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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent

Meeting Date October 23, 2024

Subject 2024-25 Superintendent Work Plan

Ask of the Board To review, discuss and adopt 2024-25 Superintendent Work Plan.

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

Attachment(s)

- Superintendent Work Plan



2024-25 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 Local Control & Accountability Plan (LCAP) 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 5-8: Equity Multiplier goals and investments for specific schools: Korematsu, Castlemont, Sojourner Truth, Rudsdale, Oakland International,



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<p>Strategic Plan Initiative #1: Ensuring Strong Readers by the Third Grade: <i>Accelerating Citywide Efforts to Guarantee Literacy for all.</i></p> <p>LCAP Goal 1.2: <i>Early Childhood Learning & Early Literacy: Offer opportunities for early childhood learning and invest in early literacy supports to ensure that all students are strong readers by third grade.</i></p> <p>LCAP Goal 2.9 Expanded Learning Opportunities: <i>Provide expanded learning opportunities to students furthest from success in academic recovery and literacy acceleration.</i></p>	
<p>Deliverable #1: Early learners achieve at grade level through daily standards-based instruction in foundational skills using SIPPS and Tier 2 and 3 interventions.</p> <p>Goals include:</p> <ul style="list-style-type: none"> ● 75% of 1st and 2nd graders passing at least 10 SIPPS Mastery Tests ● 75% of Kindergartners passing 6 Mastery Tests in Beginning SIPPS ● A minimum 5-10% increase in the % of students making progress towards typical Reading growth as measured by iReady from EOY 23-24 to EOY 24-25 ● Grades K-3 students will show a minimum 5-10% increase in % of students on grade level in iReady ELA and Math from EOY 23-24 to EOY 24-25 ● For all Dual Language (DL) programs, 75% of Kinders will be on grade level in FNL (Fluidez en Nombramiento de Letras) and FSS (Fluidez en Segmentación de Sílabas) AND SIPPS (for 50/50 programs) 	<p>Deliverable #2: Early learners achieve at grade level in English Language Arts (ELA) and Second Language Acquisition (SLA) through regular progress monitoring using multiple sets of data (e.g. formative assessments, curriculum based assessments, anecdotal, Social Emotional Learning (SEL)) to adjust Tier 1 instruction, and implement tier 2 and 3 student supports.</p> <p>Goals include:</p> <ul style="list-style-type: none"> ● Grades K-3 students will show a minimum 5-10% increase in % of students on grade level in iReady ELA and SLA from EOY 23-24 to EOY 24-25 (based on your site’s historical year to year growth) ● Grades K-3 students will Increase by 5-10% the % of students making their i-Ready ELA Typical and Stretch Goals from EOY 23-24 to EOY 24-25.
<p>Why Does this Align to our Vision and How Does it Allow Us to Implement our Vision for Students?</p> <p>If early learners receive daily foundational skills instruction, and if students who need it receive high quality Tier 2 and Tier 3 intervention,</p>	<p>Why Does this Align to our Vision and How Does it Allow Us to Implement our Vision for Students?</p> <p>If early learners receive daily core literacy instruction, then they will be equipped with the language and literacy skills they need. If leaders</p>



