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OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent Jody Talkington, Senior Director of Strategic Projects Joshua R. Daniels, Chief Governance Officer
Meeting Date	December 7, 2022
Subject	Board Orientation

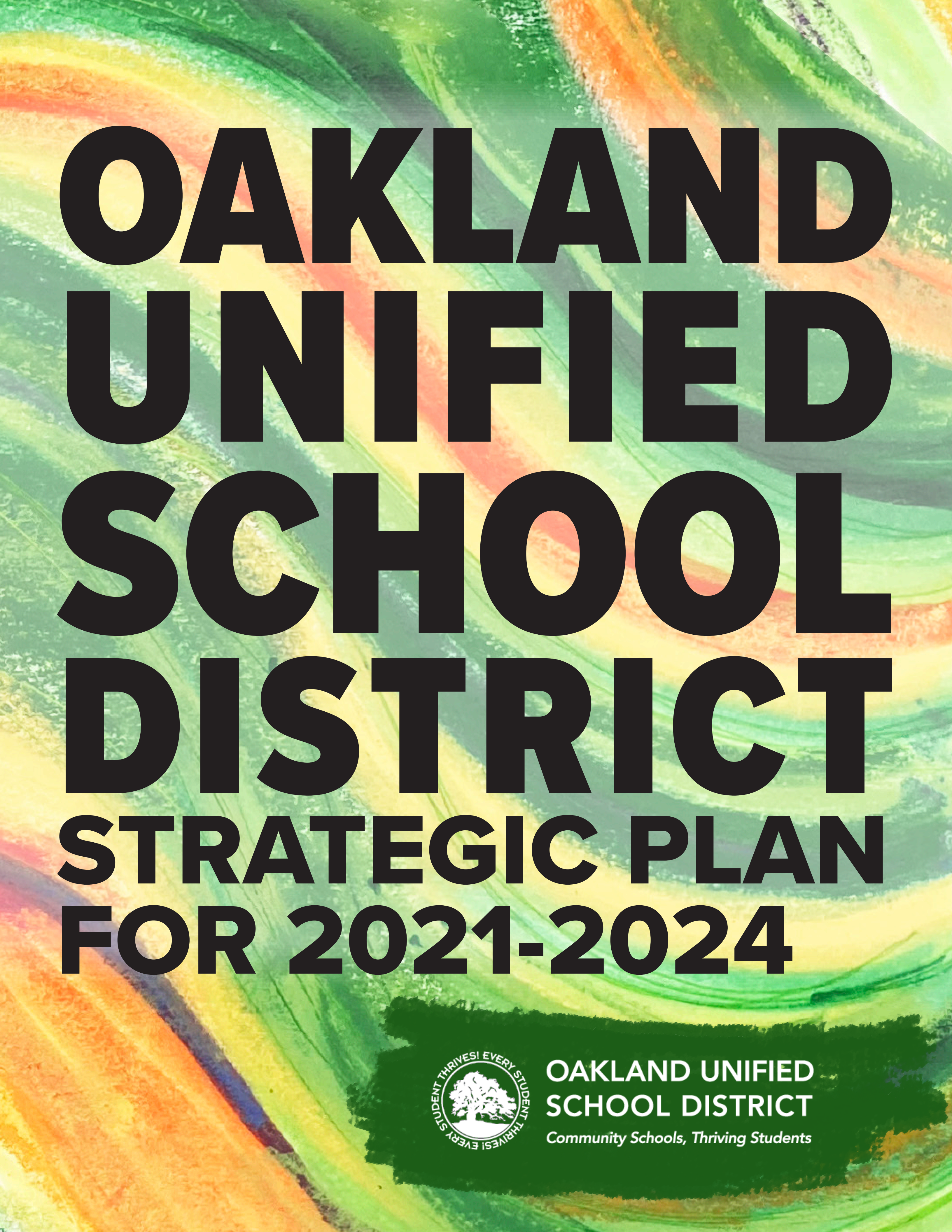
Ask of the Board Receive and discuss, as appropriate, the information presented

Background & Discussion It is the practice of the Board of Education to hold orientations when new Board Members join the board. The outcomes for this first orientation are:

- To build relationships between new and returning Board Members
- To build relationships with Senior Leadership Team members and to understand Board-Staff communication structures
- To have a common understanding of the District Strategic Plan as well as the current Board and Superintendent Work Plans
- To share interest in serving as Board Officers and on committees and as liaisons to commissions and other bodies

Attachment

- Presentation
- 2021-24 District Strategic Plan
- 2022-23 Superintendent Work Plan
- 2022-23 Board Work Plan



OAKLAND UNIFIED SCHOOL DISTRICT
STRATEGIC PLAN FOR 2021-2024

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

RESILIENCE / rə'zilyəns / (noun):

The capacity to recover quickly from adversity, trauma, and significant stress, and to heal, organize, and evolve into a more just and equitable community.

Dear Oakland Unified Community,

We are excited to introduce the District's 2021-24 Strategic Plan, which is a critical document from the Superintendent and the Board of Education, and also from our students, staff, families and community. It will guide the District over the next three years and beyond. We are so pleased to have had the opportunity to collaborate on this plan and so many other things with a Superintendent who is an Oakland leader with a vision of joy, power and resilience for our community.

Recognizing we are coming back from the trauma of the pandemic, a time in our history like no other, will be key in helping our students and our organization recover and grow into the future. At the same time, during the pandemic, we were reminded in vivid terms how important our schools are in our community. OUSD schools are where Oakland comes together. They are places of joy and beauty, safety and rejuvenation, friendship and scholarship.

Over the next three years, we will continue to partner with the community to review, revisit and assess what's working and what needs to be changed in this plan, and to build out actions for years 2 and 3 accordingly. We aim to build on our foundation as a full service community school district, and a district focused on equity and college, career and community success.

This plan brings together our Local Control Accountability Plan (LCAP) and other key plans in our district. By being more focused and unified, our impact will be stronger. None of this is achievable without the amazing staff we have at all levels in our schools and the central office. We are excited to present a plan that prioritizes recruiting and retaining a dedicated and diverse staff, as that is the foundation for quality instruction and learning in our classrooms.

Of course, the pandemic is not the only major challenge we have recently faced. Our country is still in the grips of a racial reckoning. Oakland has always been in the vanguard when it comes to addressing racial injustice. We are proud that this plan unapologetically commits to centering Black and Brown Excellence as our city's collective work. This will require our steadfast commitment to Full Service Community Schools and developing anti-racist school leaders and curriculum.

We are excited to introduce this Strategic Plan to the Oakland community, and hope you will hold us to its goals of producing the results that all of Oakland needs and deserves. We wholeheartedly believe that this is the plan that will move Oakland Unified School District closer to its mission and vision and look forward to partnering with the community, our educators and the Superintendent to make this plan a reality.

Respectfully,

Shanthi Gonzales, Board President and District 6 Representative
Sam Davis, Board Vice President and District 1 Representative
Aimee Eng, District 2 Representative
VanCedric Williams, District 3 Representative
Gary Yee, District 4 Representative
Mike Hutchinson, District 5 Representative
Clifford Thompson, District 7 Representative

Beloved Oakland,

Here we stand, emerging from the unexpected and unprecedented impact of COVID-19, and the continued assault waged by systemic racism against Black and Brown bodies throughout this country, with an unshakable eye on the future. Through these times of hardship, our Oakland community has overcome challenges from all fronts, testing our resolve. And still, we remain undefeated.

The future we now move toward is one in which students find meaning and purpose in what they're learning, where their path in life will lead through challenging academics and personal growth. It is a future where Oakland schools embody our community's commitment to equity, centering **Black and Brown Excellence** as our city's collective work. It is a future where families choose Oakland schools because our schools are spaces where young people learn with joy. And, it is a future in which our district emerges with the clarity and alignment needed to make these realities — and more — possible.

Through the trials of the past year, Oakland and our community of schools have risen together with a gritty will, remaining as **resilient** as we have always been. This resilience is rooted in our community's deep relationships, in the ways we pull each other back to our feet when we are knocked down. It is this spirit that continues to move us forward, united. It is relentless and beautiful. It is Oakland.

