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

Memo

To Board of Education

From Shanthi Gonzales, Board
Kyla Johnson-Trammell, Superintendent
Jody Talkington, Senior Director of Strategic Projects
Joshua Daniels, General Counsel

Meeting Date August 25, 2021

Subject 2021-22 Board Work Plan

Action Adoption by the Board of Education of the 2021-22 Board Work Plan

Background & Discussion 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 approves 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 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 June 29, 2021 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 2021-22 Board Work Plan is attached.

Attachment - 2021-22 Board Work Plan

2021-22 Board of Education 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.

2021-22 Board of Education Work Plan

Goals	Actions	Proposed Deliverables
<p>1. Advance strategic plan actions related to improving high school outcomes.</p>	<p>Receive updates on implementation of the strategic plan, including plans to improve A-G completion rates and revise our grading policy.</p>	<ul style="list-style-type: none"> ● Revisit and adopt changes to the District’s grading policy and other possible policies to improve our A-G completion rate. ● Decide whether to place a successor ballot measure to Measure N on the November 2022 ballot.
<p>2. Hear and adopt a plan for alternative education and adult education</p>	<p>Hear and adopt the new vision for alternative education and adult education in OUSD; consider creation of an alternative education hub.</p>	<ul style="list-style-type: none"> ● Adopt the new vision for alternative education and adult education, and decide whether to move forward with creation of an alternative education hub.
<p>3. Improve school quality.</p>	<p>Continue to implement Blueprint for Quality Schools changes to develop and expand quality school options within OUSD.</p>	<ul style="list-style-type: none"> ● Review and consider Citywide Plan recommendations from staff, and continue to monitor outcomes of Citywide Plan decisions.
<p>4. Continue progress on creating school safety without reliance on police.</p>	<p>Consider school safety plan recommendations from the working group on the Alternative Safety Plan.</p>	<ul style="list-style-type: none"> ● Review and update the Alternative Safety Plan to include recommendations from the George Floyd Safety Design Team.

2021-22 Board of Education Work Plan

<p>5. Improve student achievement and school culture for Black students.</p>	<p>Hear and consider recommendations from Black Students Thriving Task Force for improving student achievement and school culture for Black students.</p>	<ul style="list-style-type: none"> ● Consider adoption of recommendations from Black Students Thriving Task Force
<p>6. Distribute resources equitably among schools</p>	<p>Investigate the equity formula and base staffing formula for distributing resources to schools, and the rationale for how resources are allocated, and develop a theory of action on how allocation of resources affects change for students</p>	<ul style="list-style-type: none"> ● Adopt revisions to budget policies and funding formulas.
<p>7. Evaluate investments in 2021-22 using pandemic relief funds, including those addressing chronic absence, social-emotional learning/mental health, academic intervention, and community outreach.</p>	<p>Elementary Network Superintendents shall draft a plan for presentation to the board regarding how they plan to decrease chronic absence by 2% during the 21-22 school year and shall report twice during the year, providing an analysis of the success of our Restorative Return to School investments pertaining to chronic absence and their effectiveness, so the board can make informed decisions about whether to continue such investments.</p> <p>Receive two annual reports on implementation of resolution 2021-0159, one focused on implementation for Fall of 2021 and one focused</p>	<ul style="list-style-type: none"> ● Receive report on one time funds and return on investments, and consider possible budgetary allocations for 2022-23 that will allow the District to make progress on comprehensive student supports, including social-emotional learning, academic interventions and reducing chronic absence for the 2022-23 school year, as well as a report on how the District will ensure access for students with disabilities to academic and SEL supports.

