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**Memo**

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Acting Superintendent

**Board Meeting Date** Aug 24, 2022

**Subject** 2022-23 Superintendent Work Plan

**Action** Approve the 2022-23 Superintendent Work Plan

**Background** It is the practice of the Superintendent and the Board of Education to follow annual work plans to guide their respective activities each year. The Superintendent usually drafts her work plan and then presents it to the Board for review, comment, and (ultimately) approval. The Board President typically takes the lead in drafting the Board’s work plan with input from all Board members, with the Board ultimately approving its work plan as well. It is also typical (and important) for the Superintendent and Board work plans to be aligned. This often takes the form of using the same overarching goals, initiatives, and focus areas and then developing deliverables that are complementary (e.g., a Superintendent work plan deliverable may be to present a plan while the corresponding Board work plan deliverable may be to adopt a plan). Without such alignment, the efforts of the Superintendent (and staff) will be focused on certain areas while the efforts of the Board will be focused on others. This divergence can lead to inefficiencies and a lack of implementation with respect to both work plans.



## DRAFT 2022-23 SUPERINTENDENT WORK PLAN

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### **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.



**DRAFT 2022-23 SUPERINTENDENT WORK PLAN**

**End of Year Evaluation Work Plan Achievements**

Date of review: June 22, 2022

**Performance Outcomes**

[Link to full dashboard of student & staff outcomes](#)

<b>Goal 1: All students graduate college, career, and community ready.</b>	<b>Metric (aligned with LCAP)</b>	<b>BASELINE</b>	<b>2021-22 Data (Year 1)</b>	<b>DESIRED GROWTH IN 3 YEARS</b>	<b>DESIRED 23-24 OUTCOME (Year 3)</b>
Early learners are achieving. Initiative 1: Ensuring Strong Readers by the 3rd Grade	Increase the percentage of K and 3rd graders reading at mid/above grade level on Spring i-Ready assessment.	2021-22: GrK: 38.9% Gr3: 31.0%	<b>GrK: 38.9%</b> <b>Gr3: 31.0%</b> (Mid-Above & Early on Grade GrK: 65.0% Gr3: 49.7%)	12 (6 per year for two years)	GrK: 50.9% Gr3: 43.0%
Middle grade students are prepared for high school Initiative 2: Supporting Empowered Graduates	Increase average distance from standard on smarter balanced/SBAC state assessments in 8th grade Mathematics	2018-19: -104.4*	(Available Sept)	15 (5 per year for three years)	-89.4
All graduates are A-G ready Initiative 2: Supporting Empowered Graduates	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.	2020-21: 4-year: 57.6%	<b>Available Oct 2022</b>	6 (2 per year for three years)	4-year: 63.6%
<b>Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>	<b>LCAP Metric(s)</b>				
English Learners are gaining English proficiency Initiative 1: Ensuring Strong Readers by the 3rd Grade	Increase the English Learner (EL) reclassification rate.	2018-19: 13.2%	<b>Available Sep 2022</b>	9 (3 per year for 3 years)	22.2%
Black, Latinx, and Foster Youth are reading at grade level. Initiative 1: Ensuring Strong Readers by the 3rd	Decrease the percentage of grade 6-11 students in targeted groups reading multiple years below grade level on Spring <u>Reading Inventory</u> .	2018-19: Black: 41.9% Latinx: 50.1% Foster: 44.0%	<b>Black: 35.5%</b> <b>Latinx: 43.9%</b> <b>Foster: 31.8%</b>	-9 (-3 per year or 3 years)	Black: 32.9% Latinx: 41.1% Foster: 35.0%



**DRAFT 2022-23 SUPERINTENDENT WORK PLAN**

Grade					
<b>Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
	<b>LCAP Metric(s)</b>				
Students are continuously engaged in learning. Initiative 3: Creating Joyful Schools	Reduce chronic absenteeism rates (missing 10% or more of school days) for all students.	2019-20: 17.3%	<b>44.6%</b>	-1.5 (-0.5 per year for 3 years)	15.8%
Schools are inclusive of all students. Initiative 3: Creating Joyful Schools	Reduce the out-of-school suspension rate and student expulsions for Black and SWD.	2019-20: Suspension Black: 7.1% Suspension SWD: 6.8% Expulsion Black: 18 Expulsion SWD: 2	<b>Suspension Black: 8.3%</b> <b>Suspension SWD: 6.2%</b> <b>Expulsion Black: 12</b> <b>Expulsion SWD: 1</b>	Suspension: -3 (-1 per year for 3 years) Expulsion: -6 (-2 per year for 3 years)	Suspension Black: 4.1% Suspension SWD: 3.8% Expulsion Black: 12 Expulsion SWD: 0
Students and families are connected to schools. Initiative 3: Creating Joyful Schools	Increase the number of schools with at least 70% of students and parents who feel connected to their school.	2020-21: 50	<b>Available August 2022</b>	6 (2 per year for 3 years)	56
<b>Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>					
	<b>LCAP Metric(s)</b>				
New teachers are prepared and successful. Initiative 4: Growing a Diverse & Stable Staff	Increase the one-year teacher retention rate.	2020-21: Black teachers: 86.2% Latino teachers: 85.0%	<b>Available Sep 2022</b>	1.5 (0.5 per year for 3 years)	Black teachers: 87.7% Latino teachers: 86.5%
All schools are trained to serve all students.	Increase the number of sites engaged in equity/anti-racist learning.	2020-21: 52%	<b>67%</b>	48% (16 per year for 3 years)	100%



