PROGRESS UPDATE

June 22, 2016

Agenda

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

Why an Equity Pledge now?

1. OUSD oversees a **variety of public schools & programs**

2. **Charter public schools now serve 28%** of Oakland public school students

3. Collectively, we all have an **obligation to serve all public school students in Oakland**

4. We need our entire-system of public schools to **work collaboratively towards our common vision of a great education for every child**

How is this different? What will it achieve?

- The Oakland Public Schools Equity Pledge **puts students at the center and our shared value of equity first**

- It is a long-term process of **creating a collaborative system** in which charter and district leaders work together to solve problems, hold each other accountable, and innovate for the future

- We will create a **set of agreements** for charter public schools and the district that will lead to **changes that better serve ALL students in Oakland**

Agenda

1   Overview of Equity Pledge

2   Structure and Timeline

3   Working Group Updates

We are at the start of a multi-phased journey, with district, charter & the community working together to create better outcomes for kids

Revise and refine as needed

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5

Phase 1
- *Build trust & relationships between district & charter sectors*
- *Identify broad areas of work*
- *Begin community engagement*

Phase 2
- *Identify specific questions for further analysis*
- *Gather data*
- *Draft goals for collaboration*
- *Recruit local subject-matter experts*
- *Broaden community outreach*

Phase 3
- *Analyze data*
- *Develop creative solutions*
- *Draft & revise collaborative agreements*
- *Deepen community engagement*

Phase 4
- *Commit to collaborative agreements*
- *Continue community engagement*

Phase 5
- *Implement new collaborative practices with community*

Indicates current phase

Phase 1 was focused on bringing district and charter leaders together to build new relationships and identify broad areas of work
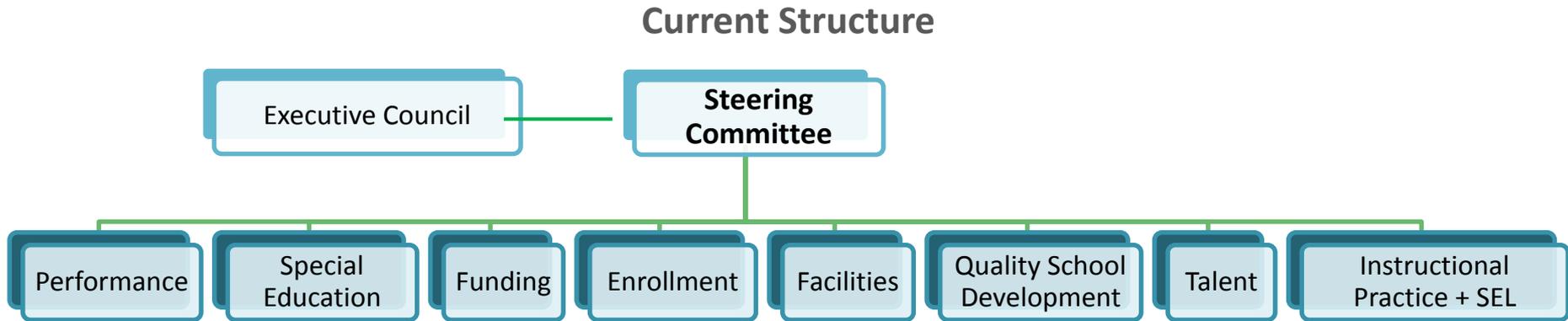
What we accomplished

- **Identified 8 key areas of focus** to advance equity for all Oakland students

- **Formed small groups of dedicated district and charter leaders** and started to build trust across sectors

- **Conducted a "Meeting of the Whole" for all participants** to share progress and see connections

- **Conducted a community forum** to inform the Oakland community about the Pledge

- **Created a dedicated website** to serve as the primary communication platform for the Pledge

What we learned

- We need to ensure that **community members from all backgrounds** can participate in the Pledge

- We need to ground the work in **common values**

- We need to **create the time and space to build relationships at each meeting** as progress is faster when trust is established

Currently, there are eight working groups composed of diverse, committed educators and subject-matter experts

