



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Superintendent Work Plan #2

January 13, 2016



Allen Smith, Chief of Schools Office of Post-Secondary Readiness

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www.ousd.org



@OUSDnews

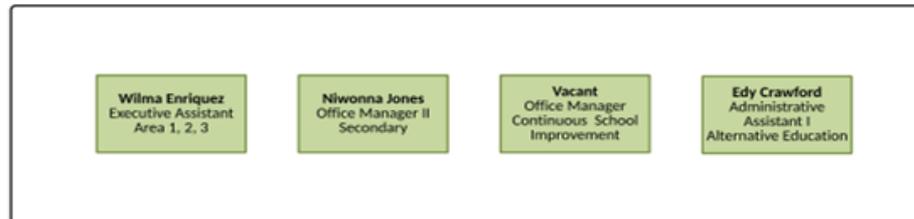
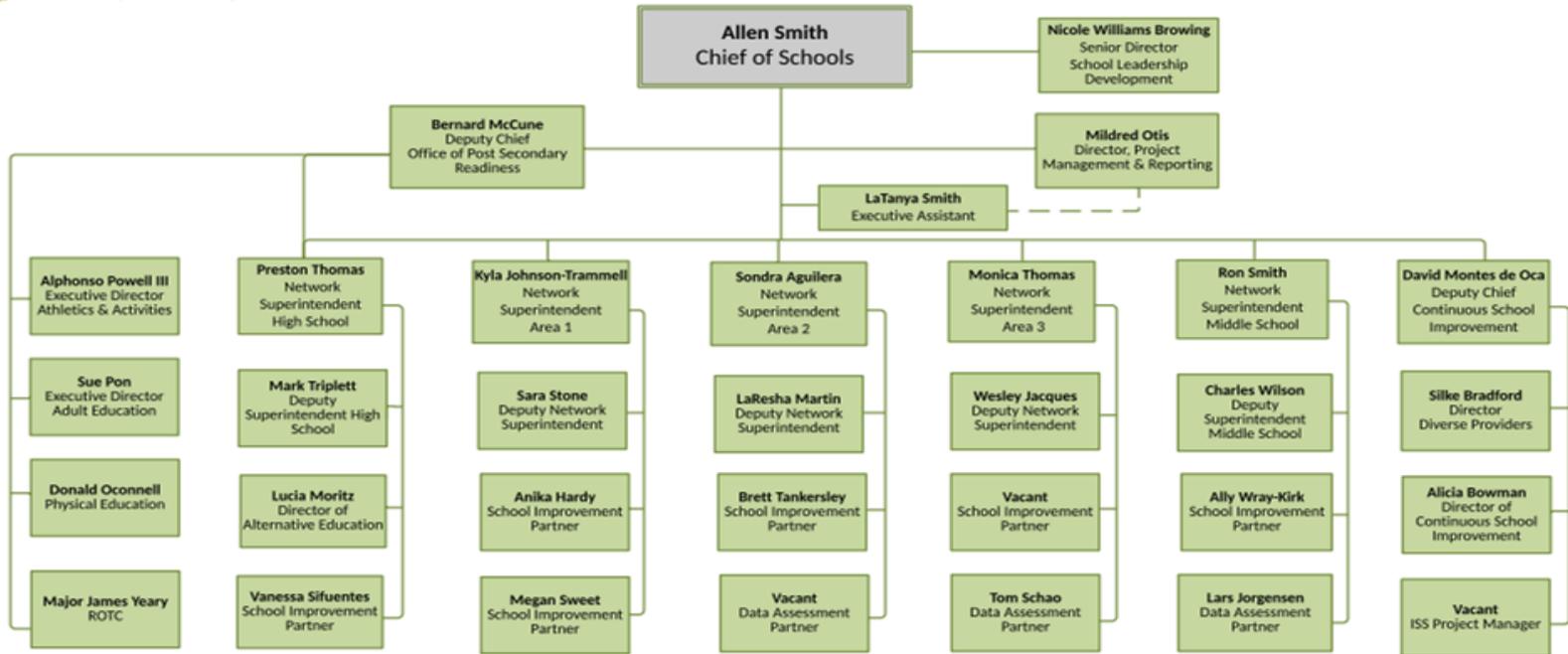
Deliverables

