



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Superintendent Work Plan #2

January 13, 2016



**Allen Smith**, Chief of Schools Office of Post-Secondary Readiness  
**Bernard McCune**, Deputy Chief Office of Post-Secondary Readiness  
**David Montes de Oca**, Deputy Chief Continuous School Improvement

[www.ousd.org](http://www.ousd.org)



@OUSDnews

# Deliverables

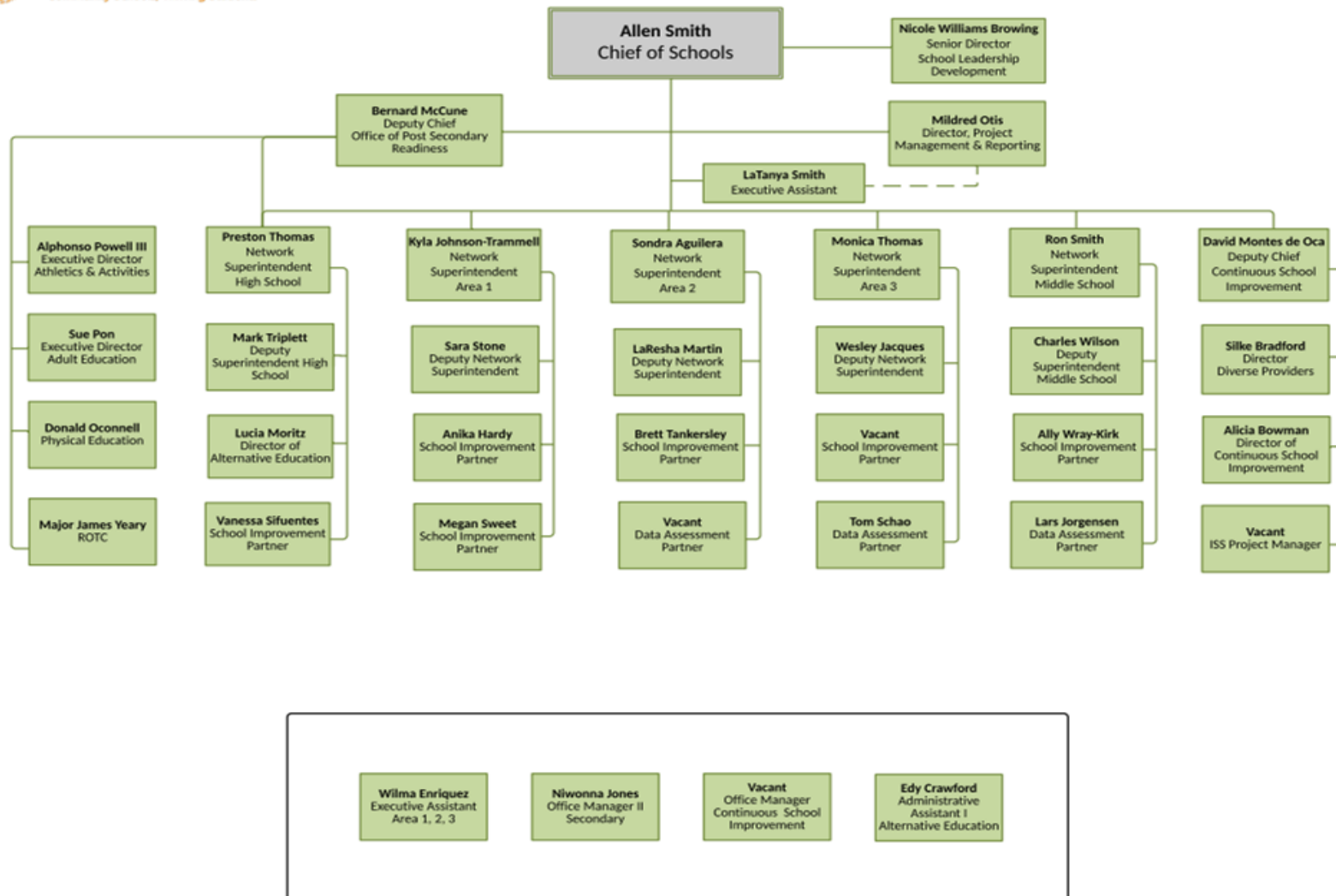
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- 2c. Support all high schools to create pathways using Measure N and other designated funds to increase pathway engagement, intensity, and rigor, and to accelerate the development of intensive individualized supports for students - Bernard McCune, Preston Thomas, Lucia Mortiz and Mark Triplet
- 2d. Support all schools to develop strategies to improve instruction and support to ELL students - Nicole Knight and ELLMA
- 2e. Support all secondary schools to create pathways and feeder patterns in every Oakland neighborhood – Ron Smith and Charles Wilson