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<p>then they will be equipped with the language and literacy skills they need. If leaders observe teachers and provide timely feedback, then teachers will be able to support early learners to develop the necessary skills to become lifelong readers, critical thinkers, and effective communicators. Students will be self-motivated learners and develop a joyful curiosity, a command of reading and writing, and self-expression throughout their educational career in Oakland.</p>		<p>develop cycles of inquiry focused on analyzing multiple sets of data then teachers will be able to adjust their instruction so that it is tailored to support early learners to develop the necessary skills to become lifelong readers, critical thinkers, and effective communicators. Students will be self-motivated learners and develop a joyful curiosity, a command of reading and writing, and self-expression throughout their educational career in Oakland.</p>	
<p>Key Strategies & Investments:</p> <ul style="list-style-type: none"> • Early learners achieve at grade level through daily standards-based instruction in foundational skills using SIPPS and Tier 2 and 3 interventions. • Monitor daily core literacy instruction in EL Ed instruction and Benchmark through timely and ongoing observation and feedback • Monitor i-Ready participation and progress in ELA and SLA • Monitor SIPPS data and respond to student needs 		<p>Key Strategies & Investments:</p> <ul style="list-style-type: none"> • Curriculum embedded assessments (CEAs) are used to frequently monitor student progress in ELA and SLA in all ES • Tier 2 and Tier 3 supports are strategically aligned to students who are falling behind in ELA and SLA, according to CEAs and iReady 	
<i>Milestone</i>	<i>What will be true at the district level? How will we know?</i>	<i>Milestone</i>	<i>What will be true at the district level? How will we know?</i>
<ul style="list-style-type: none"> • SIPPS is up and running • Daily phonics lessons for all K-2 students • Monitor SIPPS and i-Ready assessment participation and progress • Weekly walkthroughs are scheduled and prioritized 	<p>S1 (Jan 2025)</p> <ul style="list-style-type: none"> • Grades K-5 students will show a minimum 5-10% increase in % on grade level in iReady ELA from Middle of Year (MOY) 2023 to Middle of Year 2024 (based on your site’s historical year to year growth) • Grades K-5 students will reach at least 50% of their i-Ready ELA Typical Growth for MOY 24-25, which should be at least 	<ul style="list-style-type: none"> • Sites will develop a system to set goals and monitor progress on <i>SLA/ELA CEAs</i> • Teachers will engage in the <i>core activities of Professional Learning Communities (PLCs):</i> analyzing student work, CEAs and backwards planning • Weekly teacher observation and feedback 	<p>S1 (Jan 2025)</p> <ul style="list-style-type: none"> • 100% of school sites will participate in data summit and provide evidence of CEA participation and analysis • 80% of students needing tier 2 and 3 reading support will have access to tiered services.



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	<p>a 5-10% increase from MOY 23-24</p> <ul style="list-style-type: none"> • 100% of Kinders have started SIPPS • Increase of 10% 1st-2nd grade Students who are at/above Target Lesson in SIPPS from MOY 2023-24 to 2024-25 	<p>walkthroughs is scheduled and prioritized</p>	
<ul style="list-style-type: none"> • Monitor SIPPS and i-Ready assessment participation and progress • Weekly walkthroughs are scheduled and prioritized 	<p>S2 (End of June 2025)</p> <ul style="list-style-type: none"> • 75% of 1st and 2nd graders passing at least 10 SIPPS Mastery Tests • 75% of Kindergartners passing 6 Mastery Tests in Beginning SIPPS • 90% of Kinders Master 20+ letter names • A minimum 5-10% increase in the % of students making progress towards typical Reading growth as measured by iReady from EOY 23-24 to EOY 24-25 • Grades K-3 students will show a minimum 5-10% increase in % of students on grade level in iReady ELA and Math from EOY 23-24 to EOY 24-25 • For all DL programs, 75% of Kinders will be on grade 	<ul style="list-style-type: none"> • Sites will develop a system to set goals and monitor progress on <i>SLA/ELA CEAs</i> • Teachers will engage in the <i>core activities of PLCs</i>: analyzing student work, CEAs and backwards planning • Weekly walkthroughs are scheduled and prioritized 	<p>S2 (End of June 2025):</p> <ul style="list-style-type: none"> • Grades K-3 students will show a minimum 5-10% increase in % of students on grade level in iReady ELA and SLA from EOY 23-24 to EOY 24-25 (based on your site’s historical year to year growth) • Grades K-3 students will Increase by 5-10% the % of students making their i-Ready ELA Typical and Stretch Goals from EOY 23-24 to EOY 24-25



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	<p>level in FNL (Fluidez en Nombramiento de Letras) and FSS (Fluidez en Segmentación de Sílabas) AND SIPPS (for 50/50 programs)</p>		
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<p align="center">Strategic Plan Initiative #2: Supporting Empowered Graduates: Developing Essential Skills to Secure Post-Secondary Success</p> <p>LCAP Goal 1.1: Comprehensive & Cohesive Instructional Program: Offer a comprehensive and cohesive instructional program to ensure that all students continuously grow towards meeting or exceeding academic standards.</p> <p>LCAP Goal 1.4: Equitable Access to High Quality Programs: Create equitable access to high quality programs for all students.</p>	
<p>Deliverable #1: Middle School students will achieve a 10% increase in Math proficiency for student cohorts on each interim from 2023-24 to 2024-25.</p>	<p>Deliverable #2.1: 80% of students overall, and in LCAP focal groups, will graduate within 4 years.</p> <p>Deliverable #2.2: Improve A-G completion rate overall and for LCAP focal groups by 5% or higher from 2022-2023.</p>
<p>Why Does this Align to our Vision and How Does it Allow Us to Implement our Vision for Students?</p> <p>Our vision that all students will thrive in their post secondary success requires success in Mathematics. By focusing on 8th grade success in Math, we have a clear focus on the end goal of K-8th grade which supports student success in high school Mathematics. Our focus is on success in interims and module assessments, versus grades and i-Ready results.</p>	<p>Why Does this Align to our Vision and How Does it Allow Us to Implement our Vision for Students?</p> <p>Our vision aims to ensure that all OUSD students graduate college, career, and community-ready, demonstrating the competencies of the OUSD Graduate Profile. By ensuring students have identified post-secondary goals, and completed post-secondary plans, we can ensure students maintain a focus on the end goal of graduation and enrolling in a post-secondary institution, which will require them to leverage all of the competencies of the graduation profile while in high school and beyond.</p>