Current Structure

```
Executive Council  ———  Steering Committee
                              |
   ┌──────┬──────┬──────┬──────┬──────┬──────┬──────┐
Performance  Special   Funding  Enrollment  Facilities  Quality School  Talent  Instructional
             Education                                  Development              Practice + SEL
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Criteria for selection:

- Representative of the committing organizations (OUSD / Charter Sector)
- Committed to do what is best for all public school students in the city
- Open-minded
- Able to see a problem from multiple perspectives
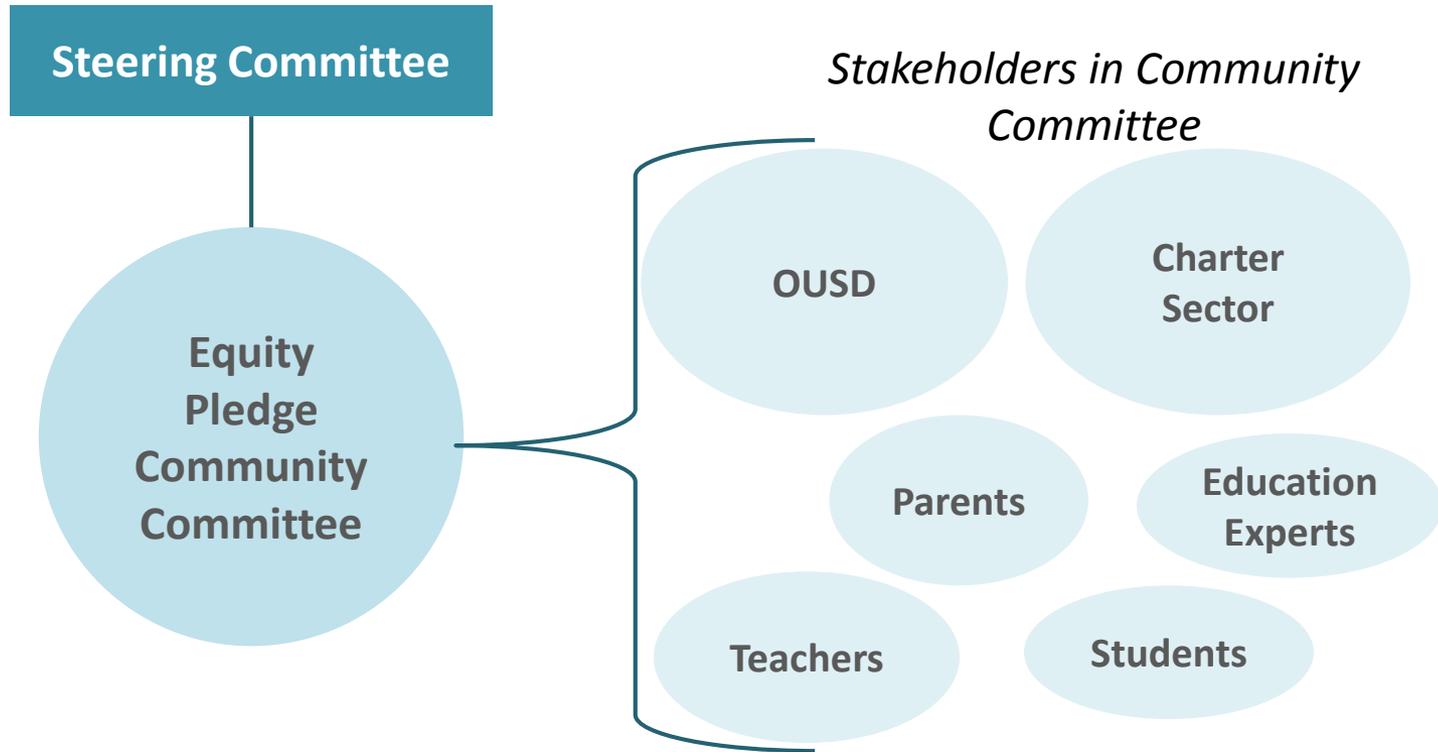- Have relevant subject-matter knowledge

Other considerations:

- Represent diverse voices
- Include decision-makers, influencers and do-ers
- Willing to commit the time to fully participate

In phase 2, we want to evolve this structure to include diverse, community voices, and to help participants see the interconnections in their work
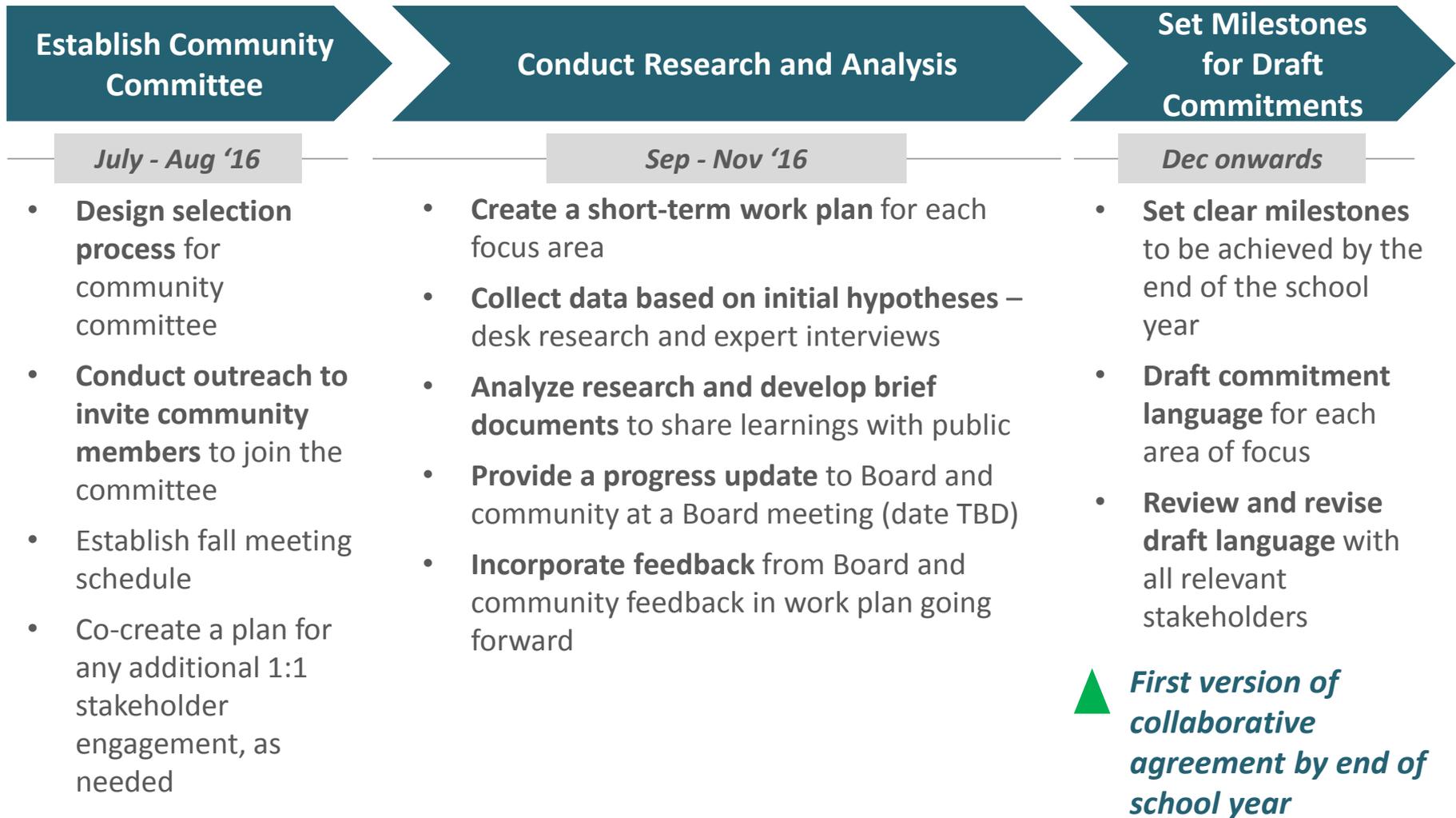
In Phase 2, we plan to shift to a larger format structure which will involve existing participants and bring community members on board

Proposed Structure

Steering Committee

Stakeholders in Community Committee

Equity Pledge Community Committee

- OUSD
- Charter Sector
- Parents
- Education Experts
- Teachers
- Students

- The **Steering Committee will continue to oversee and guide the effort**, including setting the agenda for meetings
- There will be **meetings of the whole committee every month starting late August,** and smaller group meetings focused on each topic area as needed
- Opportunities for additional community engagement will be created at monthly meetings

High-level Work Plan for School Year 2016-2017

Establish Community Committee	Conduct Research and Analysis	Set Milestones for Draft Commitments
July - Aug '16	**Sep - Nov '16**	**Dec onwards**

Establish Community Committee — July - Aug '16

- **Design selection process** for community committee
- **Conduct outreach to invite community members** to join the committee
- Establish fall meeting schedule
- Co-create a plan for any additional 1:1 stakeholder engagement, as needed

Conduct Research and Analysis — Sep - Nov '16

- **Create a short-term work plan** for each focus area
- **Collect data based on initial hypotheses** – desk research and expert interviews
- **Analyze research and develop brief documents** to share learnings with public
- **Provide a progress update** to Board and community at a Board meeting (date TBD)
- **Incorporate feedback** from Board and community feedback in work plan going forward

Set Milestones for Draft Commitments — Dec onwards

- **Set clear milestones** to be achieved by the end of the school year
- **Draft commitment language** for each area of focus
- **Review and revise draft language** with all relevant stakeholders

▲ *First version of collaborative agreement by end of school year*

Agenda

1   Overview of Equity Pledge

2   Structure & Timeline

3   Working Group Updates

Performance Working Group

Guideline

Developing a framework of common metrics by Fall of 2017 for measuring school quality and continuous improvement across all of Oakland's public schools, and communicating publicly about school quality.

Working Group Members

JEAN WING
Executive Director, Research, Assessment & Data, OUSD

NOAH BRADLEY
Chief Academic Officer, Education for Change Public Schools

- Alicia Bowman, Director, School Portfolio Management, OUSD

- David Montes de Oca, Deputy Chief, Continuous School Improvement, OUSD

- John Ericson, Director of Data Analysis and Assessment, Aspire Public Schools

- Kaia Vilberg, Strategic Fellow, Research, Assessment & Data, OUSD

- Paul Koh, Head of School, Lighthouse Community Charter School

- Marc Tafolla, Policy Director, GO Public Schools

- Anne Soto, Director, Educate78

- Emmile Brack, Vice President of Operations, Schoolzilla

Note: Bold names indicate co-chairs. Members listed are who have been in attendance at working group meetings

Special Education Working Group

Guideline

Reviewing strategies to ensure all of Oakland's public school students with special needs have increased access to high quality, and appropriate, education programs.

Working Group Members

DEVIN DILLON
Chief Academic Officer,
OUSD

KATE NICOL
Executive Director,
Vincent Academy

- Sheilagh Andujar, Deputy Chief, Programs for Exceptional Children, OUSD

- Sondra Aguilera, Elementary Network Superintendent (Area 2), OUSD

- Jody Talkington, Director of Project Management, Academic Division, OUSD