- 2a. Support all schools to improve their implementation of the Common Core State Standards and Social Emotional Learning Practices - Curtiss Satrikey and David Chambliss
- 2b. Support all schools in the development of Professional learning communities, early warning systems, continuous school improvement practices- including continual support to those schools engaged in the Intensive School Support process - David Montes and David Chambliss





Division of Post-Secondary Readiness 2015 -2016



Last updated: 12-18-15



Board Policy 3625

- The Board of Education is responsible for fostering conditions that enable every school in the Oakland Unified School District to create learning environments that make more effective teaching and learning possible.
- The Board of Education believes that those closest to students at a school - employees, parents, students, community partners - are generally in the best position to know the specific academic, social, and emotional needs of their students, and how best to address those needs.
- The Board of Education, within the context of established OUSD strategic priorities, performance accountability standards, and collective bargaining agreements, believes that empowering school governance teams to align and manage resources to effectively address the specific needs of their students is a necessary and fundamental condition to enable every school to make more effective teaching and learning possible.



Therefore, the Board of Education

hereby establishes its intent to... Slide 1 of 2

1. Provide school governance teams increased decision-making responsibility and authority
 - a. Engage their entire school community - employees, parents, students, and community partners - in a continuous process of school improvement.
 - b. Establish a coherent Theory-Of-Action and program strategy to improve student attendance, academic achievement, and wellness based on a specific understanding of the needs and conditions of their students.
 - c. Align and manage resources - people, programs, money, and time - to their school's established Theory-Of-Action and program strategy.
2. Ensure the Superintendent provides meaningful support, guidance, and feedback to school governance teams- commensurate to the unique needs of each team - to foster their effectiveness in the performance of their decision-making responsibilities and authorities.