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<p>Key Strategies & Investments:</p> <ul style="list-style-type: none"> Using the assessment systems to lead effective cycles of inquiry Development of Math teacher leaders to lead effective teams Vertically articulating the theory of actions, results, and key strategies between elementary, middle, and high school 		<p>Key Strategies & Investments:</p> <ul style="list-style-type: none"> Improve the quality of tier 1 instruction and the mastery of student outcomes as measured by interim assessments and i-Ready reading diagnostics through site-based cycles of inquiry. Strategic implementation of Assembly Bill (AB) 2121 for newcomers off-track to graduate Provide Tier 2 targeted support to African American, Latino, Arab American, Pacific Islander juniors and seniors and their families to persist and complete A-G course work, complete college, financial aid and scholarship applications 	
<i>Milestone</i>	<i>What will be true at the district level? How will we know?</i>	<i>Milestone - What will we do to ensure we reach our semester milestones?</i>	<i>What will be true at the district level? How will we know?</i>
<p>S1 Milestone (Jan 2025)</p> <ul style="list-style-type: none"> Launch of semester 1 cycles of inquiry Interim 1 results (MS and HS)/modules 1, 2, 3 (Elem) Fall learning walks 	<ul style="list-style-type: none"> 80% or more school sites will reach their goals for semester 1 cycles of inquiry The percentage of students in each grade level cohort who score as proficient on the interim assessment will increase by 10% or more for each interim administration, with baseline data from Fall 2023. Fall learning walk data will improve on the Instructional Practice Guide (IPG) indicators by 	<p>S1 Milestone (Jan 2025)</p> <ul style="list-style-type: none"> Gather baseline data for all LCAP focal student groups, with a particular focus on students served by OUSD's Targeted Strategies team Implement the OUSD High School (HS) Post-Secondary Outcomes Tracker with all postsecondary access providers within and outside of OUSD Implement cycles of inquiry with HS principals focused on grading a student progress by marking period Conduct listening sessions 	<ul style="list-style-type: none"> On-track to graduation rates will increase by 5% by grade level at the end of semester 1 70% of 12th-grade students have an identified post-secondary goal by the end of semester 1 40% of 12th-grade students have completed post-secondary plans by the end of semester 1



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	<p>0.5 or more around standards alignment and key strategies student to student talk and checks for understanding.</p>	<p>and student focus groups with students currently showing as off-track to graduation</p> <ul style="list-style-type: none"> ● Re-engagement outreach for un-enrolled or never-enrolled newcomers 	
<p>S2 Milestone (End of June 2025)</p> <ul style="list-style-type: none"> ● Launch of semester 2 cycles of inquiry ● Interim 2 results (MS and HS)/modules 4, 5, 6 (Elem) ● Spring learning walks 	<ul style="list-style-type: none"> ● 80% or more school sites will reach their goals for semester 2 cycles of inquiry ● The percentage of students in each grade level cohort who score as proficient on the interim assessment will increase by 10% or more for each interim administration, with baseline data from Fall 2023. ● Spring learning walk data will improve on the IPG indicators by 0.5 or more around standards alignment and key strategies student to student talk and checks for understanding. 	<p>S2 Milestone (End of June 2025)</p> <ul style="list-style-type: none"> ● Gather baseline data for all LCAP focal student groups, with a particular focus on students served by OUSD’s Targeted Strategies team ● Continue implementation of cycles of inquiry focused on grading ● Continue implementation of OUSD Post-Secondary Outcomes Tracker, with a focus on LCAP focal student groups ● Identify strategies and implement an action plan focused on data gathered during student focus groups. ● Continue implementing family and student engagement plan 	<ul style="list-style-type: none"> ● On-track to graduation rates will increase by 5% by grade level at the end of semester 2 ● 95% of 12th grade students have an identified post-secondary goal by the end of semester 2 ● 65% of 12th grade students have a completed post-secondary plans by the end of semester 2