- Joe Pacheco, Director of Student Services, Leadership Public Schools

- Sarah Notch, Director of Special Education, Oakland School for the Arts

- Joshua Kim, New Executive Director of Programs for Exceptional Children, OUSD

Note: Bold names indicate co-chairs. Members listed are those who have been in attendance at working group meetings

Funding Working Group

Guideline

Ensuring all public schools in Oakland have equitable access to available pools of public funding and developing processes for fair allocation of funds.

Working Group Members

RUTH ALAHYDOIAN
Chief Financial Officer, OUSD

LARISSA ADAM
Chief Talent Officer, Education for Change Public Schools

- Louise Bay Waters, Superintendent & CEO, Leadership Public Schools
- Minh Co, Accounting Manager, OUSD
- Vernon Hal, Senior Business Officer, OUSD
- James Harris, Board Trustee, OUSD
- Peter Laub, Executive Vice President & Chief Client Services Officer, EdTec
- Brian Stanley, Executive Director, Oakland Public Education Fund
- Stanley Zheng, Chief Strategy Officer, Education for Change

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Enrollment Working Group

Guideline

Improving and simplifying public school enrollment for all Oakland families.

 Working Group Members

CHARLES WILSON
Executive Director, Enrollment and Registration Management, OUSD

DAVID CASTILLO
Head of School, Urban Montessori Charter School

- Yusef Carrillo, Enrollment Coordinator, OUSD
- Charles Cole, Specialist, Community Engagement, OUSD
- Laurie Jones, Founder, East Bay Innovation Academy
- Elise Gresch, Director of Technology, KIPP Bay Area Schools
- Russ Ballati, Consultant, OUSD
- Manisha Patel, Project Manager, Technology Services, OUSD
- Mirella Rangel, Director, Community Engagement, GO Public Schools
- Shannon Fitzgerald, Enrollment Strategies and Systems Consultant

Note: Bold names indicate co-chairs. Members listed are those who have been in attendance at working group meetings

Facilities Working Group

Guideline

Ensuring our facilities are safe and educationally productive for students and developing processes to equitably allocate taxpayer-funded facilities and bond dollars to maximize students' access to high-performing education programs.

Working Group Members

ROLAND BROACH
Executive Director of
Custodial & Grounds, OUSD

DELPHINE SHERMAN
Chief Financial Officer,
Aspire Public Schools

- Adam Kaye, Director of Real Estate, KIPP Bay Area Schools
- Andrea Epps, Attorney, Office of the General Counsel
- Jorge Lopez, Chief Executive Officer, Amethod Public Schools
- Shelley Benning, Founder, East Bay Innovation Academy
- Silke Bradford, Director, Quality Diverse Providers, OUSD
- Stanley Zheng, Chief Strategy Officer, Education for Change Public Schools

Note: Bold names indicate co-chairs. Members listed are those who have been in attendance at working group meetings

Quality School Development Working Group

Guideline

Reviewing the Quality School Development policy and processes to promote successful school development that is student-centered and community-informed.

Working Group Members

ALLEN SMITH
Chief of Schools, OUSD

KIMI KEAN
Area Superintendent, Bay Area, Aspire Public Schools

- David Montes de Oca, Deputy Chief, Continuous School Improvement, OUSD

- Dirk Tillotson, Board member, Education for Change Public Schools

- Carolyn Gramstorff, Director, Emerging School Design Lab, Educate 78

Note: Bold names indicate co-chairs. Members listed are those who have been in attendance at working group meetings

Talent Working Group

Guideline

Identifying strategies and promoting collaborative efforts to attract and retain talented teachers, staff and leaders in Oakland to serve our public school students.

Working Group Members

TARA GARD
Executive Director, HR Operations & Staffing, OUSD

WILLIAM NEE
Vice Principal, Unity High Charter School

- Ashley Marie Hill, Chief of Staff, Talent Division, OUSD
- David Chambliss, Deputy Chief, Teaching and Learning, OUSD
- Devin Krugman, Head of School, East Bay Innovation Academy
- Heather Kirkpatrick, Chief People Officer, Aspire Public Schools
- Rochelle Rogers-Ard, Director, Leadership Development & Employee Engagement, OUSD

Note: Bold names indicate co-chairs. Members listed are those who have been in attendance at working group meetings

Instructional Practice & Social Emotional Learning Working Group

Guideline

Sharing effective instructional practices across all Oakland public schools, including areas like academics, curriculum, assessment, socio-emotional learning and use of technology, while promoting existing collaboration efforts between schools.