Therefore, the Board of Education

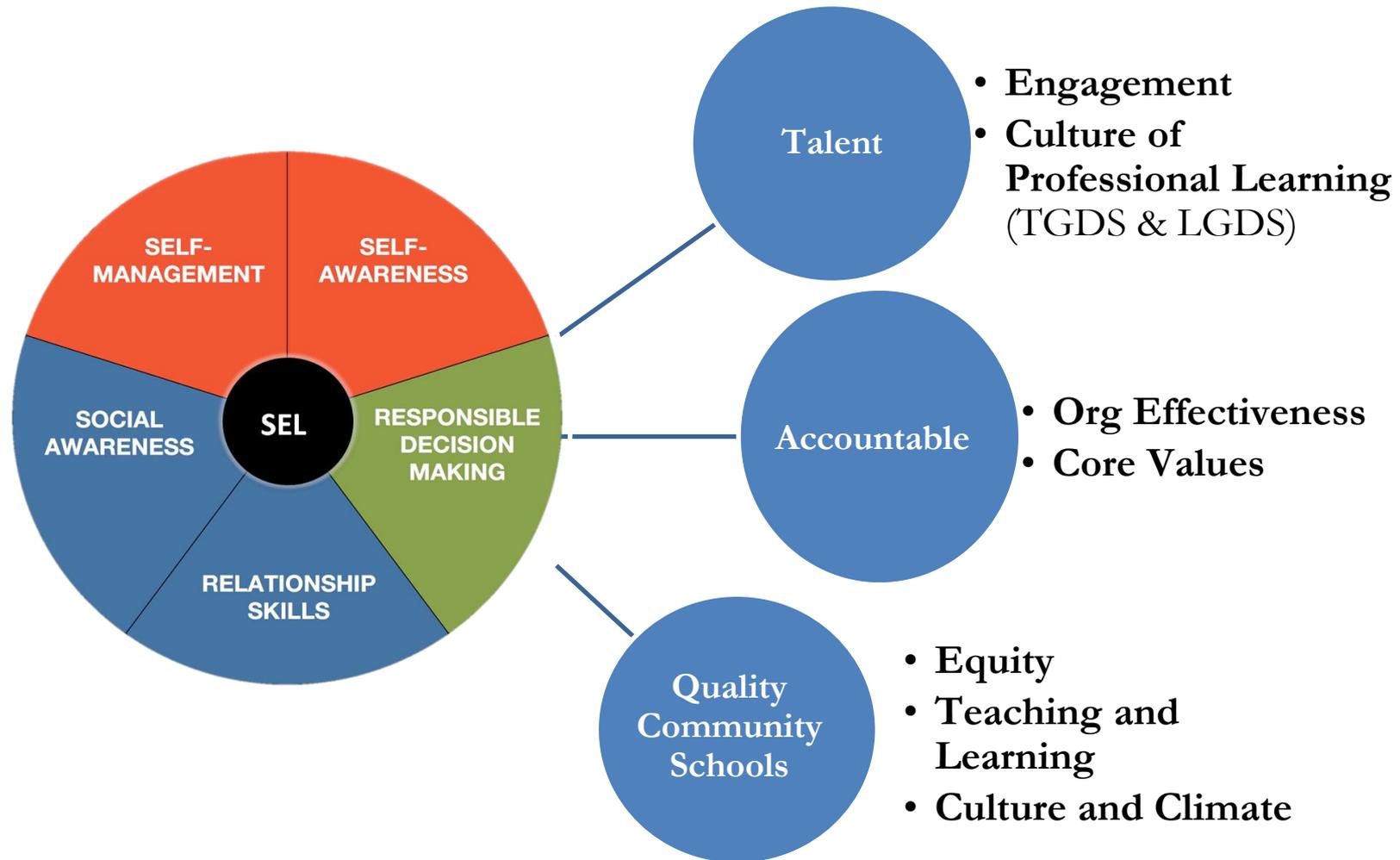
hereby establishes its intent to... Slide 2 of 2

3. Ensure the Superintendent reports each year to the Board of Education individual school outcomes for student attendance, academic achievement, and wellness, using established OUSD student and school performance assessments.
4. Strengthen the ability of school governance teams, through established collective bargaining protocols and agreements, to determine the composition of their employee teams. – **one pager on the budget overview process. Refer to deck on budgeting**
5. Allocate funding to schools in a manner that:
 - a. Equitably distributes financial resources based on the different needs and life circumstances of students.
 - b. Maximizes the percentage of all OUSD revenues to be distributed to schools. – **88/12 get from Ruth**
6. The Governance Team will be the School Site Council.



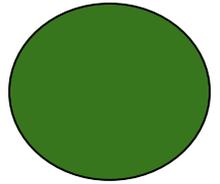
2a. Social Emotional Learning: Embedded Across Priorities

Slide 1 of 4



2a. Social Emotional Learning

Slide 2 of 4

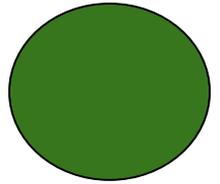


- **Elementary School Level**
 - Caring Schools Community (CSC) at 20 schools
 - SEL Standards on the elementary report card
- **Middle School Level**
 - SEL Standards-based Advisory Restorative practices at all middle schools
- **High School Level**
 - Linked Learning Pathway coach training
 - Restorative and Trauma-informed Practices



2a. Social Emotional Learning

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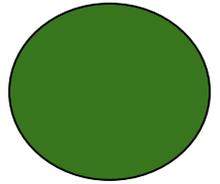


- **Professional Learning**
 - Principal Professional Learning
 - Assistant Principal Professional Learning
 - Partnering with Teaching and Learning to integrate CCSS and SEL
 - Integration of SEL in TGDS, LGDS and employee induction
 - Collaboration with ELLMA
 - Professional learning with Classified Staff



2a. Common Core Implementation

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Support all schools to improve their implementation of CCSS