This fierce resilience drives our focus on a District that amplifies the voices of those who our country has mistreated throughout history. We continue to rally around our vision of **full service community schools** that serve our students and families in every way that allows them to thrive. Our efforts will define the next generation of our schools, as this thriving future is possible only if all of us are fully engaged in the work. Our connections are the source of our ability to recover strong and rebuild together: we know we can lean on each other through the hardest days, and that the most challenging parts of this work won't be done alone. Through our collective will, we can succeed.

Our strategic vision and plan, developed hand-in-hand with Oakland Unified students, families, staff, and community, draws on our shared wisdom, expertise, and strengths to bring forth the shared commitment to move us forward together. **This is a community plan**, intended to guide not only the district, but our community as a whole. The plan will serve as a living road map to guide our actions, set clear expectations for our work, and set measurable objectives from the classroom to the boardroom. We will all see our roles in this plan, from community partner, to family member, to Oakland Unified staff. This strategic plan — this future — belongs to all of us.

It is my profound honor to continue serving and being supported by our Oakland community. I am truly inspired by what is to come. As we work together over the next three years, Oakland Unified will take a journey with focus and dedication to build this future. A community with thriving students and thriving schools is our future!

We remain undefeated.

Forever in community,

Kyla Johnson-Trammell

Dr. Kyla Johnson-Trammell
Superintendent

OUR VISION

All Oakland Unified School District (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.

The Oakland student is one who is a resilient learner, a collaborative teammate, a community leader, a critical thinker, and a creative problem solver. This profile for the OUSD graduate is critically important if our students are to be fully prepared for college, career, and community success.

As our society and workplace continue to rapidly evolve — being reshaped by innovation, globalization, and automation — so must the education of our students. Thus, it is incumbent upon us to provide opportunities for all students to develop all the higher cognitive skills, social-emotional skills, and technological skills necessary for the workplace of the future.

A thriving student is one who has been equipped with the knowledge, skills, and disposition to make things better for themselves and their communities. A key to opening this door is advanced literacy. Our students are advanced at reading, writing, speaking, and listening, able to communicate in increasingly diverse ways and to understand and use text for a variety of purposes. Advanced literacy enables students to master core academic content, critically think and solve complex problems, and collaborate with others.

OUR MISSION

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.

As historical and geographic divisions are increasingly irrelevant in the global economy, Oakland is poised to be a leader because we are home to a culturally and linguistically diverse community. Our diversity is our primary asset and it serves as a source of innovation for us. That is why our graduate profile is so intertwined with our work to build a full service community district.

And for us to reach our vision, our mission must be to forcibly eliminate inequities by ensuring those who we have historically most marginalized are provided expanded and enhanced real-world learning opportunities, addressing barriers to learning by creating safe, healthy and welcoming schools, and partnering with families and communities to create the education our students deserve. The future of our city depends on our schools and the future of our schools depends on our city.

This plan represents a continuation of our work as a model of Full Service Community Schools, still the only full service community district in the country. The community schools approach will continue to be our theory of change for how we address equity, whole child education, and preparing powerful graduates for college, career, and community success. It drives how we engage in collective continuous improvement to improve student outcomes. It is a model in which students, families, staff, and community partners work together toward our vision and mission with the entire community as a part of the education system for our students. Community schools are about operationalizing equity, not just talking about it.

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.

ONE VISION. ONE MISSION. ONE COLLECTIVE EFFORT.

This Strategic Vision and Plan works in support of the District's Reparations for Black Students Resolution and the Local Control and Accountability Plan. Together, these key planning vehicles drive coherence in the District's objectives and actions. This plan specifies initiatives, focus areas, and actions for OUSD to reach the LCAP objectives and to realize the opportunities identified by the task force developed from the Reparations for Black Students Resolution.

Local Control and Accountability Plan (LCAP)

The Local Control and Accountability Plan (LCAP) guides how OUSD utilizes funding from the Local Control Funding Formula and other sources to meet the goals for all students, to better serve high-need students, and to reduce class sizes for grades K to 3. Grounded in our vision for student success, we engage students, parents, staff, and the wider community to develop goals, actions, and measures of progress for all student groups.

COLLEGE, CAREER, AND COMMUNITY READINESS

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

- **Early learners are achieving** — *Increase the percentage of K and 3rd graders reading at grade level on Spring i-Ready assessment.*
- **Middle grade students are prepared for high school** — *Increase average distance from standard on smarter 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.*

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.
- **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.*

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

- **Students attend school every day** — *Reduce chronic absenteeism rates (missing 10% or more of school days) for all students.*
- **Schools are inclusive of all students** — *Reduce the out-of-school suspension rate and student expulsions for 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.*

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.*
- **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.*

REPARATIONS FOR BLACK STUDENTS RESOLUTION

SUPPORTED THROUGH A FULL SERVICE COMMUNITY DISTRICT

A COMMUNITY PLAN

In 2020, during Phase 1 of this process, we learned what priorities are important across Oakland. We worked with community organizations to facilitate feedback sessions with community and engaged staff and students.

These sessions defined four initiatives for this strategic plan and launched us into Phase 2, a community planning process. In Phase 2, working groups of district and community members were formed for each initiative, co-chaired by a community leader and a district partner. These teams worked together to create a three-year vision for each initiative, define focus areas to guide the work, and frame the current landscape. The results of this planning process follow.

As we move into Phase 3, we will work together, district and community, to begin implementation of year 1 of this plan. During this phase, we will also monitor initial progress of implementation in order to plan the actions for years 2 and 3 of the plan.

TIMELINE

PHASE 0 pre-June 2020	PHASE 1 June - Nov 2020	PHASE 2 April - June 2021	PHASE 3 July 2021 - June 2022	PHASE 4 July 2022 - June 2024
Preparation	**Community Engagement**	**Community Planning**	**Implementation Planning**	**Ongoing Execution & Refinement**
▶ Development of community-centered strategic planning process	▶ Engagement with 800+ individuals to identify 4 initiatives	▶ Convene working groups of community partners, parents, students, educators, school leaders, and district administrators to assess the landscape and create visions and actions for living plan ▶ Present the plan to the greater community and gather feedback. ▶ Present the plan and the feedback to the Board for approval on June 23	▶ Move strategic plan into implementation ▶ Integrated community engagement ▶ Working groups continue to meet regularly	▶ Continuous reflection and engagement in partnership with Board and community ▶ Working groups continue to meet regularly

OUR FOUR INITIATIVES

Ensuring Strong Readers by the Third Grade

Accelerating Citywide Efforts to Guarantee Literacy for all Third Graders

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

Supporting Empowered Graduates

Developing Essential Skills to Secure Post-Secondary Success

Focus Area 1:
Prepare students for post-secondary success

Focus Area 2:
Develop systems of personalized supports

Focus Area 3:
Integrate real world learning

Focus Area 4:
Strengthen high school preparation

Creating Joyful Schools

Reimagining Schools to be Places of Joy, Inclusion, and Beauty

Focus Area 1:
Center and listen to youth and families

Focus Area 2:
Invest in restorative practices

Focus Area 3:
Practice culturally responsive and linguistically sustaining practices