Working Group Members

IDA OBERMAN
Executive Director, Community School for Creative Education

NICOLE KNIGHT
Executive Director, English Language Learner and Multilingual Achievement Office, OUSD

- Lauren Klaffky, Chief Academic Officer, Leadership Public Schools

- Rinat Fried, Data Analyst II, OUSD

- Kyla Johnson Trammell, Network Superintendent of Elementary Schools, OUSD

- Greg Klein, Senior Director, Innovation and Learning, Rogers Family Foundation*

- Brett Tankersley, School Improvement Partner, OUSD*

Note: Bold names indicate co-chairs. Members listed are those who have been in attendance at working group meetings
*Advisors tapped as needed

Appendix

1. **Performance**
2. Special Education
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Performance

Work in progress – three meetings completed

- **Discussed the importance of a common performance framework** in delivering equitable outcomes to all Oakland families

- **Identified two key strengths** of a common performance framework:
  - Provides the public with **transparent apples to apples comparisons** across sectors so they can make informed choices about schools
  - Allows families, educators and administrators to **identify bright spots and targeted areas of growth** to support school improvement

- **Reviewed the current version of OUSD's School Performance Framework** for district-run schools and gathered initial feedback from Working Group members and from Superintendent's monthly meeting with charter leaders

- **Came to consensus** that measuring academics and school culture/climate is important, as well as measuring growth

- **Collected community input** at May 24[th] Equity Pledge community forum where workshop participants discussed the approach of using multiple indicators including measures of growth and improvement, and discussed the challenge of data collection and communication

- **Developed plan for deeper engagement across charter sector**

Performance
PWG members now have a shared understanding of the evolution of OUSD's performance measurement framework
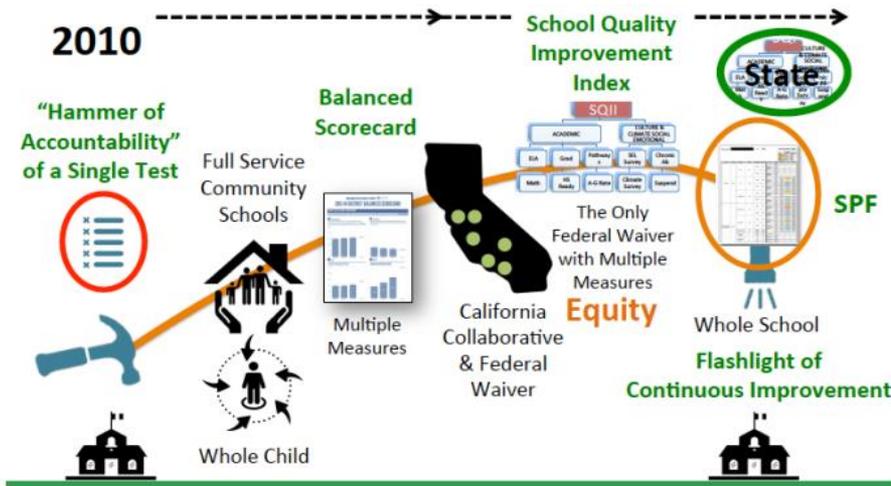
History of Measuring Performance at OUSD

School Performance Framework
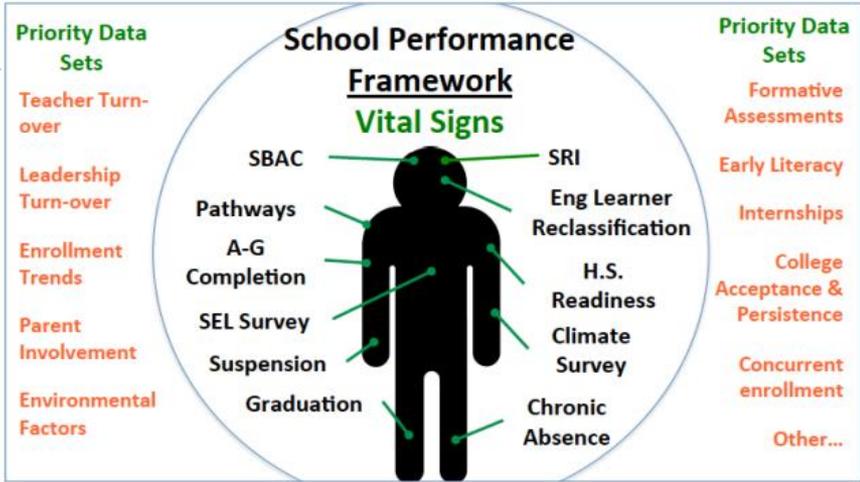
Performance

We have developed a month-by-month plan of action to develop a common performance framework over the next 15 months

Month	Key Objective
April-May 2016	Provide a common introduction of the SPF and its goal/purpose to charter sector representatives
May-June 2016	Engage and assess charter school sector perspectives on quality
Oct 2016	Agree to a core set of indicators and their definitions Continue engagement across charter sector, including new territory of gathering data across sectors and schools
Nov 2016	Define comparable metrics for indicators that may vary across schools (example: reading assessment)
Nov 2016	Define how charter school data may be gathered and analyzed
Dec 2016	Agree to how charter school performance will be reported
Jan 2017	Establish how the charter SPF will be used (functions in cross-sector collaboration, charter oversight & renewal decision-making)
Jan 2017	Agree to how the SPF will be disseminated & communicated
Feb-Mar 2017	Develop a soft roll-out plan (communication plan - training, FAQs, informing the public of the existence of a charter SPF)
Fall 2017	Public launch

Performance

Community and stakeholder input and engagement will be a key aspect of our work

Draft plan of activities to seek input and share progress

Category	Activities
Educators input and engagement	• Engage and assess charter school sector perspectives on quality and define parameters of charter school engagement, data collection, and reporting • Identify the stakeholders for this project and define their interest; develop a communication, outreach and engagement plan
Community input and engagement	• Conduct outreach with parents to help understand their perspectives on how they view school performance and strategies to communicate the new framework

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Special Education
Work in progress – four meetings completed

- **Highlighted the importance of equity as a lens to discuss special education (SPED)** needs in Oakland by sharing personal stories of the impact of education on their lives and on those within their sphere of influence

- **Identified gaps in data concerning special education servicing and funding** across district and charter schools; in the process of collecting and synthesizing this data