## Division of Post-Secondary Readiness 2015 -2016



Last updated: 12-18-15



# Board Policy 3625

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- The Board of Education is responsible for fostering conditions that enable every school in the Oakland Unified School District to create learning environments that make more effective teaching and learning possible.
- The Board of Education believes that those closest to students at a school - employees, parents, students, community partners - are generally in the best position to know the specific academic, social, and emotional needs of their students, and how best to address those needs.
- The Board of Education, within the context of established OUSD strategic priorities, performance accountability standards, and collective bargaining agreements, believes that empowering school governance teams to align and manage resources to effectively address the specific needs of their students is a necessary and fundamental condition to enable every school to make more effective teaching and learning possible.



# Therefore, the Board of Education hereby establishes its intent to...

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Slide 1 of 2

1. Provide school governance teams increased decision-making responsibility and authority
  - a. Engage their entire school community - employees, parents, students, and community partners - in a continuous process of school improvement.
  - b. Establish a coherent Theory-Of-Action and program strategy to improve student attendance, academic achievement, and wellness based on a specific understanding of the needs and conditions of their students.
  - c. Align and manage resources - people, programs, money, and time - to their school's established Theory-Of-Action and program strategy.
2. Ensure the Superintendent provides meaningful support, guidance, and feedback to school governance teams- commensurate to the unique needs of each team - to foster their effectiveness in the performance of their decision-making responsibilities and authorities.



# Therefore, the Board of Education

## hereby establishes its intent to... Slide 2 of 2

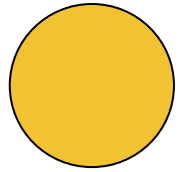
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3. Ensure the Superintendent reports each year to the Board of Education individual school outcomes for student attendance, academic achievement, and wellness, using established OUSD student and school performance assessments.
4. Strengthen the ability of school governance teams, through established collective bargaining protocols and agreements, to determine the composition of their employee teams. – **one pager on the budget overview process. Refer to deck on budgeting**
5. Allocate funding to schools in a manner that:
  - a. Equitably distributes financial resources based on the different needs and life circumstances of students.
  - b. Maximizes the percentage of all OUSD revenues to be distributed to schools. – **88/12 get from Ruth**
6. The Governance Team will be the School Site Council.



# 2c. High School Pathways

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## Primary Goals Support by The Linked Learning High School Team

### Supporting the Secondary Network to Thrive

2b. Support all schools in the development of Professional learning communities, **early warning systems, continuous school improvement practices- including continual support to those schools engaged in the Intensive School Support process.**

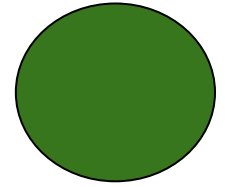
2c. Support all high schools to create pathways using Measure N and other designated funds to increase pathway engagement, intensity, and rigor, and to accelerate the development of intensive individualized supports for students.

2e. Support all secondary schools to create pathways and feeder patterns in every Oakland neighborhood.



# 2c. Getting Clear on the Vision

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## Linked Learning Creating Pathways to Excellence College, Career and Community Readiness

OUSD's Goals for 2020

80% of high school students are in Linked Learning Pathways  
100 % of rising sophomores are in Linked Learning Pathway  
85% Cohort graduation rate across the city