Focus Area 4:
Ensure inspiring learning environments

Growing a Diverse and Stable Staff

Attracting and Retaining Staff Reflective of Oakland's Rich Diversity

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

Ensuring Strong Readers by the Third Grade

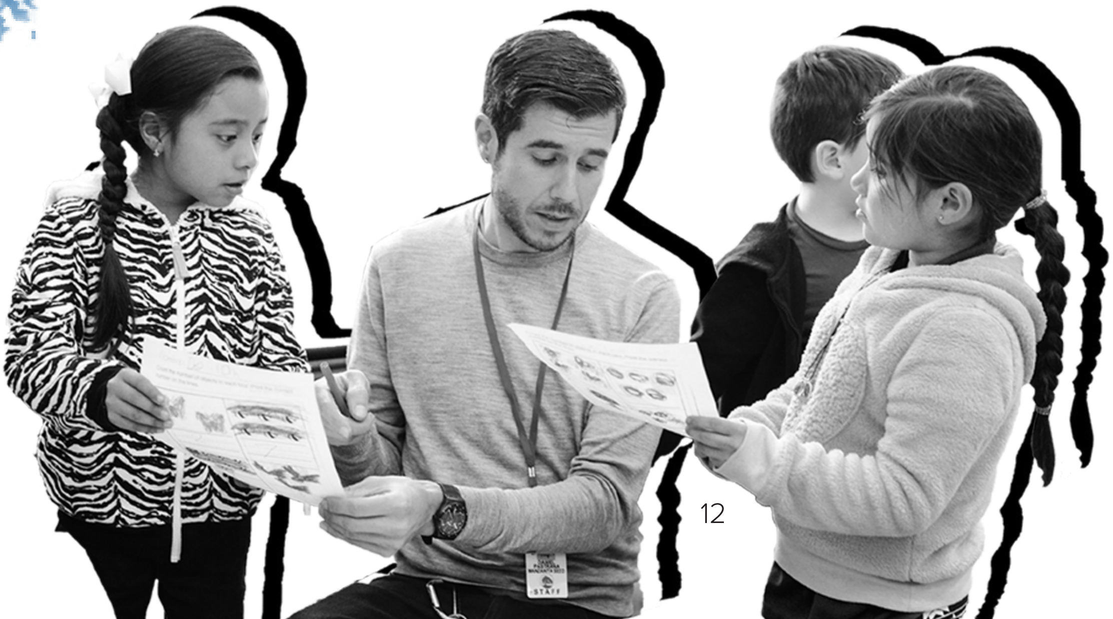
Accelerating Citywide Efforts to Guarantee Literacy for all Third Graders

Our Vision

Oakland's vision is that its youngest students develop a joyful curiosity and a love of reading, writing and self-expression. Over time, they will grow the literacy skills they need to become lifelong readers, critical thinkers and effective communicators. All students will have a command of the power of literacy as a means of personal expression, economic opportunity, and community leadership. This must include 21st century skills like digital literacy, collaboration, and creativity.

Students will own their learning in classrooms in which they feel belonging, safety and deep connection. These spaces will be alive within a community of literacy role models that reflect the cultures and languages of our diverse students. Motivated by relevant learning experiences and powerful relationships, our youngest students will develop confidence that will lead to success throughout their time in school.

This will be possible because each and every student will receive research-based reading instruction from the moment they step foot in school, bridging anti-racist practices and the science of reading. This includes both phonics instruction and meaningful experiences with reading, writing and discussing rich books, articles, and digital content. Students will be engaged in grade-level instruction regardless of their starting point, with appropriate scaffolding, small groups, and language supports to ensure mastery. Bilingual and multilingual students will have pride in their home language and develop their ability to



Our Vision (continued)

read, write and communicate in more than one language. Teachers will utilize high-quality materials and have the time, collaboration and coaching they need to grow their capacity and deliver effective lessons.

We will build a vibrant city-wide reading community, with community-based organizations aligning to accelerate student literacy, and families and communities reading together. The district will invest in the leadership of parents, catalyzing their ability to become literacy ambassadors. Families will understand the curriculum, key literacy milestones, and ways to support their child and to partner with their teacher. Families, educators, and community leaders will move arm-in-arm in service of our children's literacy.

GOALS

Early learners are achieving

- Increase the percentage of K and 3rd graders reading at grade level on Spring i-Ready assessment by 12 percentage points by 2024

The Current Landscape

Our working group conducted an analysis of past and present literacy efforts in Oakland to better understand what work we are building on. Below is an overview of the strengths, weaknesses, opportunities and threats (SWOT) identified for this initiative. The full document with detailed SWOT analysis is available at www.ousd.org/strategicplan.

Strengths

Oakland benefits from a **shared view of literacy as a social justice issue** and foundational work towards coherence, with a K-2 common assessment established, a **newly adopted curriculum**, and increasing coordination opportunities for community partners.

Weaknesses

Past variation in curriculum and practices across schools and misaligned partners have contributed to a lack of coherence. There is a **lack of consistent practices to teach students at different levels of mastery**, with the **need for significant teacher development around the new curriculum**.

Opportunities

There is the **potential for greater alignment across the ecosystem**, deliberate professional learning across staff, teacher leadership, and family empowerment to support student literacy at school and at home.

Threats

There is the threat of lack of focused attention on and funding for literacy and **not providing the time and space for educator training** to bring teachers along with changes in curriculum. We must move beyond philosophical debates towards the shared implementation of plans to accelerate literacy achievement.

Existing plans, policies, or activities that align with this work:

- 2020-21 Early Literacy Annual Plan
- Comprehensive Coordinated Early Intervening Services Plan
- OUSD Language and Literacy Framework
- PK-5 Academic Milestones
- Reparations for Black Students Resolution

ENSURING STRONG READERS BY THE THIRD GRADE

Focus Areas

Focus Area 1:

Get aligned

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

YEAR ONE ACTIONS		MAIN DELIVERABLES
Create a city-wide vision for quality language and literacy practices that aligns PK-5 educators, families, partner organizations, and philanthropy	→	Alignment of curriculum and instruction to city-wide vision; parents understand what students should be learning and receiving; clearly articulated literacy and biliteracy models (Dual Language); commonly held “look-fors” for quality instruction and daily schedules
Build plans and systems for sharing data across the city in order to identify areas of need	→	Community data plans, including stories and experience in addition to hard numbers
Create a community asset map to understand and align resources to our goals	→	Community asset map, highlighting the strengths of our linguistic and cultural diversity

Focus Areas (continued)

Focus Area 2:

Put families in the driver’s seat

Increasing parent and family capacity to advocate for and support literacy and building more powerful home-school partnerships

YEAR ONE ACTIONS		MAIN DELIVERABLES
Interview local parent organizations to understand 2021-22 education and social justice priorities	→	Additional parent organizations added to literacy working group or their input incorporated into the implementation plan; plan for alignment of parent organizations in service of early literacy
Hire and train diverse, multilingual family literacy tutors to support in classrooms and community based organizations	→	Extra support for children from adult tutors throughout OUSD
Provide multilingual literacy training for parents with clear curriculum focused on accessible learning	→	Family literacy training curriculum that reflects multilingual learners
Hire parent liaisons focused on building parent literacy leadership	→	Number of schools using this model
Increase community literacy supports, such as literacy spaces, guest speakers, and culturally connected events	→	Availability of literacy supports

ENSURING STRONG READERS BY THE THIRD GRADE

Focus Areas (continued)

Focus Area 3:

Invest in our educators

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

YEAR ONE ACTIONS		MAIN DELIVERABLES
Implement high-quality curriculum and assessment materials to all teachers to drive PK-5 alignment and coherence	→	Scope and sequence of PK-5 curriculum for language and literacy; critical student milestones for every grade; district-wide assessment system and calendar
Implement a robust system of support, including baseline training and ongoing coaching and collaboration with curriculum, reading research, and equity practices	→	Professional learning plans; teacher and educator feedback on impact
Increase teacher time for professional development (PD), peer observation (especially of teachers who have closed literacy equity gaps), collaboration and professional learning communities, and planning	→	Increase in paid time focused on literacy in 2021-22; plans to expand in 2022-23; PD to learn the new curriculum
Increase staffing and training for differentiation, including tutoring and small group supports	→	2021-22 staffing and professional development plans; use of data and cycles of inquiry to target supports
Develop and refine district-wide leadership structures for teachers and principals to co-lead planning	→	Membership, roles, and responsibilities

Focus Areas (continued)

Focus Area 4:

Use data to make the best decisions

Using data to allocate resources equitably, support effective implementation of core reading instruction, celebrate growth, and learn from best practices

YEAR ONE ACTIONS		MAIN DELIVERABLES
Work with families to create, communicate, and use a community-friendly dashboard to track progress with the strategic plan	→	Publicly-available literacy data dashboard, including data about English language development
Work with educators and principals to create, collect, communicate, and use data on new K-5 ELA curriculum implementation	→	Curriculum implementation dashboard that includes conditions and indicators (e.g. percentage of teachers trained)
Work with families to create effective tools for communicating children's progress in a way that develops shared ownership between educators, students, and families	→	New template and approach for K-3 report card section for ELA ready to pilot; family-friendly customized reading plan based on assessment data
Collect qualitative data from Black, Brown and multilingual community members to understand the imperatives and opportunities for literacy in Oakland	→	Insights from the stories and perspectives of community members

ENSURING STRONG READERS BY THE THIRD GRADE

What We're Hearing

The district held a series of listening sessions in early June 2021 to begin to collect feedback. Below is a summary of what we heard from our community. This will inform the start of Phase 3 and shape continued community learning and engagement. Keep up to date with current progress on the Strategic Plan at www.ousd.org/strategicplan.