**DRAFT 2022-23 SUPERINTENDENT WORK PLAN**

<b>Initiative #1: Ensuring Strong Readers by the Third Grade</b> <i>Accelerating Citywide Efforts to Guarantee Literacy for all Third Graders</i>		
<b>Focus Area 1:</b>	<b>Actions</b>	<b>Deliverables</b>
<p><b>Let's Get Aligned</b></p> <p><i>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</i></p>	<p>Increase the number of literacy tutors at specific school sites by 50% to support high-quality curriculum implementation and to engage communities and families to support or literacy goals.</p> <p>Review TK-2 school schedules at 100% TK-2 schools and ensure foundational skills blocks are scheduled.</p>	<ol style="list-style-type: none"> <li>1. Complete the foundational skills curriculum recommendation process for board adoption.</li> <li>2. Create a dashboard that articulates clear metrics to measure evidence of community partners, participation in training, monitoring of implementation practices.</li> </ol>
<p><b>Focus Area 2:</b></p> <p><b>Put families in the driver's seat</b></p> <p><i>Increasing parent and family capacity to advocate for and support literacy and building more powerful home-school partnerships</i></p>	<p><b>Actions</b></p> <p>Recruit, train and support a core of 90 Literacy Liberators to be transformational literacy leaders in at least 50% more OUSD TK-5 schools from the year before.</p> <p>Provide and track the use of Home Literacy Kits that include foundational reading skills to TK-2 families to partner with teachers and support students in meeting grade level milestones.</p>	
<p><b>Focus Area 3:</b></p>	<p><b>Actions</b></p> <p>Hold two Foundational PD Institutes and one Summer PD</p>	



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<p>Invest in our educators</p> <p><i>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</i></p>	<p>institutes focused on curriculum implementation and teaching foundational literacy skills.</p>	
<p><b>Focus Area 4:</b></p> <p>Use data to make the best decisions</p> <p><i>Using data to allocate resources equitably, support effective implementation of core reading instruction, celebrate growth, and learn from best practices</i></p>	<p><b>Actions</b></p> <p>Ensure District Wide Implementation of the Assessment Calendar for Early Literacy</p>	



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<b>Initiative #2: Supporting Empowered Graduates</b>		
<i>Developing Essential Skills to Secure Post-Secondary Success</i>		
<b>Focus Area 1:</b>	<b>Actions</b>	<b>Deliverables</b>
<p><b>Empowered students prepared for post-secondary success</b></p> <p><i>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</i></p>	<p>Develop systems to ensure all students have an individualized post-secondary (5-year) plan that ensures they have a seamless transition to a post-secondary opportunity</p> <p>Ensure District Wide Implementation Assessment Calendar for High School</p>	<p>3. Create an analysis of the impacts of implementing mastery based grading as a district policy</p> <p>4. Increase the number of middle schools to more than 90% of schools who are participating in Math interim progress monitoring and learning walks</p>
<p><b>Focus Area #2:</b></p> <p><b>Developing Systems of Personalized supports</b></p> <p><i>Investing in and creating systems of targeted supports for our most marginalized students</i></p>	<p><b>Actions</b></p> <p>Leverage and build upon MTSS structure to track progress and connect students to relevant services and ensure Black and Latino scholars transition from 9th to 10th grade on-track to meet A-G, graduation, and career readiness indicators.</p> <p>Use the early warning dashboard at each high school to track A-G completion and on-track to graduate progress.</p>	



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<p><b>Focus Area 3:</b></p> <p><b>Integrated real world learning</b></p> <p><i>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</i></p>	<p><b>Actions</b></p> <p>Identify and implement common Tier 1 instructional strategies in core academic and career technical education courses that support student access to grade-level-appropriate texts, standards, and assessments.</p> <p>Support a cohort of teachers to develop capstone- and standards-aligned performance task benchmarks for 10th grade that integrate core content, career technical education, and essential elements of the work-based learning continuum</p>	
<p><b>Focus Area #4</b></p> <p><b>Strengthen high school preparation</b> <i>Increase average distance from standard on smarter balanced/SBAC state assessments in 8th grade Mathematics</i></p>	<p><b>Actions</b></p> <p>In math, continue and expand implementation to 90% of all middle schools to implement the new interim progress monitoring and learning walk system in middle schools.</p>	