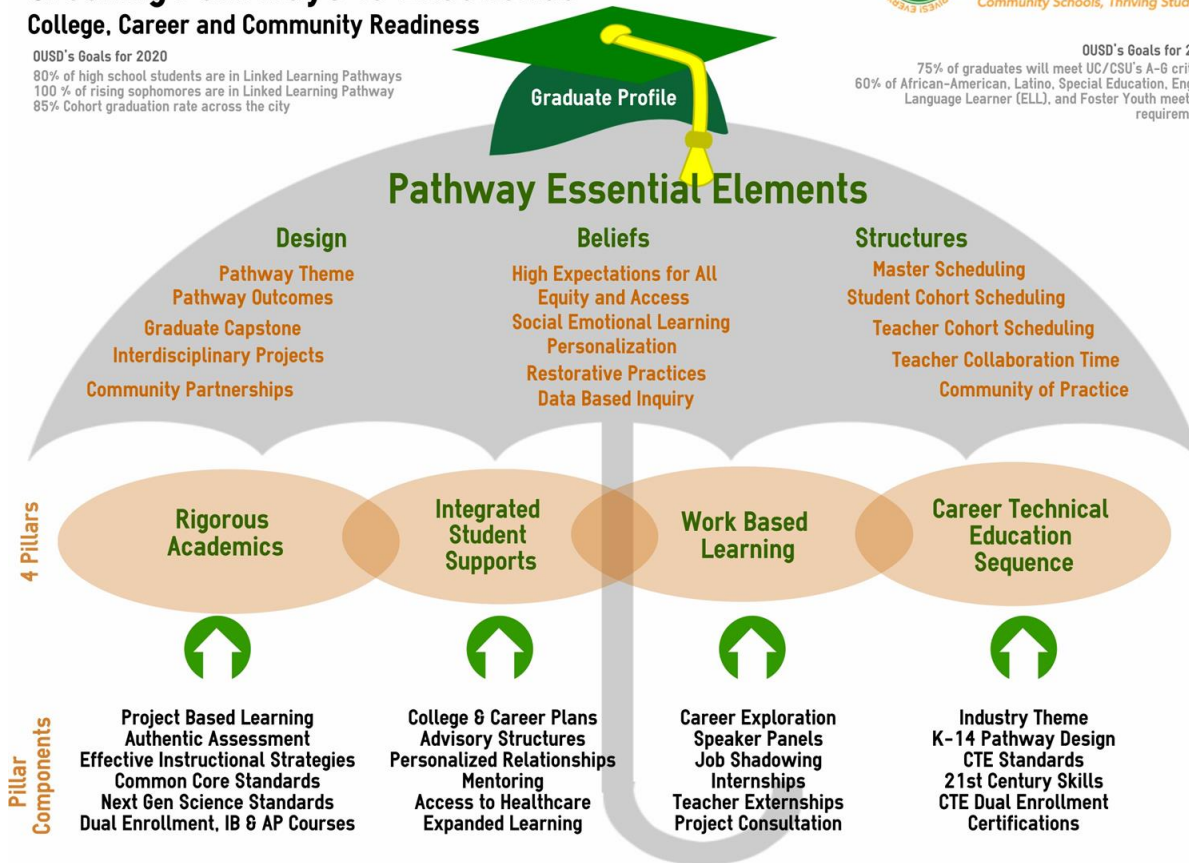


OAKLAND UNIFIED  
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OUSD's Goals for 2020

75% of graduates will meet UC/CSU's A-G criteria.  
60% of African-American, Latino, Special Education, English  
Language Learner (ELL), and Foster Youth meet A-G  
requirements.



Design Process that Focuses on:

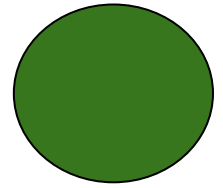
1. Establishing Core Beliefs and Vision.
1. Identifying Key Design Elements
1. Developing Structures to Support those Elements while integrating the 4 Pillars.