THEMES	RESPONSES
Need for public data regarding reading skills, with the opportunity to align this to the Academic Milestones documents	Focus Area 4 (page 17) has more information on data use and sharing
Importance of family engagement and partnership and to build capacity for this partnership with families, including those who are illiterate or do not speak English	Focus Area 2 (page 15) details some ways that this plan seeks to partner with families
Need for cultural inclusion, reflecting multiple histories and types of cultural expertise	Please see Focus Area 3 (page 16) for more info on the implementation of the newly adopted curriculum, selected in part because it was the most culturally-reflective of all curricula evaluated
Need for K-2 dyslexia screening	A strength named on page 13 is the district's newly adopted universal screener, which will help to identify students who need additional literacy supports, which can include those for dyslexia
Opportunity to support schools in developing literacy teams that include educators, families, and older students as partners	Focus Area 2 (Page 15) has more information about how these teams and partnerships will be built together with families

Supporting Empowered Graduates

Developing Essential Skills to Secure Post-Secondary Success

Our Vision

Oakland's vision of powerful graduates is one in which students are empowered with skills, knowledge, and opportunities, along with having a clear vision for themselves. This requires strengthening high school preparation and providing more opportunities in grades 6–12 to develop the essential skills necessary to transition and thrive in a post-secondary opportunity.

Students will engage in integrated, interdisciplinary, authentic, and relevant work with peers and industry partners as well as develop, practice, and deepen career technical, academic and applied skills and knowledge and will thus graduate with employable technical skills and college eligibility. They will practice being resilient learners, collaborative teammates, community leaders, critical thinkers, and creative problem solvers in workplaces, civic spaces, and other venues where they can tackle real-world problems.

Education will occur in and outside the classroom in partnership with community-based organizations, local agencies, city and private industry partners; opportunities and relationships between students and partners will sustain beyond high school. These are opportunities to be found throughout Oakland and the Bay Area. Learning can expand

Our Vision (continued)

beyond the classroom walls, in both physical and virtual spaces. Our students should benefit from music lessons, language lessons, museum and college visits, science exploration, and internships available throughout the greater community. The whole Bay Area can be a classroom if we are all aligned around a shared commitment to educating our children. Schools will be identified for deep, personalized, sustained infrastructure to support and serve the site specific needs of students, families, and educators. It is part of our mission to be a Full Service Community District focused on serving the whole child.

GOALS

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 by 6 percentage points by 2024

Middle grade students are prepared for high school

- Increase average distance from standard on smarter balanced/SBAC state assessments in 8th grade Mathematics by 15 points

The Current Landscape

Our working group conducted an analysis of past and present efforts in Oakland to better understand what work we are building on. Below is an overview of the strengths, weaknesses, opportunities and threats (SWOT) identified for this initiative. The full document with detailed SWOT analysis is available at www.ousd.org/strategicplan.

Strengths

OUSD's **established district-wide college and career pathways have improved student outcomes**, with aligned student support systems and diverse partnerships spanning public, private, and post-secondary that bring relevance and rigor to core and technical learning.

Weaknesses

There is **inequity of access** to industry partners, high-quality internships and some pathways, and a lack of consistency of models across schools. Graduation rates for our Latino male students and our newcomer students have not increased as significantly as other populations.

Opportunities

There is the **opportunity for greater alignment** between K-8 and 9-12, for deeper collaboration between industry partners and pathways, and for links between OUSD pathways and Peralta Community College District pathways. Measure Y will allow a few high schools to update facilities.

Threats

COVID has led to a **decrease in attendance and engagement** for some students. Competing initiatives or priorities may make it difficult to create coherence as a system. Measure N funding is slated to expire in 2024-2025 and the majority of state and federal funding requires renewal annually.

Existing plans, policies, or activities that align with this work:

- Comprehensive Coordinated Early Intervening Services Plan
- Dual Enrollment
- Exploring College, Career and Community Options (ECCCO) Summer Student Internships
- Linked Learning pathways and Measure N
- OUSD Graduate Profile
- Reparations for Black Students Resolution

SUPPORTING EMPOWERED GRADUATES

Focus Areas

Focus Area 1:

Prepare students for post-secondary success

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

YEAR ONE ACTIONS		MAIN DELIVERABLES
Develop a 9th-12th grade continuum for college and career awareness, exploration, and preparation	→	Increased quality and integration of curriculum that begins in 9th grade
Collaborate with Peralta District and industry to design early college credit and certificates that align with short-term or immediate employment	→	Increase in number of students earning college credit and industry-recognized certifications prior to graduation
Ensure equitable access to college and career opportunities through data monitoring and broad-based supports; collaborate with partners to leverage resources in support of student success	→	Increase in the number of students participating in rich, relevant work-based learning opportunities and transitioning successfully to post-secondary opportunities
Pilot Employment Center and aligned post-OUSD resources to better connect students to supported employment experiences pre- and post-graduation	→	Increase in the number of students successfully transitioning into employment opportunities
Implement quarterly student and parent/guardian engagements focused on increasing awareness of pathway and career opportunities (starting in middle school), and on graduation, A-G, college and career requirements	→	Empowered students and parent/guardians who have access to and are able to attend centralized parent/student engagement events

SUPPORTING EMPOWERED GRADUATES

Focus Areas (continued)

Focus Area 2:

Develop systems of personalized supports

Investing in and creating systems of personalized supports for our most marginalized students

YEAR ONE ACTIONS		MAIN DELIVERABLES
Improve data monitoring systems to develop an early warning and acceleration system	→	Increase in the number of students who are on track to graduate and are A-G eligible
Increase the academic and socioemotional supports for 9th graders, such as tutoring and mentoring	→	Increase and incorporation of academic interventions and wraparound supports into existing academic spaces
Increase and incorporate wraparound supports into existing academic spaces (e.g. counselor, case manager, restorative justice coordinator, mental health and administrators) at schools with greater needs	→	Increased monitoring and intervention around student progress

SUPPORTING EMPOWERED GRADUATES

Focus Areas (continued)

Focus Area 3:

Integrate real world learning

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

YEAR ONE ACTIONS		MAIN DELIVERABLES
Professional development and ongoing support of high-quality, integrated literacy and Algebra 1 practices in 9th grade	→	Educator knowledge, skill, agency, and collective efficacy around equitable literacy and math instruction
Support a cohort of teachers to develop capstone- and standards-aligned performance task benchmarks for 10th grade that integrates core content, career technical education, and work-based learning	→	Development of a calibrated, high-quality, pathway-aligned 10th grade performance benchmark
Expand and deepen academic and career technical education teacher industry externship participation and hosts	→	Teacher participation in industry externships; curriculum that reflects teacher learning; dedicated industry hosts who become deep partners
Implement Work Experience Education programming at focus schools to support deeper learning and career ladders for working students	→	Schools implementing high-quality work education programming leading to an increase the number of students in supported employment
Identify and support a set of focus schools to implement robust and deep year-round internship programs, including differentiated support for paid internships and supports to ensure student access and success	→	Increased number of students in semester- or year-long internships

SUPPORTING EMPOWERED GRADUATES

Focus Areas (continued)

Focus Area 4:

Strengthen high school preparation

Ensuring middle grade students are prepared for high school by strengthening our emphasis on challenging and relevant curricula with support for students' academic and developmental needs

Year one actions and main deliverables to be developed in Fall 2021

SUPPORTING EMPOWERED GRADUATES

What We're Hearing

The district held a series of listening sessions in early June 2021 to begin to collect feedback. Below is a summary of what we heard from our community. This will inform the start of Phase 3 and shape continued community learning and engagement. Keep up to date with current progress on the Strategic Plan at www.ousd.org/strategicplan.