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<p>Strategic Plan Initiative #3: <i>Creating Joyful Schools: Reimagining schools to be places of joy, inclusion, and beauty</i></p> <p>LCAP Goal 3.1: <i>Positive School Culture & Climate: Implement a multi-tiered system of support to coordinate strategies that foster positive school culture and climate in order to accelerate student learning.</i></p> <p>LCAP Goal 3.2: <i>Creating Safe Schools: Provide services and support to create conditions for safe schools.</i></p> <p>LCAP Goal 3.3: <i>Attendance Supports: Implement programs to improve attendance and reduce chronic absence.</i></p> <p>LCAP Goal 3.6: <i>Youth Engagement: Provide enrichment and leadership opportunities for students.</i></p>	
<p>Deliverable #1: All schools will increase daily attendance by 1%, compared to EOY 23-24. All schools will decrease chronic absenteeism by 3%, compared to EOY 23-24.</p>	<p>Deliverable #2: Improve safety within the four pillars of safety through the implementation of facility improvements, culture and climate guidance and expectations, systems for responding to threats to public safety and evidence that our schools are prepared to respond during emergencies.</p>
<p>Why Does this Align to our Vision and How Does it Allow Us to Implement our Vision for Students?</p> <p>More students are emotionally safe, engaged in learning, and excited to come to school.</p> <p>In order for us to actualize our vision of: <i>“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.”</i></p> <ul style="list-style-type: none"> ● We need students to be in schools daily. ● We can more successfully actualize our vision when students are present at school. ● In order to understand barriers to attendance, we need to more effectively engage with students and understand what is keeping 	<p>Why Does this Align to our Vision and How Does it Allow Us to Implement our Vision for Students?</p> <p>Schools will plan for and support safe and nurturing physical learning spaces for all students</p> <p>In order for us to actualize our vision of: <i>“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.”</i></p> <ul style="list-style-type: none"> ● We need students to feel safe to come to school, and attend daily. ● We need to implement positive culture and climate plans to reduce fights and suspensions, including Restorative Justice practices.



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<p>them engaged. E.g.: Arts, Sports, ACC, Sown to Grow</p> <ul style="list-style-type: none"> ● We need to cultivate culture of belonging 	<ul style="list-style-type: none"> ● We can more successfully actualize our vision when students are present at school. ● In order to understand barriers to attendance, we need to more effectively engage with students and understand what is keeping them engaged. E.g.: Arts, Sports, All City Council (ACC), Sown to Grow ● We need safe and welcoming facilities.
<p>Key Strategies & Investments:</p> <ul style="list-style-type: none"> ● Increase the number of students participating in OAL. ● Expanded Learning & Enrichment more broadly (Sports, Arts, Gardens, Outdoor Learning, Food, Health Education). ● Strengthen Attendance Teams via tiered support model: Provide coaching and professional learning for Community School Managers, Attendance Specialists, and Case Managers, in the area of tiered supports and consistent progress monitoring. ● Increase the number of students with IEPs participating in general education content each week. ● Increase the number of students with IEPs participating in sports, and increase the number of students with IEPs who have moderate-extensive support needs participating in after-school programming. ● Sown to Grow (board pending). <p>Family Partnerships: All families will have opportunities to partner with their student’s teacher to support learning at home and engage in shared decision making, and as evidenced by structures/activities logged each quarter, and measured by CHKS parent survey school connectedness and the annual SSC self assessment scores, leading to a decrease in chronic absence by 5%-10% and an increase of average daily attendance by 2% as measured by attendance data and suspensions of by 2%-5%. parent facing high school communication includes access / information about activities - college,</p>	<p>Key Strategies & Investments:</p> <p>Facilities</p> <ul style="list-style-type: none"> ● Visitor Management System will be implemented in all schools - Streamline the process for tracking visitors at all school sites, ensuring that all visitors are properly accounted for while on campus. ● Radios will be purchased for admin teams across all school sites. Ensure that all schools have functioning radios. ● Intercom Buzzer Systems will be installed at all Schools where possible. ● Schoolyards/Athletic Facilities/Cafeterias will be upgraded at some campuses. ● Cameras ● Gates, Fencing ● Safety/Evacuation Maps - updated across school sites to ensure school sites have clear evacuation routes and locations. <p>Site Based Culture & Climate: Coaching & Training</p> <ul style="list-style-type: none"> ● Elementary Schools will improve Culture & Climate via ongoing coaching and support from Board Certified Behavior Analysts (BCBSA’s) & Multi-Tiered Systems of Support (MTSS) Partners, per Beginning of the Year (BOY) Culture/Climate Learning Walk Data. ● All Sites identify three safety priority areas for the upcoming



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internships, etc. - post secondary planning

Visual and Performing Arts: All elementary schools will provide at least 50 minutes of one art discipline per week. (Art, Dance, Drama, Media Art, or Music). Secondary schools provide elective courses in the visual and performing arts commensurate with school size such that any student can fully participate. Continue to foster community partnerships that enhance arts learning at our schools.