# 2c. Building the Skill and Developing the Tools

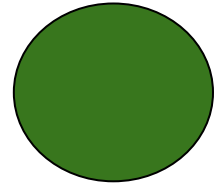
Slide 3 of 5



| SCHOOLWIDE PLANNING                             |                  |                 |                          |                       |                   |                 |                 |                  |                 |
|---|------------------|-----------------|--------------------------|-----------------------|-------------------|-----------------|-----------------|------------------|-----------------|
| School Name: Dorsey Academy                     |                  |                 |                          |                       |                   |                 |                 | School ID: #1011 |                 |
| 1. ABOUT THE SCHOOL                             |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| SCHOOL DEMOGRAPHICS                             |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| Special Populations                             | % Male           | % Female        | % LEP                    | % English Learners    | % Income Eligible | % 504           | % 504           | % 504            | % 504           |
| Student Population by Race/Ethnicity            | African American | Hispanic/Latino | Asian                    | Hispanic/Latino       | Hispanic/Latino   | Hispanic/Latino | Hispanic/Latino | Hispanic/Latino  | Hispanic/Latino |
| SCHOOL DESCRIPTION                              |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| SCHOOL MISSION AND VISION                       |                  |                 |                          |                       |                   |                 |                 |                  |                 |
|   |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| 2. SCHOOL PERFORMANCE DATA                      |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| Indicator                                       | 2013-14 School   | 2014-15 School  | 2014-15 District Average | 2014-15 State Average |                   |                 |                 |                  |                 |
| Linked Learning Pathways (All Students)         |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| Linked Learning Pathways (Hispanic/Latino)      |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| Graduate Outcomes                               | 2013-14 School   | 2014-15 School  | 2014-15 District Average | 2014-15 State Average |                   |                 |                 |                  |                 |
| 4 Year Cohort Graduation Rate (All Students)    |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| 4 Year Cohort Graduation Rate (Hispanic/Latino) |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| 4 Year Cohort Graduation Rate (Black)           |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| 4 Year Cohort Graduation Rate (Asian)           |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| 4 Year Cohort Graduation Rate (Hispanic/Latino) |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| Percent of Students Learning                    |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| On Track to Graduate (Freshmen/Sophomores)      |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| On Track to Graduate (Junior/Seniors)           |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| A-G Computer Science 1 or Better                |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| A-G Computer Science 2 or Better                |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| A-G Computer Science 3 or Better                |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| A-G Computer Science 4 or Better                |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| A-G Computer Science 5 or Better                |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| A-G Computer Science 6 or Better                |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| A-G Computer Science 7 or Better                |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| A-G Computer Science 8 or Better                |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| A-G Computer Science 9 or Better                |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| A-G Computer Science 10 or Better               |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| A-G Computer Science 11 or Better               |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| A-G Computer Science 12 or Better               |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| Post-Secondary Readiness                        | 2013-14 School   | 2014-15 School  | 2014-15 District Average | 2014-15 State Average |                   |                 |                 |                  |                 |
| AP Course Access (All Students)                 |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| AP Course Access (Hispanic/Latino)              |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| AP Course Access (Black)                        |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| AP Course Access (Asian)                        |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| AP Course Access (Hispanic/Latino)              |                  |                 |                          |                       |                   |                 |                 |                  |                 |
| Consistent Enrollment                           |                  |                 |                          |                       |                   |                 |                 |                  |                 |
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# 2c. The Key Levers for School Improvement

Slide 4 of 5

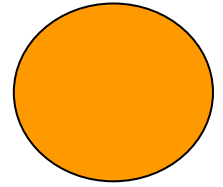


1. Develop clear mission and visions for both schools and pathways
2. Establish High Functioning Teams
3. Increase Leadership Capacity for Observation & Feedback
4. Develop a data culture that leads to cycles of continuous improvement
5. Create pathways in schools through master schedule development
6. Develop strong content and industry expertise

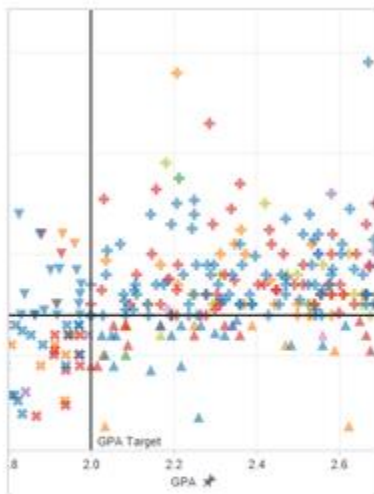


## 2c. Master Schedule Development

Slide 5 of 5



*‘Every system is perfectly designed to get the results it gets’*



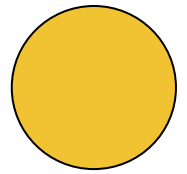
**ON TRACK  
TO GRADUATE**

1. Facilitate master schedule process at school sites that puts student needs at the center of schedule design.
2. Prioritize pathways in master schedule process
3. Create clear course lines in master schedule
4. Align budget and staffing to master schedule needs
5. Provide technical support to teams