  - Educational Research Systems (ERS), who has been working with the district, has recently completed a substantial review of OUSD's special education finances which will be studied by the group

- **Reviewed the OUSD program guide and parent handbook from OUSD to improve information for parents** about the comprehensive process of enrolling special needs children

- **Plan to engage the charter sector to test interest in participating in the creation of a single program guide** as well as in sharing data around special education

- **Received input from community members at the May 24[th] forum** where participants expressed the complexity of the special education enrollment process

Special Education
Short-term work plan – Fall 2016

Component	Main Activities
Data Collection & Analysis	• Collect information on current special education programs and services across district and charter sector to understand the existing landscape • Review the current informational resources available to parents and community in order to identify information and access gaps • Develop recommendations on how to collect and present data to the public • Create improved city-wide informational resources for parents and community
Stakeholder and Community Engagement	• Create a community engagement plan that includes interviews and focus groups with parents in order to understand their perspectives and needs when accessing special education services for their children • Engage charter and OUSD leaders to participate in development of city-wide special education informational resources for families and community
Outputs	• Recommendations on how district/charter schools will collaborate to equitably service special education students • Data collection and comparison analysis of district and charter special education finances • City-wide informational resources for parents and community

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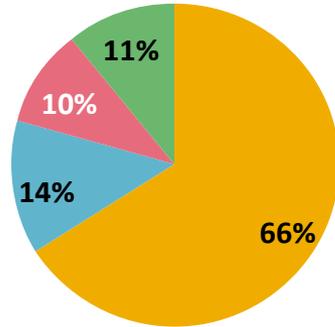
Funding
Work in progress – four meetings completed

- **Discussed the lack of information on the funding landscape** – available resources and costs for all public schools in Oakland

- **Developed a baseline understanding of per pupil spending** using public data, including the OUSD financial budget, charter school budgets, and enrollment numbers

- **Reviewing both revenue and cost data** for district and charter schools to understand **potential areas of inequity** in funding

- **Collecting community input** and conducting outreach to a preliminary set of stakeholders, including the Measure G Oversight Committee, ACOE, and various affinity groups

- **Developing a one-page public flyer to share learnings** from the research collected on funding distributions across district/charter schools. The goal is to draw attention to issues such as how funding connects to teacher recruitment/retention, lack of facilities, and strained resources for special needs students

- Prioritizing areas of inequity emerging from research and developing creative solutions to these problems
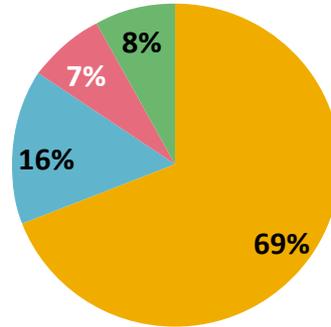
Funding
Snapshot of district & charters projected revenues by source for 2015/16 FY shows that charter schools have slightly lower per pupil revenues
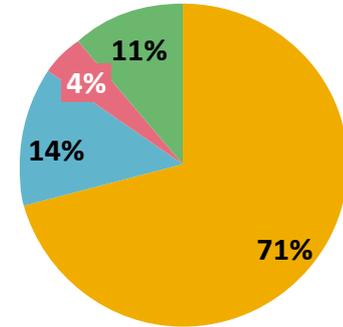
Oakland Unified School District (OUSD)

OUSD Charter Schools (n=37)

ACOE Charter Schools (n=7)

Local Revenues Include Measure G & Measure N Parcel Taxes

Local Revenues Include Measure N Parcel Tax

Local Revenues Include Measure N Parcel Tax

- 🟧 **Local Control Funding Formula Sources**
- 🟦 **Other State Revenues**
- 🟥 **Federal Revenues**
- 🟩 **Other Local Revenues**

Metric	Oakland Unified School District	OUSD Charter Schools	ACOE Charter Schools
Average Daily Attendance	35,276	11,401	2,249
Average Per Pupil Revenue	$14,554	$13,040	$12,057

Source: 2015/16 FY - District & Charters Projected Revenues (Based on 2nd Interim - General Fund)

Funding

The proportion of K-12 students eligible for a Free Reduced Price Meal (FRPM) count for the 2015/16 SY varies across all Oakland Public Schools

School Type	Average %	Range (%)	
		Min	Max
OUSD (87 schools)	74.1%	5.5%	97%
OUSD Charter (37 schools)	74.1%	12%	96%
ACOE Charters (7 schools)	66.9%	7%	92%

Funding
Short-term work plan – Fall 2016

Component	Main Activities
Data Collection & Analysis	• Gather cost and revenue per-pupil breakdowns for both district/charter schools • Identify information gaps and draft recommendations on how to collect and present data to the public • Identify short-term and long-term goals to address potential areas of inequity • Review strategies adopted by other districts to allocate resources and costs