Key Strategies and Investments:

- Professional Development: 80% Visual and Performing Arts (VAPA) teachers will participate in discipline based professional learning. Elementary teachers will participate weekly in content based professional learning as well as professional learning communities. Secondary teachers including CTE-AME will participate in content based professional development on the second wednesday of each month.
- Program operational support: Given the unique supply and equipment needs for visual and performing arts teachers, OUSD will provide basic consumable art supplies and music supplies. OUSD will also provide basic music instruments for schools with instrumental programs, and will repair and maintain the instruments. Elementary general music instruments will also be provided to schools with general music teachers. Curriculum support is also available for elementary music and art teachers.
- Performance/Exhibition opportunities. In addition to school based performances and exhibitions, OUSD will host a Jazz Festival, Orchestra Festival, Vocal Festival and fall and spring art exhibitions.
- Community partnerships: OUSD has engaged in community partnerships with local arts organizations as a part of our instructional program. Arts organizations provide extended arts

school year.

- Expanding K-12 Healthy Oakland Kids & Teens curriculum implementation as a tier 1 and 2 intervention.
- Village Response Teams (at each school site) will complete plans and convene regular team meetings, and participate in annual safety related trainings. These teams are designed to strategically intervene in escalated situations with the goal of de-escalating the situation to not have a need for law enforcement support.
- Increase referrals for Violence Prevention services to school and community-based providers.
- All staff have access to CPI training to respond effectively in a behavioral emergency.
- All staff have access to safety trainings on Threat Assessment, CPI, Mental Health First Aid, Active Assailant.
- Ensure a data based approach to assigning staff to school sites.

Central Support & Response

- Gather Feedback from students to inform updates to safety work. Board report.
- Increase utilization of the OUSD Intake Line to coordinate central health and safety support for escalated incidents.
- Strengthen partnership with community response organizations including Alameda County Mobile Crisis, Community Assessment and Transportation Team (CATT), Oakland Police Department, and Mobile Assistance Community Responders of Oakland (MACRO).
- Strengthen and Expand Department of Violence Prevention (DVP) partnership.

Emergency & Incident Preparedness



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<p>learning opportunities for our students as they engage with practicing artists.</p>		<ul style="list-style-type: none"> • Comprehensive School Safety Plan: completion of CDE required comprehensive safety plans across all school sites. • Workplace Violence Prevention Plans: completion of the CalOSHA required WVPP across all school sites and departments. • Crisis Alert System - Crisis Go: implementation of a districtwide Crisis Alert system. Crisis Go allows for real-time communication during a crisis, ensuring staff and administration can take immediate and coordinated action. • Emergency Storm Cases: replenishment or replacement of emergency supplies in the emergency storm cases for school sites. • Drill: maintain drill (fire, earthquake, lockdown, emergency phone) log. • Anonymous Tip Line: Provide students, staff and community members with a safe and confidential way to report any concerns. • Update incident response protocols and train site leaders on use of the protocols; ensure protocols are easily accessible to site leaders for reference. 	
<i>Milestone</i>	<i>What will be true at the district level? How will we know?</i>	<i>Milestone</i>	<i>What will be true at the district level? How will we know?</i>
S1 Milestone (Jan 2025)	<ul style="list-style-type: none"> • Team does MOY Attendance Rubric, and determines next steps for improvement. • Unverified absences are at or above 90% • Attendance Rate is above 95% • Chronic Absence Data is no less than 1.5% points below EOY Goal (on track for 3% decrease goal). • Follows Attendance Plans to implement 	S1 Milestone (Jan 2025) -	<ul style="list-style-type: none"> • All elementary schools will have received a BOY Culture Walk, aligned to OETF Domain 2, with clear strengths and next steps to improve conditions for student learning. • All schools complete their Village Response plans and convene regular team meetings (min. 2x/month secondary and 1x/month elementary).