THEMES	RESPONSES
Need for an equity lens	Please see pages 9 and 41 for specific metrics the district will track to ensure that groups who have been historically marginalized are served by the work of this plan
Agreement that internships are important for students by supporting them with money and activities	Please also see Focus Area 3 (page 23) for more information about student work-based learning
Interest in how the centralized Employment Center will be staffed	The center described in Focus Area 1 (page 21) is intended to be collaborative with industry experts
Emphasis on the need for building trades to be included	The actions in Focus Area 3 (page 23) are inclusive of this opportunity area
Interest in Restorative Restart opportunities for students and families	Please also see the content in the Creating Joyful Schools initiative for additional information

Creating Joyful Schools

Reimagining Schools to be Places of Joy, Inclusion, and Beauty

Our Vision

In Oakland's vision, students feel safe, welcomed, and liberated in their daily environments — at home, in school, and in the community — and are active participants in their academic and social emotional success. Students and their families will understand the power and the choices that they have in their school and in their community.

Families, educators, community members, and partners will collectively ensure students have the opportunities and resources to build on their unique identities and to define their own visions for a beautiful, joyful, and inclusive learning experience in our multicultural, multiracial, multilingual society.

Schools will center inclusive programs and environments based on the experiences and voices of students and families, prioritizing deliberate investment in Black and Brown students who have historically been most marginalized and continue to face disparities. They will share accountability for student progress and co-design community feedback sessions to adjust program implementation and assess allocation of resources.

CREATING JOYFUL SCHOOLS

Our Vision (continued)

Educators will build relationships with students of color, the community, partners, parents, and families and design learning experiences together that affirm the cultures, languages, ethnicities, and racial identities of their students. They will partner to infuse joy and beauty into all learning environments, and students will be excited to learn.

Schools and communities will use restorative practices that are supportive of the identities of students to foster trusting relationships between students, community, and staff. Conflict, when it arises, will be addressed in restorative ways and used as an opportunity to build empathy, understanding, and solidarity across the school community.

GOALS

Students attend school every day

- Reduce the chronic absenteeism rate (missing 10% or more of school days) for all students by 1.5 percentage points by 2024

Schools are inclusive of all students

- Reduction of the out-of-school suspension rate by 3 percentage points and student expulsions by 6 percentage points for Black and students with disabilities by 2024

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 by 6 percentage points by 2024

CREATING JOYFUL SCHOOLS

The Current Landscape

Our working group conducted an analysis of past and present efforts in Oakland to better understand what work we are building on. Below is an overview of the strengths, weaknesses, opportunities and threats (SWOT) identified for this initiative. The full document with detailed SWOT analysis is available at www.ousd.org/strategicplan.

Strengths

Oakland shares **values of inclusion and racial equity**, and the Board, community, and schools have taken **concrete actions to build cross-generational, cross-cultural solidarity**. There is a basis of existing initiatives and strategies to support strong school climates, student experiences, and community partnerships, including restorative justice infrastructure.

Weaknesses

There is a **lack of collective vision for change** and a disconnect between shared values and lived experiences of students, families, and staff. While there is strong youth organizing, there is doubt about the authenticity of youth power in district decision-making. Restorative justice resources have been cut. There are fundamental **tensions between liberatory visions and traditional practices** and measures.

Opportunities

There is the opportunity to **build a shared definition of joy, inclusion, and beauty and to align and expand existing practices**, entities and work. Oakland can learn from other districts in this work. There is the potential to scale whole-school restorative practices.

Threats

Competing priorities threaten a sustained focus on this effort. A **top-down approach** that doesn't deeply engage local school communities risks performative change.

Existing plans, policies, or activities that align with this work:

- Citywide Plan
- Enrollment Stabilization Plan
- Equity Policy
- Equity X Design Framework (M. Thomas)
- Ethnic Studies Resolution
- Facilities Master Plan
- George Floyd Resolution
- Mental Health and Wellbeing Resolution
- MTSS Framework (under development)
- Reparations for Black Students Resolution

Focus Areas

Focus Area 1:

Center and listen to youth and families

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

YEAR ONE ACTIONS		MAIN DELIVERABLES
Schedule additional ongoing engagement sessions that honor primary languages, cultures, and modes of collaboration to gather additional feedback from youth and families	→	Empathy interviews with students and families about their definitions of joy, beauty, and inclusion
Expand home visits to build and strengthen relationships to ensure students and families feel welcomed and engaged as they return to school. Incorporate opportunities for students and families to share their visions for joy and beauty	→	Parent Teacher Home Visit Project expanded to additional schools with high absence rates
Leverage all educators including community partners to conduct one-to-one outreach for students with higher absences to ensure all students have a relationship with at least one caring adult	→	Students with high absences identified and provided with at least one of the following: one-to-one outreach and/or home visits to welcome back to school; a mentor/case manager; a plan for one-to-one student support for future years

Focus Areas (continued)

Focus Area 2:

Invest in restorative practices

Ensuring restorative practices are truly integrated into the fabric of our schools, with monitoring of implementation

YEAR ONE ACTIONS		MAIN DELIVERABLES
Create Intentional Healing and Restorative Community Spaces for students, staff, and community to rebuild community and process the time away	→	Students will participate in community circles throughout the school year
Increase educator capacity to create restorative learning environments	→	Restorative justice professional learning series for educators in multiple roles
Develop and implement peer leadership structures to increase student capacity to facilitate restorative practices with peers	→	Secondary students will participate in Restorative Peer leadership

CREATING JOYFUL SCHOOLS

Focus Areas (continued)

Focus Area 3:

Practice culturally responsive and linguistically sustaining practices

Creating welcoming practices and intentional work around bias and racism

YEAR ONE ACTIONS		MAIN DELIVERABLES
Develop and implement a professional learning series to increase educator capacity to implement culturally responsive and linguistically sustaining practices	→	Learning series designed, with advisory as potential structure
Launch foundational anti-racist, healing and culture building learning series for all Educators	→	All educators will participate in initial foundational professional learning and reflect on their anti-racist practices
Assess opportunities for students to demonstrate their learning in new and creative ways	→	Pilot a shared set of final projects for grade spans developed by community partners and educators
Develop and implement opportunities to celebrate the joy and beauty of our students, families, and school communities	→	Districtwide “Town Joy Week” that celebrates schools and honors specific groups planned by youth, staff, and partners
Assess the current strategies, programs and curricula for culturally responsive and linguistically sustaining practices with a focus on Black and Brown students	→	Develop initial recommendations for programmatic or curricular shifts to ethnic studies offerings for K-12; Launch Ethnic Studies Learning cohort

CREATING JOYFUL SCHOOLS

Focus Areas (continued)

Focus Area 4:

Ensure inspiring learning environments

Facilitating joyful learning spaces from home to school; designing classrooms, learning spaces, and opportunities that value 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

YEAR ONE ACTIONS	MAIN DELIVERABLES
Develop structures for schools to reflect on their current learning environments, and areas for improvement	Schools will engage with community to conduct asset mapping and have an initial assessment of their progress towards implementing inspiring learning environments; district will develop a school support structure to address areas identified for improvement
Lead schools through an intentional process of re-imagining the school experience, centering on the needs of the most marginalized students and best practices required to support their learning	Schools develop a framework for high quality teaching and learning, steeped in community values and vision; district provides training and support on improvement process and framework development
Create joyful learning environments through arts integration	Identify opportunities to increase art, music, and living schoolyard spaces at schools. Leverage Measure Y and other funds to facilitate joyful spaces
Increase opportunities for community to access school facilities for engagement and celebration	Assess interest or opportunities for community to engage with the school facilities and programs

What We're Hearing

The district held a series of listening sessions in early June 2021 to begin to collect feedback. Below is a summary of what we heard from our community. This will inform the start of Phase 3 and shape continued community learning and engagement. Keep up to date with current progress on the Strategic Plan at www.ousd.org/strategicplan.