- **Shared Focus on 3 key PL priorities across schools/central divisions**

- ★ ○ 1. Unpack CCSS/NGSS; 2. Implement CCSS/NGSS-based, data-driven instruction (DDI); 3. Implement Multi-Tiered System of Supports (MTSS)

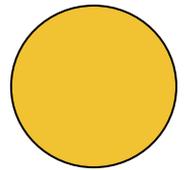
- **Key Levers: Build capacity of ...**

- ★ ○ Teachers, to implement the 3 priorities
- ○ Teacher Leaders, to lead teacher teams in implementing the 3 priorities
- ★ ○ Instructional Leadership Teams (ILTs), to organize teacher teams and monitor progress on the 3 priorities schools-wide
- ▲ ○ Principals, to lead ILT/teacher teams in implementing the 3 priorities



2b. Continuous School Improvement

Slide 1 of 6



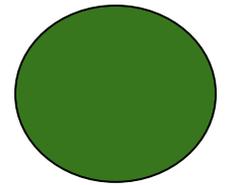
Support all schools in the development of PLCs

- **Collected Data on PLC Collaboration Time in schools**
 - ★ ○ Analyzing quantity/quality of teacher collaboration; “tiering” schools
- **Leveraging Highly Developed Practitioners**
 - ★ ○ Tapping the expertise of leaders who have built strong teacher collaboration structures to model for other teachers
- **Grounding in Best Practice**
 - Using resources like the Aspen Institute Guide to clarify key steps
- **Implementing “Tight” Expectations for Teacher Collaboration (structure, process, time)**
 - ▲ ○ School time (OEA 10.9) ... Quality Team Process ... Collaboration Barriers ... Aligned Support and Monitoring across Central Teams



2b. Continuous School Improvement

Slide 2 of 6



Call for Quality Schools

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2015-16 Edition

FALL CALL for Quality Schools Proposal Guide
for school design proposals focused on SPECIFIED PROGRAMS
to launch 2016-17 (Cohort 1) or to launch 2017-18 (Cohort 2)

Oakland Unified School District
Office of the Superintendent
1000 Broadway, Oakland

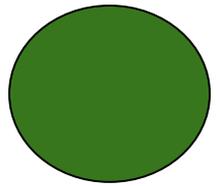
VS.0 (updated 9/15/15)

- Fall Call West Oakland
- Fall Call Dual Language
- Fall Call Middle Schools



2b. Continuous School Improvement

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Intensive Support School Redesign

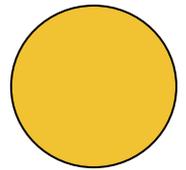
Great School Exposure
Implementation Planning
Community Outreach

School Design Cohort 2016
Program Implementation Planning
Intensive Support Schools
Playbook
DRAFT v9.0



2b. Continuous School Improvement

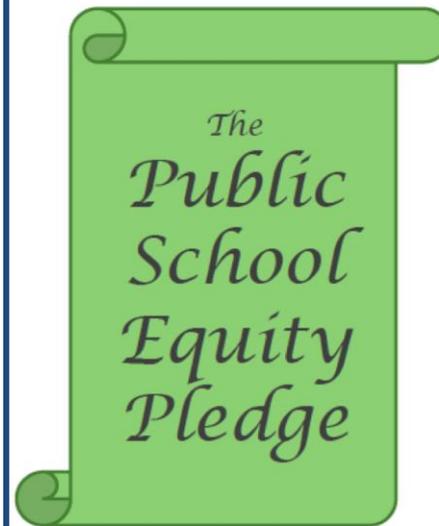
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Oakland Public School Equity Pledge

- Performance
- Enrollment
- Human Capital
- Funds
- Instruction
- Facilities
- Special Education
- Quality School Development

WHY: Our intention

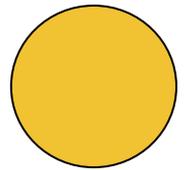


Because ALL students in Oakland, regardless of whether they attend a district-run public school or a charter public school, deserves equitable access to a **high quality public education**