2021-22 Board of Education Work Plan

	on recommendations for improving ongoing access for students with disabilities, including budgetary recommendations for the 22-23 budget.	
8. Increase opportunities for community partners, staff, students and families to inform OUSD's budget development.	Ensure ample community engagement opportunities to inform the development of the 22-23 OUSD budget.	<ul style="list-style-type: none"> ● Adopt and monitor budget development calendar in Fall of 2021, including consideration of a plan to conduct a fiscal systems audit and pay off the state loan, as well as reviewing the past allocation of one-time funds and approving a plan for remaining pandemic relief grants.
9. Maintain progress on achieving fiscal sustainability for OUSD.	Receive regular reports on budget status, including changes in State and Federal funding, and adopt first, second and third interim budgets for 2020-21.	<ul style="list-style-type: none"> ● Approve a balanced budget with necessary ongoing reductions by June of 2022.
10. Modify OUSD's enrollment policies to address issues of equity and fairness, and monitor progress on implementation of the Enrollment Stabilization Policy	Receive two reports during the 21-22 school year on implementation of the Enrollment Stabilization Policy, and consult with the Equitable Enrollment Working Group and other community partners to consider changes to enrollment policies.	<ul style="list-style-type: none"> ● Review recommendations and adopt potential changes to district enrollment policies, including implementation of the Enrollment Stabilization Policy and modifications to the Open Enrollment Policy.

2021-22 Board of Education Work Plan

Goal 1: All students graduate college, career, and community ready.		BASELINE (2019-20)	GROWTH IN	DESIRED 22-23	
	Metric (aligned with LCAP)	*data from 18-19	THE NEXT 3	OUTCOME	Notes
		**data from 20-21	YEARS		
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)	GrK: 64.0% Gr3: 42.2%	LCAP 1.13 for K; 3rd grade is not on the LCAP.
Middle grade students are prepared for high school	Increase average distance from standard on smarter balanced/ <u>SBAC</u> state assessments in 8th grade Mathematics	-104.4*	15	-89.4	LCAP 1.14 for only 8th grade.
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	4-year: 64.1% 5 or more years: 16.1%	LCAP 1.05; LCAP does not distinguish between 4 and 5 years.
Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.		BASELINE (2019-20)	GROWTH IN	DESIRED 22-23	
	LCAP Metric(s)	*data from 18-19	THE NEXT 3	OUTCOME	Notes
		**data from 20-21	YEARS		
English Learners are gaining English proficiency	Increase the English Learner (EL) reclassification rate.	5.6%	9	14.6%	LCAP 2.10
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 <u>Reading Inventory</u> .	Black: 41.9%* Latinx: 50.1%* Homeless: 64.7%*	-9	Black: 32.9% Latinx: 41.1% Homeless: 55.7%	LCAP 2.09

2021-22 Board of Education Work Plan

Goal 3: Students and families are welcomed, safe, healthy, and engaged.		BASELINE (2019-20) *data from 18-19 **data from 20-21	GROWTH IN THE NEXT 3 YEARS	DESIRED 22-23 OUTCOME	Notes
	LCAP Metric(s)				
Students attend school every day.	Reduce chronic absenteeism rates (missing 10% or more of school days) for all students.	17.3%	-1.5	15.8%	LCAP 3.02
Schools are inclusive of all students	Reduce the out-of-school <u>suspension</u> rate and student <u>expulsions</u> for Black and SWD.	Suspension Black: 7.1% Suspension SWD: 6.8% Expulsion Black: 18 Expulsion SWD: 2	Suspension: -3 Expulsion: -6	Suspension Black: 4.1% Suspension SWD: 3.8% Expulsion Black: 12 Expulsion SWD: 0	LCAP 3.03 and 3.04. Focus on 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.	27	6	33	This is a combo of 3.06 and 3.07 and will need to be re-calculated.
Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		BASELINE (2019-20) *data from 18-19 **data from 20-21	GROWTH IN THE NEXT 3 YEARS	DESIRED 22-23 OUTCOME	Notes
	LCAP Metric(s)				
All teachers at all schools are prepared and successful.	Increase the one-year teacher retention rate.	Black teachers: 84% Latino teachers: 83%	1.5	Black teachers: 85.5% Latino teachers: 84.5%	LCAP 4.02. Focus on Black and Latino teachers.
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%	100%	LCAP 4.08