



OUR MISSION, VISION, AND CORE VALUES

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.



Core Values

- ❖ Students First
- ❖ Equity
- ❖ Excellence
- ❖ Integrity
- ❖ Joy
- ❖ Cultural Responsiveness

{DRAFT} Superintendent 2019-20 Work Plan			
1. Quality Community Schools Ensure all students graduate have college college, career and community success. We are committed to learning, growth and success for every student, regardless of their background or ‘circumstance.’			
Major Goals	Key Strategies	Outcomes & Deliverables	Cross-Divisional/Departmental Working Teams
1a. STUDENT ACHIEVEMENT: Increase Student Outcomes, especially for students furthest from success in social emotional and academic measures. See the Instructional Focus Plan for more detail.	<ul style="list-style-type: none"> ● Implement targeted strategies to improve the social emotional and academic outcomes of our students: Latino, African American, Unhoused, English Language Learners; ● District engages diverse voices from schools and communities in decisions about student learning and improvement. ● Provide equitable access to standards-based instruction ● Provide language-rich curriculum, resources, and integrated professional to strengthen teaching of language & literacy across all content areas. ● Implement a learning system that provides foundational PD for all educators. ● Create and adopt Quality School Standards in order to have a common understanding of quality across all public schools in the city and to support continuous improvement. 	<ul style="list-style-type: none"> ● Significant growth in graduation rates and A-G completion (LCAP Goal 1); ● Significant growth and increased proficiency in Math and ELA state standards aligned to equity goals by student group in the LCAP (LCAP Goal 2); ● Significant growth in reading levels with particular focus on 1st grade, 6th grade, and 9th grade reading levels aligned to equity goals by student group in the LCAP (LCAP Goal 3); ● Increased fluency of English Language Learners through instruction in Differentiated and Integrated English Language Development (LCAP Goal 4); and ● Increased student engagement as measured by a decrease chronic absenteeism and student suspensions (LCAP Goal 5). 	Continuous School Improvement Leadership Team (CSI)

	<div>*See strategy for Teacher and Leader Recruitment and Retention Major Goal 3b Employee Recruitment, Retention and Development *See strategy for Defined Autonomites in Major Goal 4d Defined Autonomies.</div>		
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<p>1b. SPECIAL EDUCATION:</p> <p>Improve outcomes for students with disabilities by providing high quality, safe, and inclusive educational programs that support our students with reaching their full academic and behavioral potential in preparation for life and success in college and career through specialized services provided, to the maximum extent possible, in the general education learning environment.</p>	<ul style="list-style-type: none"> ● Increase the participation of students with Individual Education Programs (IEPs) in the Least Restrictive Environment (LRE); ● Increase the social emotional and educational outcomes of students with disabilities; ● Provide specific professional learning for support staff, teachers, principals, and central office leaders on serving diverse learners; ● Equitably distribute Special Education Programs across the district to establish a continuum of services in each region. Develop the Special Education Residency Program to increase recruitment and retention of moderate/severe and mental health teachers ● SpEd and the Charter Office will do an in depth study on a cost-benefit analysis on charters joining OUSD SELPA to understand the viability of charter participation within our OUSD SELPA. ● Ensure all Mild-moderate K-8 staff are trained in multisensory literacy instruction and 9-12 mild-moderate staff are trained in maintaining these practices ● Develop a system to ensure accuracy in student enrollment, program type and caseloads 	<p>Special Education Roadmap Goals:</p> <ul style="list-style-type: none"> ● Create an online directory of Special Education Services and Programs so families and community have direct access to information and data 	<p>Continuous School Improvement Leadership Team (CSI)</p>
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2. Fiscal Vitality
Ensure the necessary resources and services benefit students with the greatest need and the core services to support quality schools.