THEMES	RESPONSES
Question about expanding the focus to include all staff, admin, etc.	We changed the language throughout this section to “educator” to reflect the intent to include all staff
Question about supports for teachers	In Year 1, we will continue to refine and define professional supports, beginning with restorative practices and home visit trainings
Opportunities for students and parents to give feedback throughout the process	The intent of the entire initiative is to co-construct this work together with families and students; Focus area 1 details some specific actions
Opportunities to take a whole child approach that centers healing and wellness	Focus Area 4 (page 30) describes some of the actions planned to ensure a whole child view guides the re-imagining of schools
Opportunity for student/teacher ratios to be considered as part of a joyful and beautiful environment	Focus Area 4 (page 30) can bring this consideration into the team’s work
Need to prioritize Indigenous POC in family engagement	The intent is that all of the work in this initiative will be reflective of and responsive to these families, with Focus Area 3 (page 29) describing key actions related to culturally responsive and linguistically sustaining practices
Question about plans for improving relationships between families and educators, home visits, student and family feedback	Focus Areas 1 and 4 (pages 27 and 30) detail some initial actions intended to develop these relationships and feedback cycles
Question about funding for Restorative Justice	Please see initial budget items related to this plan on page [XX]

Growing a Diverse and Stable Staff

Attracting and Retaining Staff Reflective of Oakland's Rich Diversity

Our Vision

Oakland's vision is that our students' diverse and rich backgrounds are reflected by Black, Brown, and multilingual educators. We envision building and maintaining accessible pathways into teaching and leading Oakland schools grounded in the core belief that the future educators of Oakland Unified are the children and young adults in our communities. We will strengthen a continuum of supports that encourages sustainable growth and development for teachers and removes barriers to living and working in Oakland. We will work at the intersection of educator stages of development and four critical focus areas: partnerships, pathways, affinity-based support structures, and conditions for educator learning and growth.

Stages of Development

Aspiring Black and Brown educators in high school or college will be inspired by clear pathways with related projects and organized supports, such as summer programming and work opportunities. They will be supported by college and career readiness staff in an academy structure, by their work-based learning coordinator and counselors, and by their own teachers of color.

I ❤ OUSD Community Schools
I ❤ OUSD Community Schools
I ❤ OUSD Community Schools

Stages of Development (continued)

Aspiring Black and Brown educators with a BA will have a clear sense of their direction, with a pathway to a credential program, supported by structures such as cohort models, residencies, paid veteran teacher mentors, and opportunities to gain experience working within education and to build relationships with school sites. They will be encouraged to think about their long-term growth with career planning and learning about trajectories in education.

Early career Black and Brown educators will experience a personal, relational entry into teaching. They will have supports from multiple levels of the system, from district-organized affinity groups and new teacher mentoring programs to site-level systems of support. They'll have a professional development (PD) plan to support their self-sufficiency with both universal foundational PD and individualized learning in content areas of interest.

Practicing Black and Brown veteran educators will feel recognized for their experience, valued for their cultures, successful in their efforts, and respected in decision-making. They will be a part of a connected community through affinity groups, communities of practice, peers and colleagues, and site coaches. Planning time, space for reflection, peer observations, and a personalized PD plan will support the ongoing growth of their practice, as well as opportunities for continued growth into greater leadership as experienced educators.

GOALS

All teachers at all schools are prepared and successful

- Increase the one year-teacher retention rate by 1.5 percentage points by 2024

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 by 48 percentage points by 2024

GROWING A DIVERSE AND STABLE STAFF

Focus Areas

Each focus area is brought to life across the stages of educator development to meet the needs and opportunities of educators at that point of their career. Our focus areas also maximize the collective impact work required to effectively grow and support a dynamic, representative educator workforce that research has proven benefits all students.

Aspiring Black and Brown educators in high school or college	Aspiring Black and Brown educators with a BA	Early career Black and Brown educators	Practicing Black and Brown veteran educators

Strengthen partnerships

Strengthening partnerships across key stakeholder groups in the Bay Area, in particular with individuals and organizations of color, to support the other three focus areas

Strengthen pathways

Creating clear pathways for our students to become educators, activating the desire to teach for local citizens, and providing opportunities for Black and Brown community members

Strengthen affinity-based support structures

Establishing dynamic, affinity-based support structures for educators across OUSD

Strengthen conditions for educator learning & continued growth

Creating conditions in school that serve educators, students, and families; building nimble growth opportunities to meet educators' ever-evolving needs; removing inequitable barriers for Black and Brown folks in Oakland to become and stay educators; adapting teaching and learning based on what has been learned through the pandemic

GROWING A DIVERSE AND STABLE STAFF

The Current Landscape

Our working group conducted an analysis of past and present recruitment and retention efforts in Oakland to better understand the work we are building on. Below is an overview of the strengths, weaknesses, opportunities and threats (SWOT) identified for this initiative. The full document with detailed SWOT analysis is available at www.ousd.org/strategicplan.

Strengths

Oakland is working with a **strong foundation of partnerships, data, grant funding, and programming** to support recruitment and retention. The equity-focused team of former educators and administrators has experience with targeted recruitment of educators of color, as well as experience supporting educators through multiple pathways and different types of career progression. This work is facilitated by strong systems.

Weaknesses

The state's licensure process has often been a costly and difficult barrier to the recruitment and retention of educators of color. The **licensure exams are an obstacle** to teaching careers without providing substantive evidence of teacher efficacy. Data systems that don't seamlessly "talk" to each other make it difficult to track and monitor educator progress and data over time. We have struggled to hire native Spanish-speaking educators for the growing number of dual language programs. **Central office support must be better-aligned** across departments to address the specific needs of school communities and the needs of educators at various stages of development. Finally, **gaps in stable funding** are a weakness.

Opportunities

There is an opportunity to **further develop partnerships** within and outside of the District to strengthen local educator pipeline programs and pathways into teaching and to continue to build upon existing **Grow-Our-Own pathways** in OUSD. Comprehensive programs to welcome and support new educators can cut in half the number of new educators exiting the profession. Most importantly, there is an opportunity to implement sustained and strategic **recruitment of educators of color into educator leadership** and mentoring roles and to provide continued support of experienced educators through their growth trajectory.

Threats

This work is threatened by: **teacher licensure systems that are inherently biased** against candidates of color and diverse learning styles; access to differentiated educator training for all educators, and particularly educators of color; conflation of high stakes test passage with educator quality, preventing access to the profession; and educator leader roles that are often designed as in addition to a educator's full time role as opposed to embedded within their job description. Historically, **temporary initiatives with short-term funding have threatened the sustainability of diversification efforts**, which require long-term programmatic and financial support.

Existing plans, policies, or activities that align with this work:

- Board Equity Policy and Framework
- New teacher mentoring programs & mentor development
- Organizational Wellness Plan
- Pathways such as Oakland Teacher Residency, Local Solutions, Classified to Teacher, Salesforce
- Racial Justice, Equity, & Healing Taskforce
- Reparations for Black Students Resolution

GROWING A DIVERSE AND STABLE STAFF

Focus Areas

Aspiring Black and Brown educators in high school or college

	YEAR ONE ACTIONS		MAIN DELIVERABLES
PARTNERSHIPS	Develop district-community taskforce with leaders from Linked Learning, Peralta College system, Talent, and the High School Network to create a high school cohort model of aspiring educators	→	Roster of OUSD graduates who are aspiring educators, with progress monitoring metrics and ensure support over time
PATHWAYS	Create a mentoring, counseling, and cohort-based system of support for aspiring educators who are OUSD grads, engaging current educators of color who are OUSD graduates as mentors	→	List of graduating seniors seeking teaching positions; connecting those interested with available district positions; quarterly meetings to assess progress
	Provide internships with OUSD for high school and college students across majors; map employment opportunities that relate to teaching and develop pathways	→	Expanded learning opportunities available to local college students interested in a path to teaching; website highlighting opportunities

Focus Areas (continued)

Aspiring Black and Brown educators with a BA

	YEAR ONE ACTIONS	MAIN DELIVERABLES
PARTNERSHIPS	Develop partnerships with local universities to provide clear pathways for graduating seniors into employment in OUSD	List of local university partners and students seeking employment in OUSD
PATHWAYS	Explore creation of in-house OUSD teacher credential program targeted at high needs subject areas (e.g. Bilingual Multiple Subjects, Mild/Moderate Special Education)	Summary report with recommendation
AFFINITY	Provide structured cohort opportunities with mentors, testing support, financial support, professional development, community, and relationship building	Roster of aspiring educators supported by mentorship, counseling, and career opportunities
PROF. LEARNING	Ensure test preparation is available and paid, including testing vouchers and licensure coaching and support	Enrollment of aspiring educators in test preparation supports with the availability of test vouchers

GROWING A DIVERSE AND STABLE STAFF

Focus Areas (continued)