Stakeholder and Community Engagement	• Finalize and refine a list of organizations and stakeholders from whom to seek input and chart next steps, including the Measure G Oversight Committee, ACOE, and various affinity groups • Develop a plan to gather community input by organizing focus groups and/or by conducting a survey
Outputs	• Develop an informational flyer on the funding landscape in Oakland • Develop draft language on how district/charter schools can collaborate to equitably allocate funding resources

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Enrollment

Work in progress – three meetings completed

- **Reviewed the District's Strategic Regional Analysis and the OUSD's Enrollment Blueprint** to understand existing data and previous work completed relevant to enrollment

- **Identified strategic outreach and awareness building as critical components** in helping families navigate the enrollment process

- **Identified 5 high-level "belief statements"** to serve as the guiding principles in the creation of the Equity Pledge commitments

- **Have begun to identify joint commitments** that could potentially populate the Equity Pledge

- **Have begun to review commitment language in other cities** to explore ideas and for how this collaborative work can be done successfully

- **Developing a plan to best seek community input, specifically the voices of parents;** potential strategies include dedicated focus groups on family experience of the enrollment process

Enrollment
Belief statements

We will build an OUSD/Charter collaboration plan anchored on the following:

1	We believe that detailed information about all Oakland-area public schools - including school performance data - should be proactively shared with families.
2	We believe that applying to multiple public schools in Oakland should be easy to do for all families, requiring minimal time, effort, and know-how.
3	We believe that it is important to honor legally-granted charter school autonomies while pursuing system-wide coordination.
4	We believe that the process of enrolling students in public schools should be fair, transparent, and efficient.
5	We believe that public schools should share equitably in the responsibility to serve students with the highest needs.

The above belief statements went through multiple iterations within the Enrollment Working Group.

Enrollment
Short-term work plan – Fall 2016

Component	Main Activities
Research & Analysis	• Share 5 belief statements with broader stakeholder group to get input • Review commitment statements from other cities who have successfully collaborated around enrollment • As joint commitments are drafted, check-in with OUSD and charter stakeholders to ensure financial and operational feasibility
Stakeholder and Community Engagement	• Identify a list of organizations and stakeholders from whom to seek input • Develop a plan to obtain community input by organizing focus groups
Outputs	• Draft joint commitments relative to school selection, application, and enrollment for review by charter and district leaders, as well as the community

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Facilities
Work in progress – three meetings completed

- Brainstormed and **prioritized several areas for action:**

  - **Building relationships** across district and charter stakeholders

  - Exploring structure to do **more collaborative long-term master planning**; this could include analysis of enrollment data in all schools and survey of charter schools to understand needs and growth plans across the city of Oakland

  - Strengthening **protocols for maintenance processes** for charter schools occupying district facilities

  - Exploring potential of **long-term leases** and development of new and under-used facilities

- **Conducted dialogue with external expert** on creative solutions for facilities challenges implemented in LA and the possibilities for applying these tools in Oakland*

- **Solicited feedback at community forum,** where new ideas emerged such as co-located programming, partnerships with housing developers, and leveraging alternative funds and social impact bonds

John Sun, Chief Executive Officer, Pacific Charter School Development Corporation

Facilities
Short-term work plan – Fall 2016

Component	Main Activities
Data Collection & Analysis	• Gather student enrollment data and trends to understand growth • Identify information gaps and draft recommendations on how to collect data • Prioritize short-term and long-term goals. For e.g., short-term goals could be to bring charter school leaders together to understand one another's growth plans and facility needs and surveying families and communities; long-term goals, to find innovative, longer-term solutions to facility constraints in Oakland and to use collected data to help develop a Facilities master plan
