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**Memo**

**To** Board of Education

**From** Gary Yee, Board President  
Sam Davis, Board Vice President

**Board Meeting Date** Aug 24, 2022

**Subject** 2022-23 Board Work Plan

**Action** Approve the 2022-23 Board of Education 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.

The Board held a retreat on August 5, 2022 in which an initial draft of the Board Work Plan was presented and discussed. At that meeting, Vice President Davis and Director Yee agreed to collect the feedback from the Board and return with a revised version of the Board’s Work Plan for consideration. They have done so and the proposed final 2022-23 Board Work Plan is attached.



## DRAFT 2022-23 BOARD 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.



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**End of Year Evaluation Work Plan Achievements**

Date of review: June 22, 2022

**Performance Outcomes**

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

Goal 1: All students graduate college, career, and community ready.	Metric (aligned with LCAP)	BASELINE	2021-22 Data (Year 1)	DESIRED GROWTH IN 3 YEARS	DESIRED 23-24 OUTCOME (Year 3)
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*	(preliminary data- still embargoed)	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</b>	<b>LCAP Metric(s)</b>				



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<b>gap.</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 Students are reading at grade level. Initiative 1: Ensuring Strong Readers by the 3rd Grade	Decrease the percentage of grade 6-11 students in targeted groups reading multiple years below grade level on <u>Spring 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%
<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



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<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%

<b>Initiative #1: Ensuring Strong Readers by the Third Grade</b> <i>Accelerating City Wide Efforts to Guarantee Literacy for all Third Graders</i>	
<b>Actions</b>	<b>Deliverables</b>
Review Early Literacy outcomes two time a year  Prioritize resource allocations are in place to support the student goals for ensuring strong readers	Adoption of Foundational Reading Skills curriculum.



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<b>Initiative #2: Supporting Empowered Graduates</b> <i>Developing Essential Skills to Secure Post-Secondary Success</i>	
<b>Actions</b>	<b>Deliverables</b>
<p>Review high school and college readiness student outcomes two time a year</p> <p>Prioritize resource allocations are in place to support the student goals for ensuring empowered graduates</p>	<p>Review staff analysis on impacts of existing efforts in high school to implement mastery based grading and decide whether or not to adopt any changes to the grading policy with the goal of increasing A-G completion.</p> <p>Adopt the new vision for alternative education and adult education: including decisions on a long-term location for Bunche Academy and on whether to move forward with creation of an alternative education hub.</p>

<b>Initiative #3: Creating Joyful Schools</b> <i>Reimagining schools to be places of joy, inclusion, and beauty</i>	
<b>Actions</b>	<b>Deliverables</b>
<p>Receive a proposed model for police free schools and a corresponding budget from the George Floyd Design Team (the budget should come from the repurposed police funds)</p>	<p>Review recommendations and adopt an ongoing budget for prevention and crisis response for police-free schools</p> <p>Adopt a revised Measure Y Spending Plan</p>



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<p>Receive a Plan for key strategies to support the Black Thriving indicators from the Black Students and Families Task Force          Receive Measure Y project implementation updates two times a year.</p> <p>Leverage community partnerships to address basic needs and increase access to high quality enriching experiences.</p> <p>Engage with student leaders to receive information on student priorities for joyful schools</p> <p>Receive regular reports on the implementation of the Community Schools Grant</p> <p>Receive regular reports from PSAC and a presentation on SSC formation</p>	<p>Review recommendations and adopt a Black Students &amp; Families Thriving Plan; including indicators and a budget</p>
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<p><b><u>Initiative #4: Growing a Diverse and Stable Staff</u></b>  <i>Attracting and retaining staff reflective of Oakland's rich diversity</i></p>	
<p><b>Actions</b></p>	<p><b>Deliverables</b></p>
<p>Review retention and recruitment outcomes related to growing diverse and stable staff two times a year</p> <p>Review data, discuss and provide direction to bargaining team about key priorities to pursue in negotiations in order to achieve student outcome and staff retention goals</p>	<p>Adopt contracts for labor unions that support goals for increased staff retention and improved student outcomes, by prioritizing increased compensation, and staff collaboration and professional development time</p>



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Review recommendations from staff on a hybrid and remote working manual	
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<b>Initiative #5: Creating a Sustainable and Thriving District</b>	
<b>Actions</b>	<b>Deliverables</b>
Develop a plan for orienting new board members	Adopt a New Board Orientation Plan
Progress Monitor Phase 1 Welcoming Schools and Plan for Phase 2 Welcoming Schools	Review staff recommendations for revisions to BP 3150 and decide whether or not to adopt a revised policy
Evaluate the many initiatives and departments in the district and commission study to compare us to a couple of similar districts to identify structural issues that keep us from focusing resources on direct support of instruction	Adopt a balanced budget by June of 2022
Direct staff to hold listening session and/or community engagements to inform recommendations on possible usages for vacant property	Review Recommendations and adopt a Quality Community Schools Road Map in alignment with the Strategic Plan, the Community Schools Pillars and a school redesign model
Review data and reports on the allocation of all one time funds on a regular basis	