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	<p>attendance intervention strategies, and enter interventions in Aeries. Evidence in Dashboard.</p> <ul style="list-style-type: none">• At least 2% more students with IEPs will spend at least 40% of their day in the general education setting• 90% of elementary schools will have offered at least 1 parent/teacher conference to families in the fall• 85% of our middle/high schools have offered either student led conferences or another structure where families can learn about their students progress• 75% of schools will have documented their Tier 1 Essential Practices in our Tier 1 Essential Practice google form and will have started implementation of these practices		<ul style="list-style-type: none">• At least 150 staff attend CPI training, with an emphasis on Special Education teachers and support staff, Culture Keepers, and Community School Managers.• All schools will have 2-3 leaders trained in Threat Assessment.
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S2 Milestone (End of June 2025)	<ul style="list-style-type: none">● Team does EOY Attendance Rubric, and has moved 1 level from BOY.● Chronic Absence rate goal is achieved, reduction by 3 % points.● Unverified absences are at 80% or above (for all students, including SPED).● Schools have increased attendance by 1% point (overall).● At least 3% students with IEPs will spend at least 40% of their day in the general education setting● At least 1% more students with IEPs who participate in self-contained programs (SCPs) will be enrolled in their school’s afterschool program.	S2 Milestone (End of June 2025)	<p>All elementary schools will receive foundational Tier 1 PD, to support safe schools. Including:</p> <ul style="list-style-type: none">○ Acting Out Cycle○ Functions of Behavior○ Trauma-Informed De-Escalation <p>At least 225 staff attend CPI training, with an emphasis on Special Education teachers and support staff, Culture Keepers, and Community School Managers</p>
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Strategic Plan Initiative #4: *Growing a Diverse and Stable Staff: Attracting and retaining staff reflective of Oakland’s rich diversity*
LCAP Goal 4.3: *New Teacher Support & Development: Provide mentoring, coaching, and other supports to develop and retain new teachers.*

Deliverable #1: Equip new educators—including emergency credentialed teachers, credentialed teachers, and substitutes—with the knowledge, skills, and resources needed to establish a strong classroom culture from day one. Expand access to foundational professional learning opportunities focused on classroom management. This plan ensures that, throughout the school year, during Wednesday PD sessions, new teachers have access to essential professional development focused on building classroom culture, mastering their content and curriculum, advancing their credentialing process, and enhancing wellness and time management skills.

Deliverable #2: Committed to the growth and development of our classified staff and administrators, we will focus on providing meaningful opportunities for professional advancement, including pathways for administrators to clear their credentials and ensuring that classified staff receive consistent, constructive feedback through regular evaluations. Additionally, we will offer ongoing professional learning opportunities to support the continuous improvement of skills and knowledge across all levels of our workforce, empowering our staff to excel in their roles and contribute to the success of our students and community.

Why Does this Align to our Vision and How Does it Allow Us to Implement our Vision for Students?

This deliverable aligns closely with OUSD’s vision by directly supporting the foundation of a positive and effective learning environment, which is crucial for students to find joy in their academic experiences. By equipping new educators—including emergency credentialed teachers, credentialed teachers, and substitutes—with the necessary knowledge, skills, and resources to establish a strong classroom culture from day one, the district ensures that every student benefits from a well-structured, engaging, and supportive classroom setting.

Expanding access to foundational professional learning opportunities, particularly in classroom management, helps new teachers create environments where students feel safe, respected, and motivated to learn. This is essential for nurturing students who are caring, competent, and fully informed. By focusing on professional development that includes

Why Does this Align to our Vision and How Does it Allow Us to Implement our Vision for Students?

The district's commitment to the growth and development of our classified staff and administrators directly aligns with OUSD’s vision that all students will find joy in their academic learning experience and graduate with the skills to be caring, competent, fully informed, critical thinkers who are prepared for college, career, and community success. By investing in the professional advancement of our staff, we ensure that those who directly impact our students’ learning environments are well-equipped, supported, and motivated to provide the highest quality education and services.