Early career Black and Brown educators

	YEAR ONE ACTIONS		MAIN DELIVERABLES
PARTNERSHIPS	Expand partnerships with credentialing experts to provide enhanced test preparation for current educators who are still working toward a credential. Reimburse all teachers for the cost of credentialing assessments	→	Teachers passing licensure exams, making progress on their path to a California credential
PATHWAYS	Develop a pathway program that integrates strong mentorship, coaching, and tuition support for Black and Brown educators pursuing alternative licensure routes	→	Cohort of educators who are supported in pursuing alternative licensure
	Develop community and belonging among new educators who have entered through one of OUSD's 9 Grow Our Own Educator Pathways	→	Redesigned communications strategy that highlights aligned pathway and entry points, with prospective Black and Brown educators in mind, including educators from diverse linguistic backgrounds such as Spanish, Mam, and Arabic
AFFINITY	Further develop the range of affinity-based support structures available to new educators as core elements of their professional learning systems	→	Variety of affinity-based support structures for Black and Brown early career educators
PROF. LEARNING	Leverage collective resources to further develop coordinated systems of professional learning and mentorship differentiated for early career educators	→	Insights from school leaders used to develop a common set of practices; experienced mentors of color and other leaders supporting diversity initiatives; a differentiated set of central supports; pilot a year-long professional learning series on foundational anti-racist teaching practices that can also count as pre-service requirements with select intern credential programs

GROWING A DIVERSE AND STABLE STAFF

Focus Areas (continued)

Practicing Black and Brown veteran educators

	YEAR ONE ACTIONS		MAIN DELIVERABLES
PATHWAYS	Enhance recruitment of Black and Brown mentors to increase representation in teacher leadership roles and opportunities for affinity-based pairing in new teacher mentoring programs	→	Measurement of initial impact on teacher experience and practice
	Elevate the practices and voices of experienced educators of color in our district's professional learning spaces	→	More paid opportunities for experienced educators to share practice and engage in peer-facilitated professional learning spaces
	Scale up retention initiatives for Black and Brown educators focused on debt relief and BCLAD (Bilingual, Cross-Cultural, Language and Academic Development) licensure	→	Loan forgiveness program providing partial reimbursement for student loans in exchange for years of service
AFFINITY	Further develop our data dashboard to reflect the student population and staff population by job class with hiring decisions and teacher turnover; use this equity dashboard for hiring and to drive process changes in service of more equitable staffing outcomes	→	Staff Equity Audit dashboard highlights the intersections of retention and hiring decisions with a focus on hiring decisions related to Black and Brown educators
PROF. LEARNING	Explore opportunities to support induction for Oakland leaders to develop a common set of mentoring practices and leadership competencies	→	Decision to pursue accreditation for OUSD as an administrative credential sponsor and/or to strengthen partnerships with existing accredited programs who are serving our employees well
	Build stronger teacher-to-administrator preparation systems, with focus on the development of Black and Brown leaders	→	Cohort of aspiring principals who meet quarterly to discuss job-embedded growth in alignment with Leadership Growth and Development System, paired with paid leadership mentor to debrief developmental opportunities.

GROWING A DIVERSE AND STABLE STAFF

What We're Hearing

The district held a series of listening sessions in early June 2021 to begin to collect feedback. Below is a summary of what we heard from our community. This will inform the start of Phase 3 and shape continued community learning and engagement. Keep up to date with current progress on the Strategic Plan at www.ousd.org/strategicplan.

THEMES	RESPONSES
Clarification of current retention and recruitment efforts	The strengths, weaknesses, opportunities and threats summary available on the Strategic Plan website includes some of the current efforts to provide pathways into teaching, debt relief and tuition support, test preparation, one-on-one support and other efforts: www.ousd.org/strategicplan
Question about leadership opportunities for experienced teachers, for example through teacher coaching or curriculum development	The Practicing Black and Brown veteran educators section (page 39) provides some actions around continuing to develop these opportunities
Question about when we should expect to see parity in workforce representation	The working group's vision to is achieve parity by 2030
Idea to support retention by providing incentives for teachers to live and work in Oakland	The strengths, weaknesses, opportunities and threats summary available on the Strategic Plan website includes information about current housing pilot efforts: www.ousd.org/strategicplan
Need for more Black and Brown staff and recognition that investments will be needed to retain them	Affinity-based support structures are an example of a focus area that is being developed to support educators at all stages of development, in addition to focus on transforming school and work cultures
Question about what support from a school community looks like for an educator	The vision is support that is differentiated for individual educators, held within a community of support
Question about the requirements for a new teacher to apply in OUSD	Please see websites for more info: www.ousd.org/careers www.ousd.org/teacherdevelopment

SUPERINTENDENT'S DASHBOARD

How the Dashboard will be Used

The Superintendent's Dashboard is a display of the most important indicators to measure the growth of the system. The metrics selected are aligned to the District's 4 LCAP goals and this strategic plan. The Dashboard will display the most current performance and help to inform key decisions to move us closer to our mission and vision.

The Dashboard will be capable of disaggregating data, in particular for student performance indicators by student groups, in order to ensure we are serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

SUPERINTENDENT'S DASHBOARD

GOAL	METRIC(S)	BASELINE (2019-20) *data from 18-19 **data from 20-21	CHANGE IN NEXT 3 YEARS
LCAP Goal 1: All students graduate college, career, and community ready.			
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/SBAC 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
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
LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.			
Students attend school every day	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 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
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
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% Latino 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%

WE ALL MUST MOBILIZE

The work to fulfill the commitments outlined throughout this Strategic Vision and Plan calls upon every member of the Oakland community to mobilize. From the classroom teacher to the small business owner, district leaders to families, we all have a role to play to ensure all youth thrive. How will you step up to lead?

THE CHAMPION

- Rises to advocate in support of all Oakland students, staff and the district, from the breakroom to the ballot box.
- Identifies opportunities to advance the work outlined within OUSD's Strategic Vision + Plan, and does not wait to take action.
- Leverages OUSD's Strategic Vision + Plan as a guide to support schools and staff in maintaining focus on district wide priorities.

THE DEFENDER

- Courageously steps into the fire to defend Oakland students, schools and the district against division, self-interest, toxic anger, and other elements that prevent the work from moving forward.
- Acknowledges past and current challenges, while concurrently centering optimism and sustained progress in service to Oakland students, staff, and schools.

THE GIVER

- Selflessly offers personal resources to help Oakland students, schools and the district thrive, including time, energy, and capital.
- Identifies numerous and creative resources to offer, including volunteering, political advocacy, internship and employment opportunities for students, unique events and fundraisers, and targeted donations.

THE UNITER

- Actively works to unite groups across divisions and under a collective purpose of supporting all Oakland students and schools.
- Widely shares OUSD's Strategic Vision + Plan throughout individual and organizational networks, rallying and organizing family, friends, and neighbors to get involved in support of OUSD.

Visit www.ousd.org/strategicplan for more information on how you can be part of our volunteer army, no matter your role.

ORGANIZATIONS INVOLVED IN THIS PROCESS

Black Organizing Project

Bridges Academy

Brotherhood of Elders

Californians for Justice

Cares for Learning

Center for Healthy Schools & Communities, County Public Health

City of Oakland

Cypress Mandela

EBAYC (East Bay Asian Youth Center)

East Bay Consortium

Eat, Learn, Play

Educate78

Emerson Elementary

Fremont High School

George Floyd Safety Plan & Black Reparations

Greenleaf TK-8

Holy Names University

Horace Mann Elementary

Howard Elementary

Latino Education Network

Madison Park Academy Primary

NAACP

Oakland High School

Oakland Literacy Coalition

Oakland Promise

The Oakland REACH

Oakland Starting Smart and Strong

Oakland Thrives Education Impact

Oakland Unified School District

Parents in Action

Public Advocates

Rainin Foundation

Reading Partners

Restorative Justice for Oakland Youth (RJOY)

Sequoia Elementary

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

DRAFT **2022-23 SUPERINTENDENT 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.