Major Goals	Key Strategies	Outcomes & Deliverables	Cross-Divisional Working Teams
<p>2a. BUDGET DEVELOPMENT:</p> <p>To have a clear transparent process for budget development that is aligned to the Government Finance Officers Association and LCAP Goals.</p>	<ul style="list-style-type: none"> • Have a robust budget development handbook then we (outcome) will have all sites and departments finalizing budgets on time and within budget • Align the LCAP planning with the budget development timeline • Develop and implement an engagement plan on budget prioritization 	<ul style="list-style-type: none"> • Hold a Board Study Session on GFOA best practices • Completed Budget Handbook • Close the FY 2019-20 School Year with a 3% reserve or higher • Timely completion of the 2020-21 LCAP and Budget to provide ample time for review and engagement before adoption 	Budget Development Team
<p>2b. BUDGET MANAGEMENT & WORKFLOW:</p> <p>To have timely, accurate and complete fiscal transactions and reporting.</p>	<ul style="list-style-type: none"> • Implement high leverage budget management, monitoring and workflow practices aligned with the Fiscal Vitality Plan and Alameda County Recommendations • Provide timely and hands on training in ESCAPE to central and school site leaders and clerical staff • Create a progress monitoring system to track ESCAPE implementation 	<ul style="list-style-type: none"> • Updated information in ESCAPE • Regular reviews of ESCAPE implementation progress monitoring reports by senior leadership • Close the FY 2019-20 School Year with a 3% reserve or higher • Clear and consistent processes and procedures for procurement, contracts, and the spending of restricted funds (Standard Operating Procedures) 	<p>Budget Development Team</p> <p>ESCAPE Team</p>
<p>2c. FACILITIES BOND MANAGEMENT:</p> <p>To have timely and transparent implementation of voter approved Facilities Bonds.</p>	<ul style="list-style-type: none"> • Continue to implement the facilities projects and engagement plan for Measure J • Continue timely project management of Measure J capital projects • Identify priority projects and communicate the need for a 2020 Bond to align facilities with programmatic vision 	<ul style="list-style-type: none"> • A completed 2019-2023 Facilities Master Plan that indicates the needs for future facilities improvements and construction that is aligned with the Citywide Plan and provides a streamlined district-wide facilities footprint. • A completed scope of work and timeline for 2020 bond 	Asset Management Team

		<ul style="list-style-type: none"> Completion of Measure J projects based on the timeline; including the central office administration move 	
<p>2d. REVENUE GENERATION:</p> <p>Increase revenue to support district Fiscal Vitality.</p>	<ul style="list-style-type: none"> Implement marketing strategies for increased enrollment Develop a strategy to pursue grants aligned to the work plan Partner with the city, county and community partners to identify resources to support Full Service Community Schools <p>*See strategy for creating a 7-11 committee and identifying surplus property for potential revenue generation in Major Goal 4c Asset Management</p>	<ul style="list-style-type: none"> Increased enrollment at targeted grade levels and schools for the 2020-21 school year Increased revenue from grants that are aligned to key strategies in the work plan 	
<p>3. Organizational Wellness</p> <p>Ensure a culture of equity, care, support and accountability for employees in central office and schools sites.</p>			
<p>3a. CENTRAL OFFICE CONTINUOUS IMPROVEMENT:</p> <p>To create a system of accountability and improvement for central office departments that mirrors the school site goal setting, budget development process and accountability process.</p>	<ul style="list-style-type: none"> Create departmental one pagers to improve transparency and clarity for internal staff and community of central department core functions, yearly goals and funding. Pilot a central office feedback survey to be used to inform departmental focus and cycles of continuous improvement Use data to drive departmental decision making and inform departmental goal setting 	<ul style="list-style-type: none"> Increased clarity of the services and work of central office for central and school site staff and for students and families Improved overall reported quality of service to school sites 	<p>Business Operations and Leadership Team (BOLT)</p> <p>Department Leads</p>

<p>3b. EMPLOYEE RECRUITMENT, RETENTION & DEVELOPMENT:</p> <p>To create more stability and support for teachers and school leaders</p>	<ul style="list-style-type: none"> • Utilizing Retention Survey data to implement key strategies for teacher and leader retention • Implement Teacher recruitment, development, retention and career ladders that keep teachers in the classroom are part of creating quality community schools • Implement the Mentor Teacher (MT) program to support teachers with emergency permits and Intern teachers has been operating for one and a half years • Implement grant funded strategies for career lattice development for teachers and leaders • Implement leadership and professional development rooted in SEL, District Values (equity/cultural responsiveness/joy), Sustainability/ Wellness, and Trauma-Informed Principles. • Address how to staff schools in highest need, highest turnover areas, and how this work connects to Citywide Plan to provide more quality in neighborhoods that have lacked quality district options. 	<ul style="list-style-type: none"> • Increased recruitment and retention of teachers of color as measured by number of teachers hired and the number of teachers who remain in the district. 	
<p>3c. COMMUNICATION & ENGAGEMENT:</p>	<ul style="list-style-type: none"> • Bringing coherence to current plans and priorities as baseline from which to build a 2020-2025 Strategic Plan. • Align district-wide and school site family engagement support • Increase multi stakeholder focus groups to inform the superintendent and central leaders in better servings school communities 	<ul style="list-style-type: none"> • Increased trust with students, families and communities as measured by survey feedback, focus group feedback and participation in district wide engagements. • Completed 2020-2025 Strategic Plan 	
<p>4. Community Schools Citywide Plan for Quality, Sustainability and Organizational Wellness</p> <p>Ensure that there is high quality, sustainable school options with the types of programs our families want in every neighborhood.</p>			

