

## 2021-22 Board of Education Work Plan

### **Mission**

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

### **Vision**

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

### **Our Graduate Profile**

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

### **Our Values**

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

### **Our Goals**

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

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

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

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

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

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ENSURING STRONG READERS BY THE THIRD GRADE		
Focus Areas	Actions	Proposed Deliverables
1. Gain clarity on plan for strategic plan actions related to early literacy	Through consultation with teachers, school leaders, district staff, families and community partners, oversee the implementation of goal 1 of the strategic plan.	<ul style="list-style-type: none"> <li>● Receive a progress report on the strategic plan related to improving early literacy.</li> </ul>
2. Conduct research to gain an understanding of the root cause of achievement challenges with early literacy.	Launch a research process with trusted community partners and district staff to learn more about other district's early literacy work, conduct a root cause analysis of OUSD's challenges and bright spots within the district, with the goal of planning a potential ballot measure related to early literacy and intervention.	<ul style="list-style-type: none"> <li>● Convene a group of community and district leaders to begin the work of learning from current early literacy efforts in Oakland and other districts and planning a possible ballot measure for 2024.</li> </ul>
3. Decrease chronic absence by 2% in elementary schools.	Elementary Network Superintendents shall draft a plan for presentation to the board regarding how they plan to decrease chronic absence by 2% during the 21-22 school year and shall report twice during the year, providing an analysis of the success of our	<ul style="list-style-type: none"> <li>● Collect learnings from our Restorative Return to School investments and consider possible budgetary allocations for 22-23 that will allow us to make progress</li> </ul>

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	Restorative Return to School investments pertaining to chronic absence and their effectiveness, so the board can make informed decisions about whether to continue such investments.	<ul style="list-style-type: none"> <li>on reducing chronic absence.</li> <li>Monitor plan to reduce chronic absence.</li> </ul>
<b>SUPPORTING POWERFUL GRADUATES</b>		
Goals	Actions	Proposed Deliverables
1. Gain clarity on plan for strategic plan actions related to improving high school outcomes.	Receive updates on implementation of the strategic plan, including plans to improve A-G completion rates and revise our grading policy.	<ul style="list-style-type: none"> <li>Revisit and adopt changes to the district’s grading policy and other possible policies to improve our A-G completion rate.</li> </ul>
2. Learn from our Measure N work so far, in preparation for a renewal campaign.	Conduct a research process with Oakland high schools, employer partners and district staff to learn more about the district’s implementation of Measure N.	<ul style="list-style-type: none"> <li>Decide whether to pursue reauthorization of Measure N in 2022.</li> </ul>
3. Hear and adopt a plan for alternative education	Hear and adopt the new vision for alternative education in OUSD; consider alternative education hub idea.	<ul style="list-style-type: none"> <li>Adopt the new vision for alternative education, and make a decision about the alternative education hub idea.</li> </ul>

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4. Hear and adopt a plan for Adult Education.	Hear and consider the new vision for adult education in OUSD.	<ul style="list-style-type: none"> <li>Hear and adopt a plan for Adult Education.</li> </ul>
<b>CREATING INSPIRING SCHOOLS</b>		
Goals	Actions	Proposed Deliverables
1. Improve school quality.	Continue to implement Blueprint for Quality Schools changes to develop and expand quality school options within OUSD.	<ul style="list-style-type: none"> <li>Review and consider Citywide Plan recommendations from staff.</li> </ul> Continue to monitor outcomes of Citywide Plan decisions.
2. Gain clarity and reach agreement on creating school safety without reliance on police.	<ul style="list-style-type: none"> <li>Consider school safety plan recommendations from the working group on the Alternative Safety Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Review and update the Alternative Safety Plan to include recommendations from the George Floyd Safety Design Team.</li> </ul>
3. Monitor use of one-time funds effectively to ensure a restorative return to school	<ul style="list-style-type: none"> <li>Review use and impacts of relief funds in 2021-22 and determine which investments were effective and should be continued.</li> </ul>	<ul style="list-style-type: none"> <li>Receive recommendations and give direction on ongoing investments for comprehensive student supports, including social-emotional learning and academic interventions for the 22-23 school year.</li> </ul>

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<p>4. Improve student achievement and school culture for Black students.</p>	<ul style="list-style-type: none"> <li>Hear and consider recommendations from Black Students Thriving Task Force for improving student achievement and school culture for Black students.</li> </ul>	<ul style="list-style-type: none"> <li>Consider adoption of recommendations from Black Students Thriving Task Force</li> </ul>
<p>5. Monitor implementation of resolution 2021-0159, Ensuring Access for Students with Disabilities</p>	<ul style="list-style-type: none"> <li>Receive two annual reports on implementation of resolution 2021-0159, one focused on implementation for Fall of 2021 and one focused on recommendations for improving ongoing access for students with disabilities, including budgetary recommendations for the 22-23 budget.</li> </ul>	<ul style="list-style-type: none"> <li>Consider policy and budgetary changes after receiving a report on ensuring access for students with disabilities to academic and SEL supports.</li> </ul>