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<b>Initiative #3: Creating Joyful Schools</b>		
<i>Reimagining schools to be places of joy, inclusion, and beauty</i>		
<b>Focus Area 1:</b>	<b>Actions</b>	<b>Deliverables</b>
<p><b>Centering and listening to youth and families</b></p> <p><i>Authentically engaging and involving youth as leaders in their education experience, building authentic relationships with families with two-way communication in primary languages, centering the experiences and voices of Black and Brown youth and families to define joy, beauty, and inclusion while building community consensus</i></p>	<p>Build capacity for students and families to engage in decision-making structures across OUSD.</p> <p>Creating scope and sequence for teachers and principals that includes site learning, relationship building and anti-racist learning with families and students</p> <p>Develop a process for better capturing data and family feedback from Home Visits</p> <p>Update the SPSA process to include engaging school communities around their vision for school experience centered on the culture, identity and history of their students</p>	<p>5. Every School Attendance Team has an attendance plan that articulates tier 1-3 interventions for increasing their effectiveness in increasing attendance at the school</p> <p>6. All school sites track and increase their staff participation in anti-racist training and learning experiences in the Frontline database to ensure training is</p>
<p><b>Focus Area 2:</b></p> <p><b>Investing in Restorative practices</b></p> <p><i>Ensuring restorative practices are truly integrated into the fabric of our schools, with monitoring of implementation</i></p>	<p><b>Actions</b></p> <p>Develop indicators and progress monitoring reports to measure the impact of RJ practices at a school site in order to inform how each school site builds capacity to implement RJ practices schoolwide</p>	



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<p><b>Focus Area 3: Culturally responsive and linguistically sustaining practices</b></p> <p><i>Creating welcoming practices and intentional work around bias and racism</i></p>	<p><b>Actions</b></p> <p>Develop ways to measure the impact of anti-racist learning and the application of anti-racist frameworks.</p> <p>Integrating Ethnic Studies pedagogies into classrooms and schools to ensure that student learning links to direct needs and gives students a sense of ownership over their learning environments, including co-creating school events.</p>	<p>happening district wide</p> <p>7. 100% completion of school site safety plans.</p>
<p><b>Focus Area 4: Ensuring inspiring learning environments</b></p> <p><i>Facilitating joyful learning spaces from home to school; re-imagining classrooms and school environments that support the needs of the most marginalized children and reflect the values of the community, increasing opportunities to incorporate 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</i></p>	<p><b>Actions</b></p> <p>Leverage community partnerships to address basic needs and increase access to high quality enriching experiences.</p> <p>Provide recommendations for an updated Measure Y Spending &amp; Implementation Plan</p> <p>Support the George Floyd Design Team creation of recommendations and adopt an ongoing budget for prevention and crisis response for police-free schools</p>	



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<b>Initiative #4: Growing a Diverse and Stable Staff</b>		
<i>Attracting and retaining staff reflective of Oakland's rich diversity</i>		
<b>Focus Area 1:</b>	<b>Actions</b>	<b>Deliverables</b>
<b>Aspiring Black and Brown educators in high school or college</b>	Strengthen marketing, curriculum & outreach materials directed at HS to Educator pathways that articulates pathways into meaningful work in Oakland Unified by organizing marketing materials and curriculum highlighting pathways into education directed at HS students	<b>8. Develop a data informed roadmap that supports the growth and development of new teachers outlining wellness support, community building, access to resources, and instructional strategies to promote success in their early years of teaching and</b>
	Develop deeper partnerships with Merritt College and Berkeley City College (e.g dual enrollment, CBEST coursework, apprenticeships programs)	
<b>Focus Area 2:</b>	<b>Actions</b>	
<b>Aspiring Black and Brown educators with a BA</b>	Create and support pathways to become fully-credentialed OUSD educators with a focus on Black and Brown aspiring educators.	
<b>Focus Area 3:</b>	<b>Actions</b>	
<b>Early career Black and Brown educators</b>	Build on existing structures to develop a highly coordinated system of support & professional learning for new teachers.	
<b>Focus Area 4:</b>	<b>Actions</b>	



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<p><b>Practicing Black and Brown veteran educators</b></p>	<p>Build stronger teacher-to-administrator preparation outreach and preparation systems, with focus on the development of Black and Brown teacher leaders and Assistant Principals</p>	<p>retention in the district.</p>
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<p><b>Initiative #5: Creating a Sustainable and Thriving District</b></p>		
<p><b>Focus Area 1:</b></p>	<p><b>Actions</b></p>	<p><b>Deliverables</b></p>
<p><b>Ensuring a Fiscally Thriving District</b></p>	<p>Identify key strategies to increase enrollment and student attendance to increase revenue for the district.</p> <p>Identify the best community use of our district facility assets</p> <p>Monitor the spending and implementation of the Covid One and All Additional One Time Funds</p> <p>Create a complete mapping of all the funds in our district.</p>	<p>9. Develop proposed amendments to Board Policy 3150 for Board approval.</p> <p>10. Develop and adopt a Quality Community Schools Road Map</p>
<p><b>Focus Area 2:</b></p> <p><b>Ensuring Quality Sustaining Community Schools</b></p>	<p><b>Actions</b></p> <p>Progress Monitor Phase 1 Welcoming Schools and Plan for Phase 2 Welcoming Schools</p> <p>Develop &amp; begin implementation of district wide strategies for implementing the Community schools grants and Quality Community Schools Road Map</p>	<p>11. Develop a Hybrid Working Manual and temporary remote working guidelines.</p>