2b. Continuous School Improvement

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Oakland Public School Equity Pledge

- Charter Sector Representatives

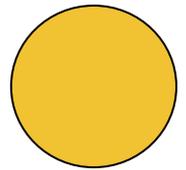
Charter sector perspectives shared regarding:

- Knowledge sharing
- Student access and enrollment
- Program and operations
- Leveraging shared resources



2b. Continuous School Improvement

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School Performance Framework system "SPF" Principal Training Plan Goals

Academic Status		45%	2	Total Score	All Students			LPRG (lowest performing students/group)			EL (English learners)			SWD (students with disabilities)			LI (low income)			Total Weight	
Academic Growth		15%	1		Performance	Index Level	Points Earned	Group	Performance	Index Level	Points Earned	Performance	Index Level	Points Earned	Performance	Index Level	Points Earned	Performance	Index Level	Points Earned	
Academic Domain																					
SBAC ELA	status	2	47.2%	3	0.150 out of 0.350	AA	31.4%	2	0.025 out of 0.063	12%	1	0.013 out of 0.063	11.4%	1	0.013 out of 0.063	38.7%	3	0.038 out of 0.063	0.238 out of 0.500		
	growth	Coming Fall 2016																			
SBAC Math	status	3	30.9%	5	0.250 out of 0.350	AA	10.1%	2	0.025 out of 0.063	8%	2	0.025 out of 0.063	4.8%	1	0.013 out of 0.063	21.9%	4	0.050 out of 0.063	0.363 out of 0.500		
	growth	Coming Fall 2016																			
SRI	status	2	58.3%	3	0.150 out of 0.350	AA	40.4%	2	0.025 out of 0.063	10.6%	1	0.013 out of 0.063	16.7%	1	0.013 out of 0.063	45.3%	2	0.025 out of 0.063	0.225 out of 0.500		
	growth	N/A	N/A		0.000 out of 0.000		N/A		0.000 out of 0.000	N/A		0.000 out of 0.000	N/A		0.000 out of 0.000	N/A		0.000 out of 0.000	0.000 out of 0.000		
Graduation *	status	3	86.1%	4	0.100 out of 0.125	L	82.8%	3	0.019 out of 0.031	59.5%	1	0.006 out of 0.031	62.5%	1	0.006 out of 0.031	86.6%	4	0.025 out of 0.031	0.156 out of 0.250		
	growth	2	0.6%	2	0.050 out of 0.125	L	-6.9%	1	0.008 out of 0.043	3.5%	5	0.043 out of 0.043	N/A		0.000 out of 0.000	1.7%	3	0.025 out of 0.043	0.125 out of 0.250		
A-G *	status	2	62.7%	3	0.075 out of 0.125	AA	43.6%	2	0.013 out of 0.031	21.7%	1	0.006 out of 0.031	9.7%	1	0.006 out of 0.031	52.2%	2	0.013 out of 0.031	0.113 out of 0.250		
	growth	1	-1.8%	1	0.025 out of 0.125	AA	-0.6%	1	0.013 out of 0.063	N/A		0.000 out of 0.000	N/A		0.000 out of 0.000	-3.2%	1	0.013 out of 0.063	0.050 out of 0.250		
Pathway Participation	status	1	44.8%	2	0.050 out of 0.125	AA	34.6%	1	0.006 out of 0.031	19.5%	1	0.006 out of 0.031	26.9%	1	0.006 out of 0.031	39.1%	1	0.006 out of 0.031	0.075 out of 0.250		
	growth	1	-1.8%	1	0.025 out of 0.125	AA	-6.6%	1	0.006 out of 0.031	-4.1%	1	0.006 out of 0.031	-3.5%	1	0.006 out of 0.031	-2.9%	1	0.006 out of 0.031	0.050 out of 0.250		
AP Scores **	status	Coming Fall 2016																			
Concurrent Enrollment **	status	Coming Fall 2016																			
On Track To Graduate **	status	Coming Fall 2016																			



Every Student Thrives!

The Pathway to Excellence!!!!