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<p>4a. BLUEPRINT FOR QUALITY SCHOOLS PLAN:</p> <p>To provide quality and fiscally sustainable school options in every neighborhood.</p>	<ul style="list-style-type: none"> ● Implement the multi year Blueprint for Quality Schools plan that creates a quality school options in every neighborhood while driving towards creating an equitable and sustainable school district through the Community of Schools vision (BP 6006) ● Create and adopt Quality School Standards in order to have a common understanding of quality across all public schools in the city and to support continuous improvement. ● Improve engagement and transparency of the process 	<ul style="list-style-type: none"> ● Successful Implementation of Cohort 1 ● Board approval of Cohort 2 recommendations ● Successful planning year of Cohort 2 ● Board approval of Cohort 3 recommendations (Spring 2020) 	<p>Strategic School Decision Team (SSD)</p>
<p>4b. ENROLLMENT:</p> <p>To improve equitable access to quality schools in neighborhood feeder patterns.</p>	<ul style="list-style-type: none"> ● Research and consider updates to the existing Board Policy on Enrollment to revisit the priority ranking to ensure more equity in access to quality schools. ● Create a Citywide Map that articulates high quality neighborhood feeder patterns, including District-run and charter schools, with a focus on programming for students with special needs and newcomer students; both of which need specific programming. ● Improve Enrollment Office services to support families in neediest areas across the city to facilitate enrollment and retention in the District (i.e. support with SchoolMint, applications, etc.) 	<ul style="list-style-type: none"> ● Implement Opportunity Ticket, based on working group recommendations ● Build an understanding of lottery application patterns to target our efforts for potential Board Policy updates ● Listening tour with key stakeholders and strategic partners to understand biggest pain points with enrollment process ● Create a P-12 enrollment system for families 	
<p>4d. DEFINED AUTONOMIES:</p> <p>To support continued</p>	<ul style="list-style-type: none"> ● Develop and implement a Defined Autonomy Framework that identifies how 	<ul style="list-style-type: none"> ● Communicate and engage school communities around distributive leadership teams and school autonomies for continued refinement 	<p>Strategic School Decision Team (SSD)</p>

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<p>innovation within OUSD schools to accelerate the number of high quality school options by increasing the opportunities of those closest to the school site to make decisions about improving outcomes for students.</p>	<p>OUSD can best support continued innovation within OUSD schools and accelerate the number of high-quality school options within OUSD (i.e., by providing District-run schools similar autonomies to charter schools).</p> <ul style="list-style-type: none"> ● Create and adopt Quality School Standards in order to have a common understanding of quality across all public schools in the city and to support continuous improvement. 	<ul style="list-style-type: none"> ● Conduct initial self-assessments and 3rd party assessments of school governance. Analyze CA Dashboard results to determine school performance growth. ● Implement 1st round of defined autonomy framework within site planning and budgeting for 2020-21 school year. 	
<p>4c. ASSET MANAGEMENT:</p> <p>To make the best use of our properties to serve students and families and to increase quality and fiscal sustainability.</p>	<ul style="list-style-type: none"> ● Finalize an updated Facilities Master Plan and initiate a 7-11 Committee that will identify how to best leverage vacant, underutilized and surplus properties and utilize facility use agreements to strategically engage all Oakland public schools - District-run or charter. 	<ul style="list-style-type: none"> ● Surplus properties are identified and leases are offered based on recommended use 	<p>Asset Management Team</p>
<p>4d. CHARTER AUTHORIZATION & PARTNERSHIPS:</p> <p>To strengthen the district's role in oversight and accountability of district authorized charter schools.</p>	<ul style="list-style-type: none"> ● Develop Charter Partnerships to commit to how District-run and charter schools will serve the same diverse populations of students, including students with special needs, Newcomers, unsheltered, low-income, foster, and English Language Learner students, as OUSD schools so that the highest needs students are not concentrated only in District-run schools. ● Create and adopt Quality School Standards in order to have a common understanding of quality across all public schools in the city and to support continuous improvement. 	<ul style="list-style-type: none"> ● New charter authorization policy passed by the Board ● Adopt a common definition of quality that is used for both charter schools and district schools ● Produce and share clear data/equity reports to highlight the populations that all charter schools are and are not serving ● Commit at least 3 charter schools to join the OUSD SELPA, if financially beneficial ● Partner with at least X charter schools to bring forward pro-diversity material revisions for lottery preference changes 	<p>Instruction, Special Education, ELLMA</p>