## 2d. Improving Instruction of ELLs

Slide 1 of 6



**1. ADVANCE  
QUALITY  
INSTRUCTION**



**2. MEET THE  
NEEDS  
OF THE  
WHOLE  
CHILD**



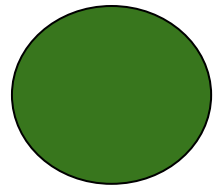
**3. EXPAND  
AND  
ENHANCE  
ROBUST  
LANGUAGE  
PROGRAMS**



**4. ALIGN  
POLICIES  
AND  
PRACTICES  
ACROSS  
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OFFICE**

## 2d. Improving Instruction of ELLs

Slide 2 of 6



### ELL Roadmap Priority 1: Advance Quality Instruction

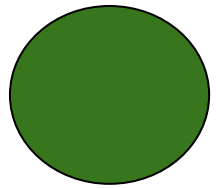


- Collaboration with Talent Development Division on ELL-focused PD for all principals
- ELL-focused Professional Development for over 400 teachers
- Designated English Language Development pilots in over 40 classrooms
- Awarded two grants to provide professional development with University Partners
- Language and Literacy Common Core Teacher Leaders placed at 24 school sites



## 2d. Improving Instruction of ELLs

Slide 3 of 6



### ELL Roadmap Priority 2: Address the Needs of the Whole Child



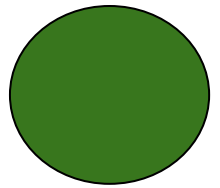
- Collaboration with the Social and Emotional Learning Team in inquiry-based professional development
- Development and dissemination of health and social services resource guide
- Continued legal and social services support for our Unaccompanied Minors





## 2d. Improving Instruction of ELLs

Slide 4 of 6



### ELL Roadmap Priority 3: Expand and Enhance Language Programs



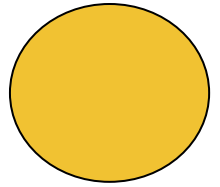
- Supporting dual language design at Melrose Leadership Academy and International Community School through the Fall Call for Quality Schools
- Preparing 4 schools to submit proposals for new dual language and newcomer programs through the Fall Call
- Long-term English Learner program expansion for 2016-17



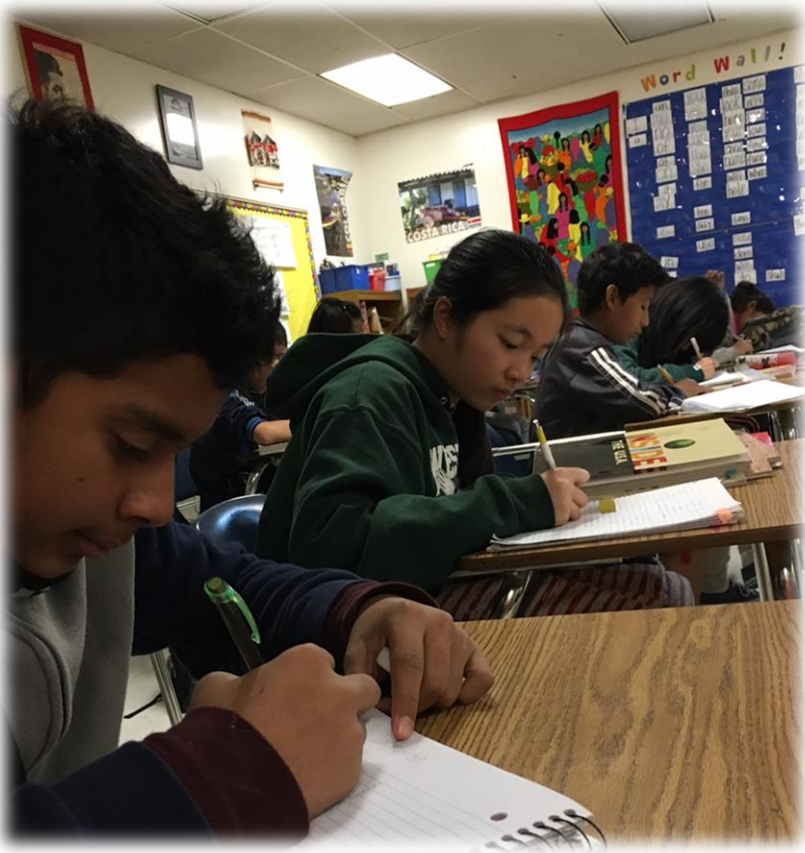


## 2d. Improving Instruction of ELLs

Slide 5 of 6



### ELL Roadmap Priority 3: Expand and Enhance Language Programs

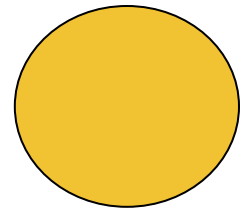


- 561 newcomers (TK-12) enrolled in OUSD since July 1, 2015
- 1 in every 9 high school students is a newcomer (977 students total)
- At high school, expanded program at Castlemont by 200 seats; For 2016-17 investigating options to open a newcomer pathway at a 5th site



