursuing alternative licensure</p>
<p>Develop community and belonging among new teachers who have entered through one of OUSD's 9 Grow Our Own Educator Pathways</p>	<p>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</p>

### Focus Area 3

## Early career Black and Brown teachers (continued)

Year 1 Action Items	Main Deliverables
<b>Affinity Groups</b>	
Further develop the range of affinity-based support structures available to new teachers as core elements of their professional learning systems	Variety of affinity-based support structures for Black and Brown early career teachers
<b>Professional Learning</b>	
Leverage collective resources to further develop coordinated systems of professional learning and mentorship differentiated for early career teachers	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

## Focus Area 4

# Practicing Black and Brown veteran teachers

### Year 1 Action Items

### 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 teachers of color in our district's professional learning spaces

More paid opportunities for experienced teachers 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 Groups

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



## Focus Area 4

# Practicing Black and Brown veteran teachers (continued)

### Year 1 Action Items

### 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.



## **WE ALL MUST MOBILIZE.**

*The work to fulfill the commitments outlined throughout this Strategic Plan calls upon every member of the Oakland community to mobilize. From the classroom teacher to the small business owner, district leaders to families, we all have a role to play to ensure all youth thrive. How will you step up to lead?*