Providing pathways for administrators to clear their credentials and offering consistent feedback and professional learning opportunities for classified staff fosters a culture of continuous improvement. This approach ensures that all members of our educational community are empowered to perform at their best, creating a positive, effective, and supportive atmosphere for



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<p>content mastery, credential advancement, wellness, and time management, the district not only enhances the effectiveness of its educators but also models the critical thinking and continuous improvement we aim to instill in our students.</p> <p>Through this plan, OUSD is actively implementing its vision by ensuring that every educator is prepared to foster the kind of classroom environment that allows students to thrive academically and personally, setting them on a path toward success in college, career, and their communities.</p>		<p>students. When our staff members grow and develop, they are better positioned to inspire and cultivate the critical thinking, competence, and care that we aim to instill in our students.</p> <p>This focus on professional growth not only enhances the operational and instructional quality within the district but also models the value of lifelong learning and improvement, reinforcing the importance of these principles to our students. By aligning our staff development efforts with our vision for student success, we create a cohesive strategy that supports every student’s journey toward academic and personal fulfillment, preparing them for success in college, career, and beyond.</p>	
<p>Key Strategies & Investments:</p> <ul style="list-style-type: none"> • For the 2024-25 school year, each new teacher will have a New Teacher Professional Learning Plan. • Board Certified Behavior Analysts (BCBAs) will provide direct support to all elementary schools and focal middle schools, with at least 60 general educators and 40 special educators receiving ongoing 1:1 classroom culture coaching beginning in October, 2024 through May, 2025. • Over the course of the 2024-25 school year, BCBAs will provide a three-part professional development series for at least 90% of elementary schools focused on functions of behavior, trauma-informed de-escalation, and the acting out cycle. • <i>Lisa R, et al add additional strategies/investments through NT work here?</i> 		<p>Key Strategies & Investments:</p> <ul style="list-style-type: none"> • Cultivating Leadership Excellence through the CASC Program: This strategy ensures a continuous pipeline of well-prepared leaders. Facilitate monthly professional learning sessions and cohort meetings focused on CPSEL-aligned tasks, progress monitoring, and peer feedback. • Strengthening Managerial Competence through Targeted Training Programs: This strategy focuses on equipping administrators with the essential tools and knowledge needed to effectively manage teams, address performance issues, and foster a positive work environment. • Enhancing Evaluation Processes to Foster Growth and Accountability: This strategy includes providing clear expectations, regular feedback, and targeted support for growth areas. 	
<p><i>Milestone</i></p>	<p><i>What will be true at the district level? How will we know?</i></p>	<p><i>Milestone</i></p>	<p><i>What will be true at the district level? How will we know?</i></p>
<p>S1 Milestone (Jan 2025)</p>	<ul style="list-style-type: none"> • At least 70% of 	<p>S1 Milestone (Jan 2025)</p>	



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	<p>elementary schools will have completed at least one part of the three-part professional development series focused on climate, culture, and positive behavioral support.</p> <ul style="list-style-type: none"> At least 75 total teachers will be receiving consistent 1:1 coaching from a behavioral expert. 	<ol style="list-style-type: none"> All staff have received notice of evaluation process requirements that emphasizes continuous improvement, professional development, and accountability Ensure that all classified administrators complete SkillPath and FRISK training to enhance their managerial skills and leadership capabilities. Recruit and enroll OUSD administrators into the Clear Administrative Services Credential (CASC) Program, forming a new cohort at the start of each academic year. 	<ol style="list-style-type: none"> By aligning evaluations with district goals and individual performance metrics, we aim to create a culture of excellence where every staff member is empowered to achieve their full potential, ultimately contributing to the overall success of our students and schools. By investing in these targeted training programs, we aim to develop confident, competent leaders who can support their teams' success and contribute to the overall effectiveness of the district. By fostering a collaborative learning environment and providing ongoing support, we aim to develop highly effective administrators who are equipped to lead our schools and drive student success.
<p>S2 Milestone (End of June 2025)</p>	<ul style="list-style-type: none"> 90% of elementary schools complete the three-part professional development series 	<p>S2 Milestone (June 2025)</p> <ol style="list-style-type: none"> 90% of staff have been evaluated 	<ol style="list-style-type: none"> When staff are evaluated consistently and constructively, it leads to a