## 2d. Improving Instruction of ELLs

Slide 6 of 6



### ELL Roadmap Priority 4: Align Central Office Practices & Policies

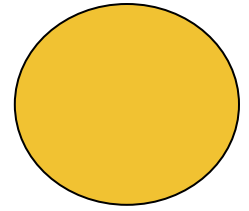


- Rewriting the ELL Master Plan to codify policy to align with our vision with technical assistance from the Office of Civil Rights
- Pilot modified criteria for dual identified students in this Spring Reclassification
- Continue to refine systems (i.e. data systems, hiring practices through Article 12, ELL embedded lens in School Site Plans)



## 2e. School Options and Feeder Patterns

Slide 1 of 3

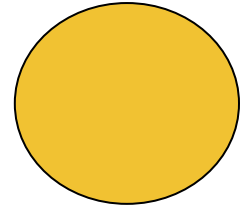


- Site visits to support Call School's, Core Schools, and ISS schools. Core schools and ISS schools visited their pairing sites ( LA and Fresno) second week of December. IB interested schools took sites visits to Chicago Public Schools second week of November.
- College and Career Plans completed for 8th graders reviewing the data to update and support sites on next steps as we prepare for mid-year update after next data cycle.
- Continued work around Culture and Climate to drive outcomes with intentional focus on SEL and High School Readiness



## 2e. School Options and Feeder Patterns

### Slide 2 of 3

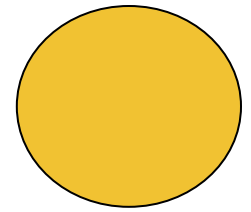


- West Oakland Schools Fall Call to align all sites and buildout partnerships for 2016-2017. Held 2 Retreat session including Charter and other local schools. Hosting another session on 11/12. Weekly meeting to build out plan and address the community needs and alignment across the region. Held afternoon planning session (12/3) to drive the work and align all West Oakland leaders and next steps in the planning.
- West Oakland Elementary and Middle schools held Community event to launch engagement activities around West Oakland corridor school transformation
- Met with Fall Call site leader applicants: Montera, Westlake, and Alliance talked about next steps in the work and alignment to overall school mission and vision
- We have more than half of the middle schools engaged in initiatives that create a identity of the school and support student acceleration ( CALL, ISS, Next Gen, Newcomer programs )

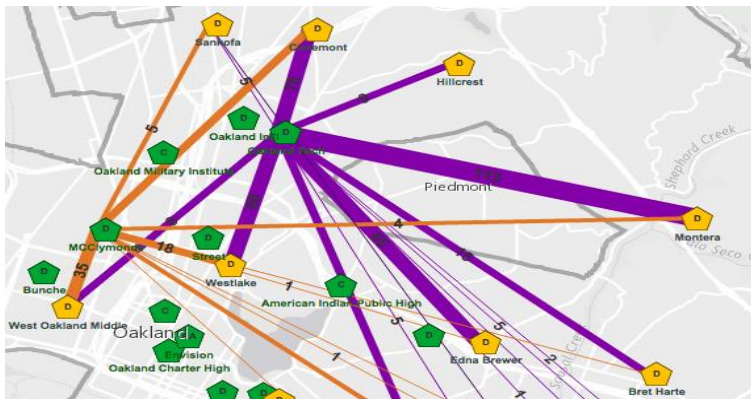


# 2e. School Options and Feeder Patterns

## Slide 3 of 3



Support all secondary schools to create pathways and feeder patterns in every Oakland neighborhood.



- Middle school survey completed and will be implemented throughout middle schools that provide insights into student and parent interest. Can be used to inform district-wide strategic pathway development and design thinking.
- Alignment to new Linked Learning Middle School Curriculum that exposes students to Oakland's expanding pathways.
- Created Design Tools that allow for principals, design teams and central office staff to make decisions about student movement from middle to high school.
- Can present data bi-directionally from each school's perspective
- Provides data that can be used to create targeted outreach campaigns and strategic alignment.



# Every Student Thrives!

The Pathway to Excellence!!!!