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%	**GrK: 38.9%** **Gr3: 31.0%** **(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%	**Available Oct 2022**	6 (2 per year for three years)	4-year: 63.6%
Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	**LCAP Metric(s)**				
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%	**Available Sep 2022**	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 Reading Inventory.	2018-19: Black: 41.9% Latinx: 50.1% Foster: 44.0%	**Black: 35.5%** **Latinx: 43.9%** **Foster: 31.8%**	-9 (-3 per year or 3 years)	Black: 32.9% Latinx: 41.1% Foster: 35.0%

Grade					
Goal 3: Students and families are welcomed, safe, healthy, and engaged.	**LCAP Metric(s)**				
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%	**44.6%**	-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	**Suspension Black: 8.3%** **Suspension SWD: 6.2%** **Expulsion Black: 12** **Expulsion SWD: 1**	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	**Available August 2022**	6 (2 per year for 3 years)	56
Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	**LCAP Metric(s)**				
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%	**Available Sep 2022**	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%	**67%**	48% (16 per year for 3 years)	100%

Initiative #1: Ensuring Strong Readers by the Third Grade
Accelerating Citywide Efforts to Guarantee Literacy for all Third Graders

Focus Area 1:	**Actions**	**Deliverables**
Let's Get Aligned *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*	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. Review TK-2 school schedules at 100% TK-2 schools and ensure foundational skills blocks are scheduled.	1. Complete the foundational skills curriculum recommendation process for board adoption. 2. Create a dashboard that articulates clear metrics to measure evidence of community partners, participation in training, monitoring of implementation practices.
Focus Area 2:	**Actions**	
Put families in the driver's seat *Increasing parent and family capacity to advocate for and support literacy and building more powerful home-school partnerships*	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.	
	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.	
Focus Area 3:	**Actions**	
	Hold two Foundational PD Institutes and one Summer PD	

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

Initiative #2: Supporting Empowered Graduates
Developing Essential Skills to Secure Post-Secondary Success

Focus Area 1: **Empowered students prepared for post-secondary success** *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*	**Actions**	**Deliverables**
	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 Ensure District Wide Implementation Assessment Calendar for High School	3. Create an analysis of the impacts of implementing mastery based grading as a district policy 4. Increase the number of middle schools to more than 90% of schools who are participating in Math interim progress monitoring and learning walks
Focus Area #2: **Developing Systems of Personalized supports** *Investing in and creating systems of targeted supports for our most marginalized students*	**Actions**	
	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. Use the early warning dashboard at each high school to track A-G completion and on-track to graduate progress.	

Focus Area 3: **Integrated real world learning** *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*	**Actions**	
	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. 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	
Focus Area #4 **Strengthen high school preparation** *Increase average distance from standard on smarter balanced/SBAC state assessments in 8th grade Mathematics*	**Actions**	
	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.	

Initiative #3: Creating Joyful Schools
Reimagining schools to be places of joy, inclusion, and beauty

Focus Area 1: **Centering and listening to youth and families** *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*	**Actions**	**Deliverables**
	Build capacity for students and families to engage in decision-making structures across OUSD. Creating scope and sequence for teachers and principals that includes site learning, relationship building and anti-racist learning with families and students Develop a process for better capturing data and family feedback from Home Visits 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	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 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
Focus Area 2: **Investing in Restorative practices** *Ensuring restorative practices are truly integrated into the fabric of our schools, with monitoring of implementation*	**Actions**	
	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	

Focus Area 3: **Culturally responsive and linguistically sustaining practices** *Creating welcoming practices and intentional work around bias and racism*	**Actions** Develop ways to measure the impact of anti-racist learning and the application of anti-racist frameworks. 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.	happening district wide 7. 100% completion of school site safety plans.
Focus Area 4: **Ensuring inspiring learning environments** *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*	**Actions** Leverage community partnerships to address basic needs and increase access to high quality enriching experiences. Provide recommendations for an updated Measure Y Spending & Implementation Plan Support the George Floyd Design Team creation of recommendations and adopt an ongoing budget for prevention and crisis response for police-free schools	

Initiative #4: Growing a Diverse and Stable Staff *Attracting and retaining staff reflective of Oakland's rich diversity*		
Focus Area 1: **Aspiring Black and Brown educators in high school or college**	**Actions**	**Deliverables**
	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 Develop deeper partnerships with Merritt College and Berkeley City College (e.g dual enrollment, CBEST coursework, apprenticeships programs)	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
Focus Area 2: **Aspiring Black and Brown educators with a BA**	**Actions**	
	Create and support pathways to become fully-credentialed OUSD educators with a focus on Black and Brown aspiring educators.	
Focus Area 3: **Early career Black and Brown educators**	**Actions**	
	Build on existing structures to develop a highly coordinated system of support & professional learning for new teachers.	
Focus Area 4:	**Actions**	

Practicing Black and Brown veteran educators	Build stronger teacher-to-administrator preparation outreach and preparation systems, with focus on the development of Black and Brown teacher leaders and Assistant Principals	retention in the district.

<u>Initiative #5: Creating a Sustainable and Thriving District</u>		
Focus Area 1:	**Actions**	**Deliverables**
Ensuring a Fiscally Thriving District	Identify key strategies to increase enrollment and student attendance to increase revenue for the district. Identify the best community use of our district facility assets Monitor the spending and implementation of the Covid One and All Additional One Time Funds Create a complete mapping of all the funds in our district.	9. Develop proposed amendments to Board Policy 3150 for Board approval. 10. Develop and adopt a Quality Community Schools Road Map 11. Develop a Hybrid Working Manual and temporary remote working guidelines.
Focus Area 2:	**Actions**	
Ensuring Quality Sustaining Community Schools	Progress Monitor Phase 1 Welcoming Schools and Plan for Phase 2 Welcoming Schools Develop & begin implementation of district wide strategies for implementing the Community schools grants and Quality Community Schools Road Map	

Board Office Use: **Legislative File Info.**	
File ID Number	22-1921
Introduction Date	8/5/2022
Enactment Number	22-1438
Enactment Date	8/24/2022 os

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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**

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.

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%	**GrK: 38.9%** **Gr3: 31.0%** **(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%	**Available Oct 2022**	6 (2 per year for three years)	4-year: 63.6%
Goal 2: Focal student groups demonstrate accelerated growth to close our equity	**LCAP Metric(s)**				

gap.					
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%	**Available Sep 2022**	9 (3 per year for 3 years)	22.2%
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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	**Suspension Black: 8.3%** **Suspension SWD: 6.2%** **Expulsion Black: 12** **Expulsion SWD: 1**	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	**Available August 2022**	6 (2 per year for 3 years)	56

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	**LCAP Metric(s)**				
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%	**Available Sep 2022**	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%	**67%**	48% (16 per year for 3 years)	100%

Initiative #1: Ensuring Strong Readers by the Third Grade

Accelerating City Wide Efforts to Guarantee Literacy for all Third Graders

Actions	**Deliverables**
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.

Initiative #2: Supporting Empowered Graduates *Developing Essential Skills to Secure Post-Secondary Success*	
Actions	**Deliverables**
Review high school and college readiness student outcomes two time a year Prioritize resource allocations are in place to support the student goals for ensuring empowered graduates	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. 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.

Initiative #3: Creating Joyful Schools *Reimagining schools to be places of joy, inclusion, and beauty*	
Actions	**Deliverables**
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)	Review recommendations and adopt an ongoing budget for prevention and crisis response for police-free schools Adopt a revised Measure Y Spending Plan

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. Leverage community partnerships to address basic needs and increase access to high quality enriching experiences. Engage with student leaders to receive information on student priorities for joyful schools Receive regular reports on the implementation of the Community Schools Grant Receive regular reports from PSAC and a presentation on SSC formation	Review recommendations and adopt a Black Students & Families Thriving Plan; including indicators and a budget

Initiative #4: Growing a Diverse and Stable Staff

Attracting and retaining staff reflective of Oakland's rich diversity

Actions	**Deliverables**
Review retention and recruitment outcomes related to growing diverse and stable staff two times a year 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	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

Review recommendations from staff on a hybrid and remote working manual	

Initiative #5: Creating a Sustainable and Thriving District	
Actions	**Deliverables**
Develop a plan for orienting new board members Progress Monitor Phase 1 Welcoming Schools and Plan for Phase 2 Welcoming Schools 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 Direct staff to hold listening session and/or community engagements to inform recommendations on possible usages for vacant property Review data and reports on the allocation of all one time funds on a regular basis	Adopt a New Board Orientation Plan Review staff recommendations for revisions to BP 3150 and decide whether or not to adopt a revised policy Adopt a balanced budget by June of 2022 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