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	<p>focused on climate, culture, and positive behavioral support.</p> <ul style="list-style-type: none">• At least 90 total teachers will have received consistent 1:1 coaching from a behavioral expert.	<ol style="list-style-type: none">2. 100% all classified administrators complete SkillPath and FRISK training to enhance their managerial skills and leadership capabilities.3. Monthly professional learning sessions and cohort meetings focused on CPSEL-aligned tasks, progress monitoring, and peer feedback in the Clear Administrative Services Credential (CASC) Program,	<p>more motivated workforce, higher levels of job satisfaction, and ultimately, better outcomes for students and the entire school community.</p> <ol style="list-style-type: none">2. Classified administrators feel prepared to effectively manage their staff. Staff report feeling more connected to their teams in the all staff retention survey.3. By fostering a collaborative learning environment and providing ongoing support, we aim to develop highly effective administrators who are equipped to lead our schools and drive student success.
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Strategic Plan Initiative #5: <i>Creating a Sustainable and Thriving District</i> LCAP Goal 3.5: <i>Student Health & Wellness: Implement student health and wellness programs.</i>	
<p>Deliverable #1: Continue preparation and progress towards exiting Receivership.</p>	<p>Deliverable #2: To implement a comprehensive 3-year training program that empowers nutrition services staff to deliver high-quality, scratch-cooked meals that are developed with the Central Kitchen at the center of the system. The training program and standard operating procedures and team development aims to enhance food quality, increase access to food, kitchen safety, and operational efficiency through robust quality systems and hands-on skill-building sessions. Establish a robust department leadership team, systems, structures, and processes to scale scratch cooking across the district, ensuring high-quality, nutritious meals for students while enhancing operational efficiency and supporting development of staff capacity.</p> <p>The Child Nutrition Fund Balance is restricted and consists of one-time resources that must be allocated specifically to nutrition services. Strategic use of these funds can lead to a more sustainable future for the program, reducing the likelihood that Fund 13 will impact the General Fund.</p>
<p>Why Does this Align to our Vision and How Does it Allow Us to Implement our Vision for Students?</p> <p>The district has a very lean adopted budget for the 2024-25 fiscal year and significant deficits in the out years. The District adopted a restructure plan that lists several strategies designed to create efficiency in spending and the District’s structure. The District has also worked with the Alameda County Office of Education to develop a plan to address its future year deficits, as listed in the Multi-Year Projection, which at adoption was \$87M and has been revised to \$95M. The District is prepped to perform the Fiscal Systems Audit in the 2024-25 Fiscal year, as the RFP was issued</p>	<p>Why Does this Align to our Vision and How Does it Allow Us to Implement our Vision for Students?</p> <p>A robust child nutrition program is integral to a school district’s mission and vision, as it supports the health, academic success, and overall well-being of students, creating a foundation for equitable and effective learning. By providing nutritious, high-quality meals, a strong nutrition program ensures students have the energy and focus needed for academic engagement, aligning with the district’s goals of fostering achievement and closing opportunity gaps. Aligned to our goal of investing in our Black and Brown staff members, this strategic investment will address a historical gap in</p>



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<p>on August 23, 2024 and is scheduled to be completed by May 2025. Upon the completion of this document, the District will be able to remit the last loan payment by June 2026 and for the County and Superintendent of Public Instruction to assess the District’s eligibility and framework to obtain full local control.</p>		<p>service to our dedicated staff who have faithfully served our students through the pandemic and into a new era of change with new systems and a new Central Kitchen. Rarely have our Black and Brown classified staff had deep investments in training and supports.</p> <p>Additionally, by incorporating scratch cooking, culturally relevant meal options, and an emphasis on local sourcing, the program strengthens community ties and promotes sustainability, directly supporting a district's vision of nurturing responsible, well-rounded, and resilient students.</p>	
<p>Key Strategies & Investments: Fiscal Systems Audit</p>		<p>Key Strategies & Investments: Training, coaching and development provided to the District’s interim leadership by experienced Nutritional Service leaders to ensure that our program is aligned to state and federal standards and identify areas of improvement for both short-term and long-term improvement. National search firm to recruit, screen and support the entry of the new Senior Executive Director of Nutrition Services.</p>	
<p><i>Milestone</i></p>	<p><i>What will be true at the district level? How will we know?</i></p>	<p><i>Milestone</i></p>	<p><i>What will be true at the district level? How will we know?</i></p>
<p>S1 Milestone (Jan 2025)</p>	<p>Initiate fiscal systems audit, via issued RFP.</p>	<p>S1 Milestone (Jan 2025)</p>	<p>Successfully recruit and onboard a new Senior Executive Director and establish a leadership team for the Nutrition Services Department by the end of Quarter 2, ensuring strategic alignment, effective oversight, and capacity-building to support the scaling of scratch cooking initiatives district-wide.</p>
<p>S2 Milestone (End of June 2025)</p>	<p>Complete fiscal systems audit Adopt a balanced, multi-year budget.</p>	<p>S2 Milestone (End of June 2025)</p>	<p>Allocate and utilize Fund 13 reserves to transform elementary cafeterias by June 30th, incorporating salad bars, updated kitchen equipment, and new water systems. To update at least 10 elementary school cafeterias to elevate the student dining experience,</p>



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			promote healthy choices, and provide a dignified meal environment for elementary students.
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