



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

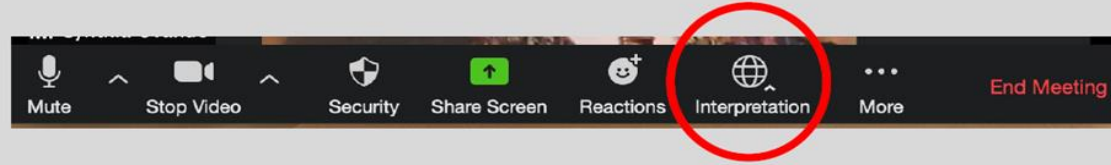
Board-Staff Retreat: 2021-22 Work Plan Development June 29, 2021



Interpretation / Interpretación / 翻譯

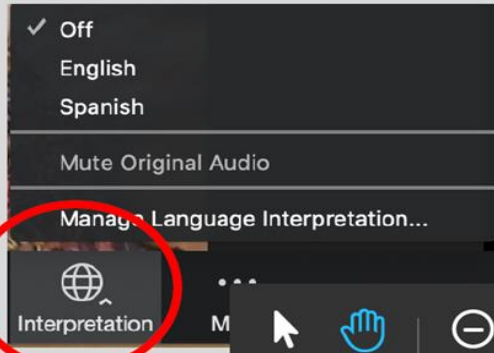
1 Go to Controls

Vaya a los controles | 控制項



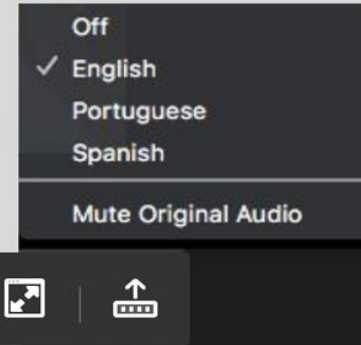
2 Click “Interpretation”

Clic en “Interpretación” | 翻译



3 Choose a Language

Escoja un idioma | 選擇一種語言



Land Acknowledgement

Outcomes



- To reflect on wins and learnings from the past year.
- To begin planning for SY21-22 by sharing draft superintendent and board work plans aligned to the new 2021-24 Strategic Plan.



Board Norms

- Honor Time - No Sidebars, Technology Aligned to Meeting Purpose, Start and End on Time
- Act as a Collective Body - Honor Relationships
- Honor Confidentiality
- Check for Understanding, Surface Assumptions
- Share Divergent Views - Value as a Learning Opportunity
- Celebrate Successes and Each Other's Contributions
- Presume Positive Intent
- No Personal Attacks
- Step Up Step Back

Working Together in Service of Community: Year End Reflection

Purpose: Reflect on learnings regarding the Board and staff working as a team.

- **For Board:** What have you learned about being a Board member (positive experiences and growth edges)? What have you learned about working with staff? What is one important takeaway from both?
- **For Staff:** What have you learned about working with the Board? What is one important take away?

Small Groups (3 min each):

You will receive a notice in your group when you hit the 3 min mark, indicating it is time for another group member to share

Instructions for Public in Breakout Groups

- The public will not be automatically added to any of these breakout rooms, but are welcome to join.
- You can request to join any breakout room.
- At any time, you can leave a breakout room, rejoin the main room, and request to join a different breakout room.
- Members of the public can observe any breakout room but cannot actively participate in the discussion.

Superintendent Work Plan and Performance Outcomes

Alignment to the Strategic Plan

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 support
- 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

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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

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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

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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%

2021-22 Superintendent Work Plan

01	Ensuring Strong Readers by the Third Grade	• 1 Deliverable
02	Supporting Empowered Graduates	• 3 Deliverables
03	Creating Joyful Schools	• 4 Deliverables
04	Growing a Diverse and Stable Staff	• 2 Deliverables
05	Creating a Sustainable and Thriving District	• 4 Deliverables

Small Group Discussions

- **In Your Small Groups: Choose 2 (or 3, if there is time) areas to discuss and take notes on a [shared document](#).**
 - What do you like?
 - What is missing?
 - What do you have questions about/what is unclear to you?
- **Whole group reflection on process (2-3 share outs)**
- **Next steps**

Break

Board 2021-22 Work Plan

Drafting Board Work Plan

- Background
 - Importance of Alignment
 - Superintendent and Board work plans should complement each other - otherwise the priorities of one will undermine the priorities of the other
 - How was the draft formed?
 - Focus Areas, actions, and proposed deliverables were solicited from Board members
 - Compiled into current draft
- *Note: This is the time to add new ideas, particularly deliverables*

Board and Staff Feedback

- Step 1: Initial Dot Voting: <https://tinyurl.com/OUSDDotActivity>
- Step 2: Discussion
 - Is there anything that is missing? (E.g., “I would like to the add...”)
 - What are your top 2 priorities? (E.g., “Of the deliverables listed, my top two priority deliverables are...”)
 - Is there anything you would take off the plan? (E.g., “Of the deliverables listed, I would remove the following one deliverable...”)
- Step 3: Revisit Dot Voting: <https://tinyurl.com/OUSDDotActivity>
 - Will be used to reduce list of proposed deliverables for the final Board Work Plan (to be reviewed by Board in August) to no more than 15 (and ideally less)

Public Comment & Questions



Closing: Reflections & Appreciations

Affirmations of each other
on working together this year -
share positive things
you experienced this year



Quality Schools in Every Neighborhood!



**OAKLAND UNIFIED
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