### RECRUITING & RETAINING DIVERSE STAFF

<p>1. Strengthening Academic Leadership at School Sites</p>	<p>The board will receive increased information about principal effectiveness and efforts to either support principals to improve or to transition them into other roles.</p>	<ul style="list-style-type: none"> <li>Consider and adopt policy changes (or take other actions) related to strengthening the Principal corps, after receiving a report on efforts to develop the principal corps and remove low-performing principals.</li> </ul>
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### CREATING A SUSTAINABLE DISTRICT

Goals	Actions	Proposed Deliverables
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<p>1. Distribute resources equitably among schools</p>	<p>Investigate the equity formula and base staffing formula for distributing resources to schools, and the rationale for how resources are allocated, and develop a theory of action on how allocation of resources affects change for students</p>	<ul style="list-style-type: none"> <li>● Adopt revisions to budget policies and funding formulas.</li> </ul>
<p>2. Reach agreement with all bargaining units on a new three-year agreement.</p>	<p>Inform bargaining priorities and monitor staff progress on reaching an agreement.</p>	<ul style="list-style-type: none"> <li>● Approve agreements with all bargaining units</li> </ul>
<p>3. Continue to take action to monetize unused and underused OUSD facilities.</p>	<p>Consider options for monetizing unused and underused OUSD facilities.</p>	<ul style="list-style-type: none"> <li>● Review and revise Asset Management Policy.</li> </ul>
<p>4. Increase opportunities for community partners, staff, students and families to inform OUSD's budget development.</p>	<p>Ensure ample community engagement opportunities to inform the development of the 22-23 OUSD budget.</p>	<ul style="list-style-type: none"> <li>● Adopt and monitor budget development calendar in Fall of 2021</li> </ul>
<p>5. Monitor progress on implementation of the Enrollment Stabilization Policy</p>	<p>Receive two reports during the 21-22 school year on implementation of the Enrollment Stabilization Policy</p>	<ul style="list-style-type: none"> <li>● Consider changes to OUSD's enrollment policies based on recommendations from Enrollment staff in response to Enrollment Stabilization Policy.</li> </ul>

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6. Modify OUSD’s enrollment policies to address issues of equity and fairness.	In consultation with the Equitable Enrollment Working Group and other community partners, consider changes to OUSD’s enrollment policies.	<ul style="list-style-type: none"> <li>Review recommendations and adopt potential changes to district enrollment policies, including modifications to OUSD’s Open Enrollment Policy.</li> </ul>
7. Deepen Staff & Board Trust and Relationships	Ensure clear communication on roles and responsibilities among the board and staff and how board communicates with staff about requests from constituents	<ul style="list-style-type: none"> <li>Conduct at least one study session or retreat to build board knowledge about staff and board roles, responsibilities and areas of work.</li> </ul>

Goal 1: All students graduate college, career, and community ready.	Metric (aligned with LCAP)	BASELINE (2019-20) *data from 18-19 **data from 20-21		GROWTH IN THE NEXT 3 YEARS	DESIRED 22-23 OUTCOME	Notes
		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)	GrK: 64.0% Gr3: 42.2%
Middle grade students are prepared for high school	Increase average distance from standard on smarter	-104.4*	15	-89.4	LCAP 1.14 for only 8th grade.	

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	balanced/SBAC state assessments in 8th grade Mathematics				
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	4-year: 64.1% 5 or more years: 16.1%	LCAP 1.05; LCAP does not distinguish between 4 and 5 years.
<b>Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. LCAP Metric(s)</b>					
					<b>Notes</b>
English Learners are gaining English proficiency	Increase the English Learner (EL) reclassification rate.	5.6%	9	14.6%	LCAP 2.10
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	Black: 32.9% Latinx: 41.1% Homeless: 55.7%	LCAP 2.09
<b>Goal 3: Students and families are welcomed, safe, healthy, and engaged. LCAP Metric(s)</b>					
					<b>Notes</b>
Students attend school every day.	Reduce chronic absenteeism rates (missing 10% or more of school days) for all students.	17.3%	-1.5	15.8%	LCAP 3.02



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Schools are inclusive of all students	Reduce the out-of-school suspension rate and student expulsions for Black and SWD.	Suspension Black: 7.1% Suspension SWD: 6.8% Expulsion Black: 18 Expulsion SWD: 2	Suspension: -3 Expulsion: -6	Suspension Black: 4.1% Suspension SWD: 3.8% Expulsion Black: 12 Expulsion SWD: 0	LCAP 3.03 and 3.04. Focus on Black and SWD.
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	33	This is a combo of 3.06 and 3.07 and will need to be re-calculated.
Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
	LCAP Metric(s)				Notes
All teachers at all schools are prepared and successful.	Increase the one-year teacher retention rate.	Black teachers: 84% Latino teachers: 83%	1.5	Black teachers: 85.5% Latino teachers: 84.5%	LCAP 4.02. Focus on Black and Latino teachers.
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%	100%	LCAP 4.08