Stakeholder and Community Engagement	• Relationship building among members of the working group and building empathy between the district and charter sectors around facilities • Focus groups of charter schools and district schools on biggest facilities challenges and potential solutions
Outputs	• Develop a timeline for creating a joint strategic plan • Develop draft language on how the district and charters will collaborate to equitably allocate facilities resources

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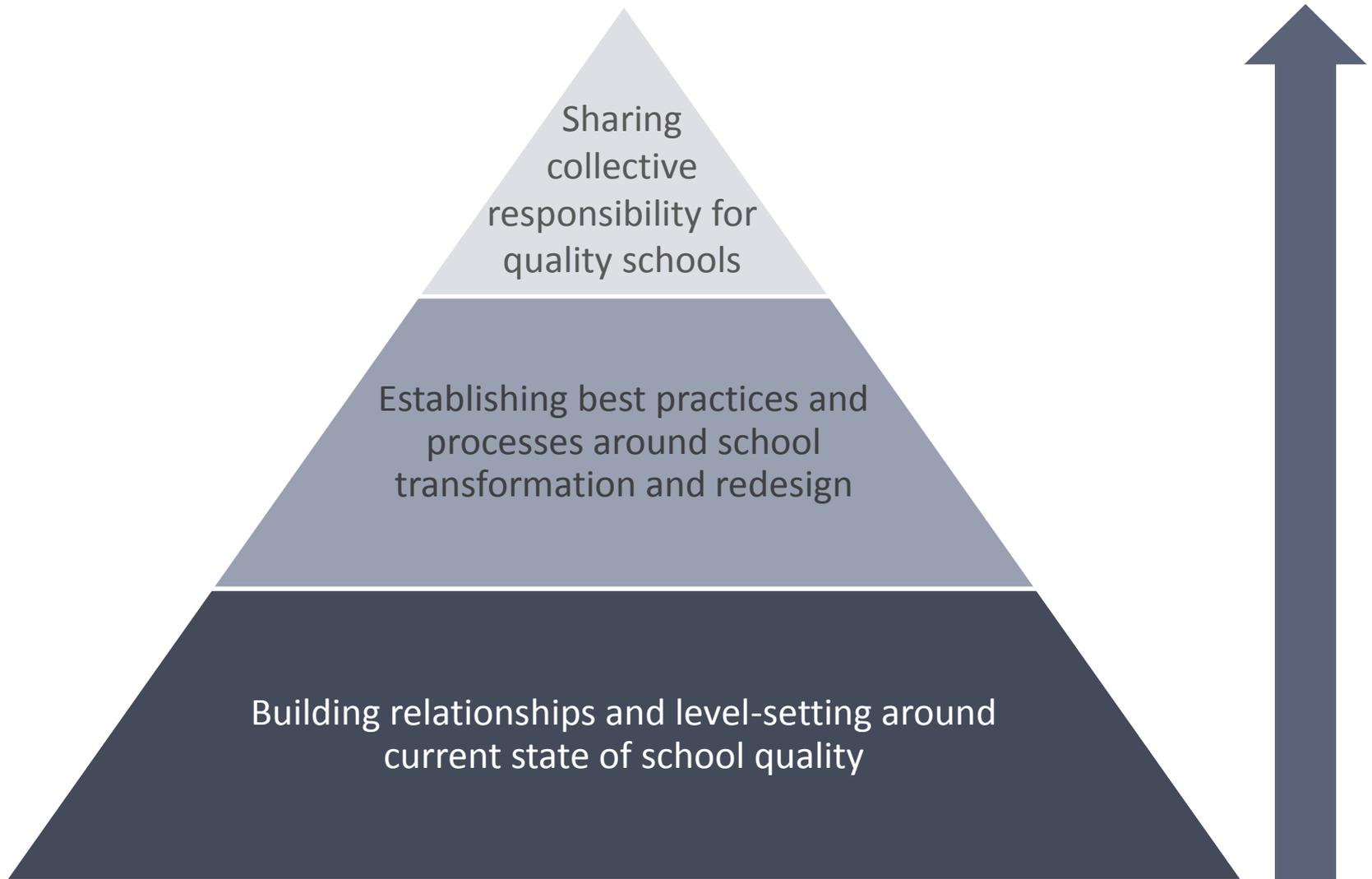
Quality School Development
Work in progress – three meetings completed

- **Reviewed the current Quality School development policy** and administrative regulations (BP 6005)

- Determined that there is a unique opportunity to **clarify the role charters can play in OUSD's call for quality schools**

- **Acknowledged the urgency for quality school development** because currently only 25% of Oakland students are in quality schools

- **Conducting dialogues with experts and community stakeholders** to gather perspectives on district-charter collaboration for quality schools and lessons learned from other experiences in cross-sector collaboration*

- **Conducting discussions with charter leaders** to understand incentives and barriers around participation in school transformation, and redesign

- **Developed a draft framework to** guide a three-step process for long-term collaboration around quality schools in Oakland

* Dialogues conducted with Gia Truong (Envision) and Javier Guzman (Big Picture)

Quality School Development
Draft framework for collaboration

Sharing collective responsibility for quality schools

Establishing best practices and processes around school transformation and redesign

Building relationships and level-setting around current state of school quality

Quality School Development
Learning questions as we move forward

What specific aspects of the QSD policy and admin regulations are at natural intersection points between district and charter schools?

How can the current indicators, measures, and metrics that inform the QSDP be more transparent? Is there a need and/or opportunity to communicate these to all Oakland educators to further increase transparency and buy-in?

How could the QSD working group leverage best practices from both district/charter schools to provide recommendations to decision makers?

Quality School Development
Short-term work plan – Fall 2016

Component	Main Activities
Data Collection & Analysis	• Collect data on how OUSD and other public school districts have leaned into mutually beneficial agreements regarding quality school development, as well as corollary issues such as special education servicing, and facilities • Review and share proof points for successful school transform (e.g. Dolores Huerta, OUSD) • Interview various stakeholders, including teachers and principles to understand the pain-points in the system • Determine how to best to partner with other working groups to capture cross cutting data
Stakeholder and Community Engagement	• Develop a plan to gather community input from parents, teachers, and various other stakeholders, including OCO, PLAN, GO, EBAYC to document incentives, barriers, and best practices in school design • Proactively build relationships and trust amongst all these different actors to ensure long-term collaboration around quality schools
Outputs	• Develop draft language on how district/charter schools will learn from each other and codify best practices around quality school development • Develop a blueprint for how charter schools can participate in the quality school transformation process

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Talent
Work in Progress – Two Meetings Completed

- Discussed the **multi-faceted challenge of teacher shortage**

  - At national, regional, and local levels, researchers have identified potential reasons for the shortage, including stagnant pay, a lagging pay scale considering economic trends, increased attrition rates, increased retirements, and fewer college students enrolling in teacher training programs *

  - Over the past 5 years, enrollment in teaching programs has been down by more than 50%

- **Prioritized teacher recruitment and retention** as a two-pronged, cross-sector issue that would benefit from collaborative efforts from both sectors

- **Identified the barriers in the lifecycle of teacher candidates** and how we might help them overcome those

- **Discussed possible structures for teacher recruitment pipelines in Oakland**, including existing positive exemplars that could be built upon and scaled (e.g. Teach Tomorrow in Oakland program)

- Received preliminary community input on May 24th

* Source: What California Can Do To Address Teacher Shortages, Linda Darling-Hammond and Patrick Shields (http://bit.ly/1riYVoc)

Talent
Inspired by Teach Tomorrow In Oakland

Talent
Short-term work plan – Fall 2016

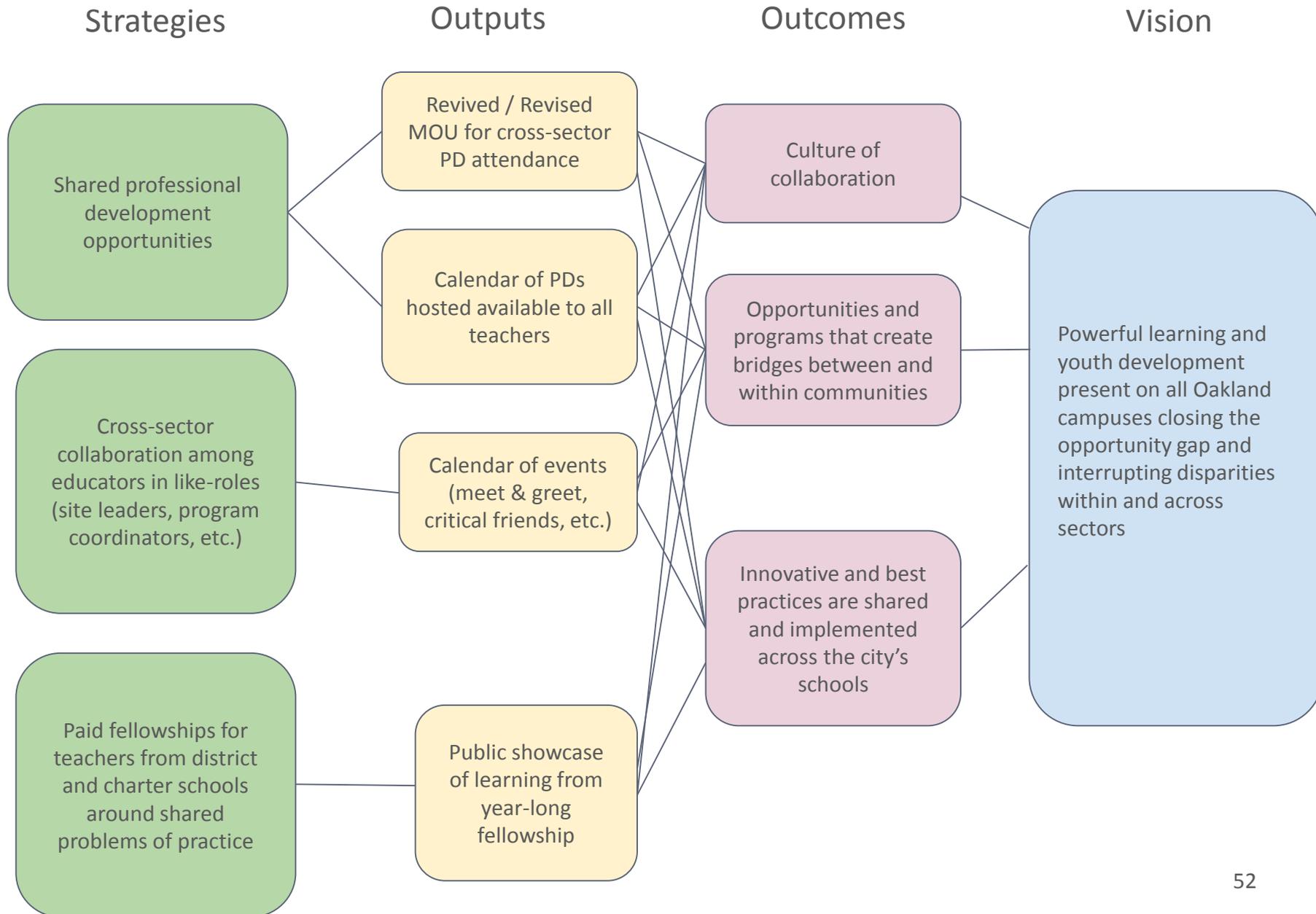| Component	Main Activities
Data Collection & Analysis	• Gather mid-year and end-of-year survey data gathered by district and charter schools to chart the life cycle of teacher recruitment and retention • Begin drafting a budget to scale a teacher recruitment and retention pipeline system
Stakeholder and Community Engagement	• Develop an action plan to gather further community input • Provide resources to educate and empower Oakland residents to be advocates for teachers • Engage funders to invest in a pipeline system
Outputs	• Create survey data to collect deeper insight into why teachers stay and leave • Develop draft language for how district/charter schools will collaborate to create a pipeline of local, diverse teachers committed to Oakland • Develop a blueprint for how district/charter schools can collaboratively recruit, professional develop, and retain teachers

Appendix

1. Performance
2. Special Education
3. Funding
4. Enrollment
5. Facilities
6. Quality School Development
7. Talent
8. **Instructional Practice & Social Emotional Learning**

Instructional Practice & Social Emotional Learning
Work in progress – three completed meetings

- Brainstormed and initially **prioritized two areas for action**:
  - Building **better systems to support school visits**
  - Creating **structured inquiry groups** around specific topics such as trauma-informed instruction
- **Conducted dialogues with external experts** who uplifted insights from the Partnership around Literacy Strategies and from Blended Learning, for e.g., *teachers learn best from other teachers, teachers should drive inquiry, etc.*
- **Refined immediate opportunities for action**: shared professional development opportunities; collaboration among educators in like-roles; and learning opportunities for teachers from both sectors around shared problems of practice
- **Collaborating with Special Education and Quality School Development working groups** to develop strategies for improving teacher learning
- **Created a draft theory of change** with strategies, outputs, and outcomes related to the identified opportunity areas and have begun to seek feedback from other stakeholder
- **Held initial conversations** with the Personalized Learning and Social Emotional Learning Departments at OUSD

A theory of change for Instructional Practice and SEL

Strategies	Outputs	Outcomes	Vision

Strategies:

- Shared professional development opportunities
- Cross-sector collaboration among educators in like-roles (site leaders, program coordinators, etc.)
- Paid fellowships for teachers from district and charter schools around shared problems of practice

Outputs:

- Revived / Revised MOU for cross-sector PD attendance
- Calendar of PDs hosted available to all teachers
- Calendar of events (meet & greet, critical friends, etc.)
- Public showcase of learning from year-long fellowship

Outcomes:

- Culture of collaboration
- Opportunities and programs that create bridges between and within communities
- Innovative and best practices are shared and implemented across the city's schools

Vision:

Powerful learning and youth development present on all Oakland campuses closing the opportunity gap and interrupting disparities within and across sectors

Instructional Practice & Social Emotional Learning
Short-term work plan – Fall 2016

Component	Main Activities
Data Collection & Analysis	• Focus on shared campuses and feeder schools to develop a pilot for collaborative learning on tested practices • Identify areas of inquiry for schools through focus groups and data analysis • Review current MoU on cross-sector professional development opportunities and attendance
Stakeholder and Community Engagement	• Obtain community input by organizing focus groups
Outputs	• Revised MOU for cross-sector professional development attendance • Calendar of professional development opportunities available to all teachers • Draft language on how district and charter will collaborate among educators

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