Sustainable Community Schools Redesign Process
A School Improvement Framework

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

Our 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 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.

Ask of the Board

This item is presented for the purpose of obtaining feedback on a proposed School Improvement Framework, a response to Redesigning OUSD schools as noted in Resolution No. 2223-0036 & No. 23-2814.

Outline

- Provide an update on the feedback provided by Board Directors during the May 24, 2023 Board Meeting;
- Overview of the proposed School Improvement Process;
- Overview of the proposed School Improvement Domains; and
- Overview of the proposed way to identify schools for improvement.

Update on Feedback

Guiding questions for Engagements:

What data should be considered to help us identify a school's area for improvement?

What's most important to you in improving a school? What are bright spots in OUSD schools? What do you wish were different?

The intention of our engagement work:

1) center voices of those who have not traditionally been listened to in the redesign process and

2) lift up patterns from these engagements and share with the Board.

Initial Patterns Observed in the Engagement Data

Patterns in the Data

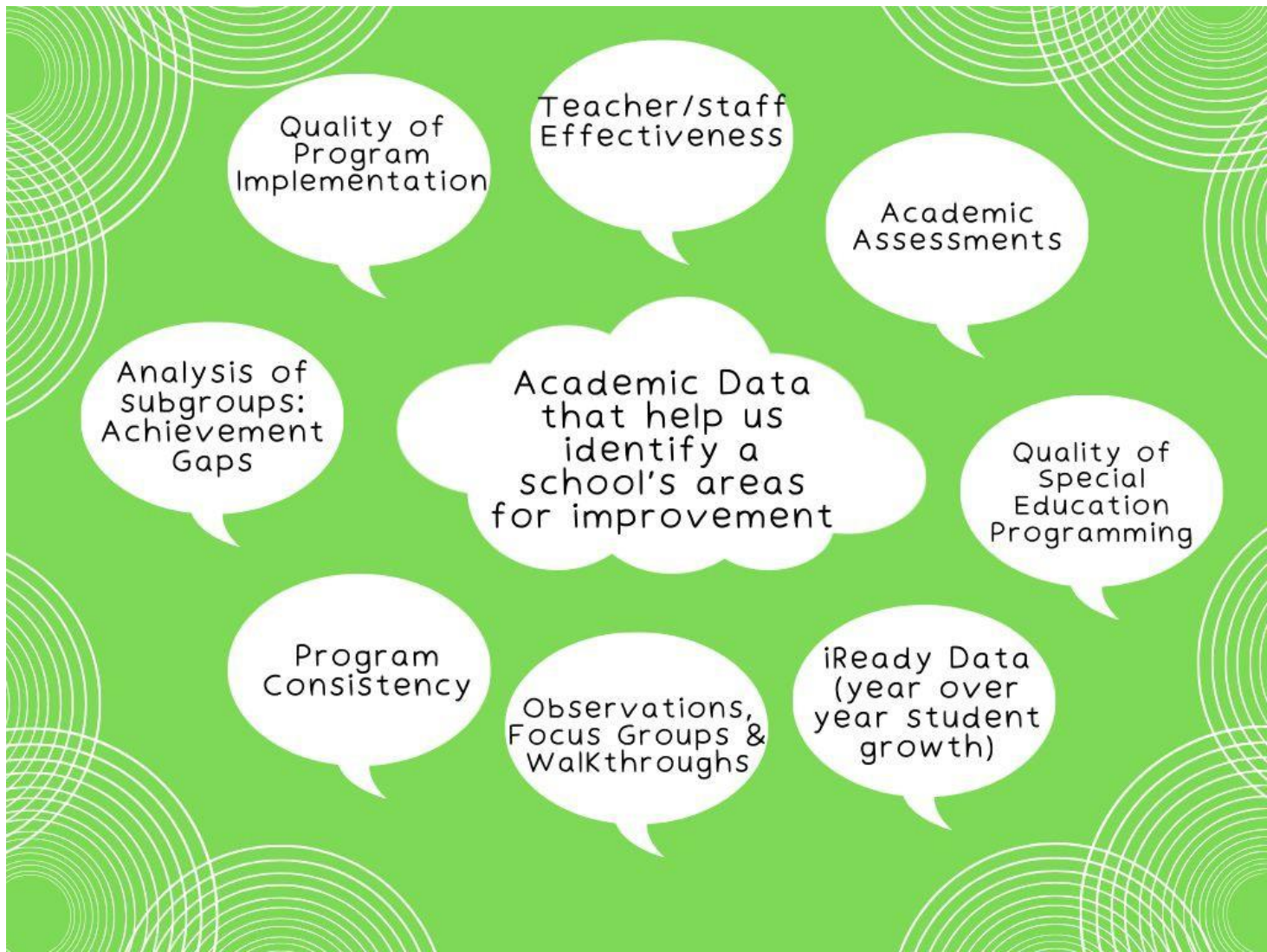Staff, Families, and Students want schools to be safe, welcoming, and joyful.

It's important to hire, train, support, and retain high-quality teachers, administrators, and staff.
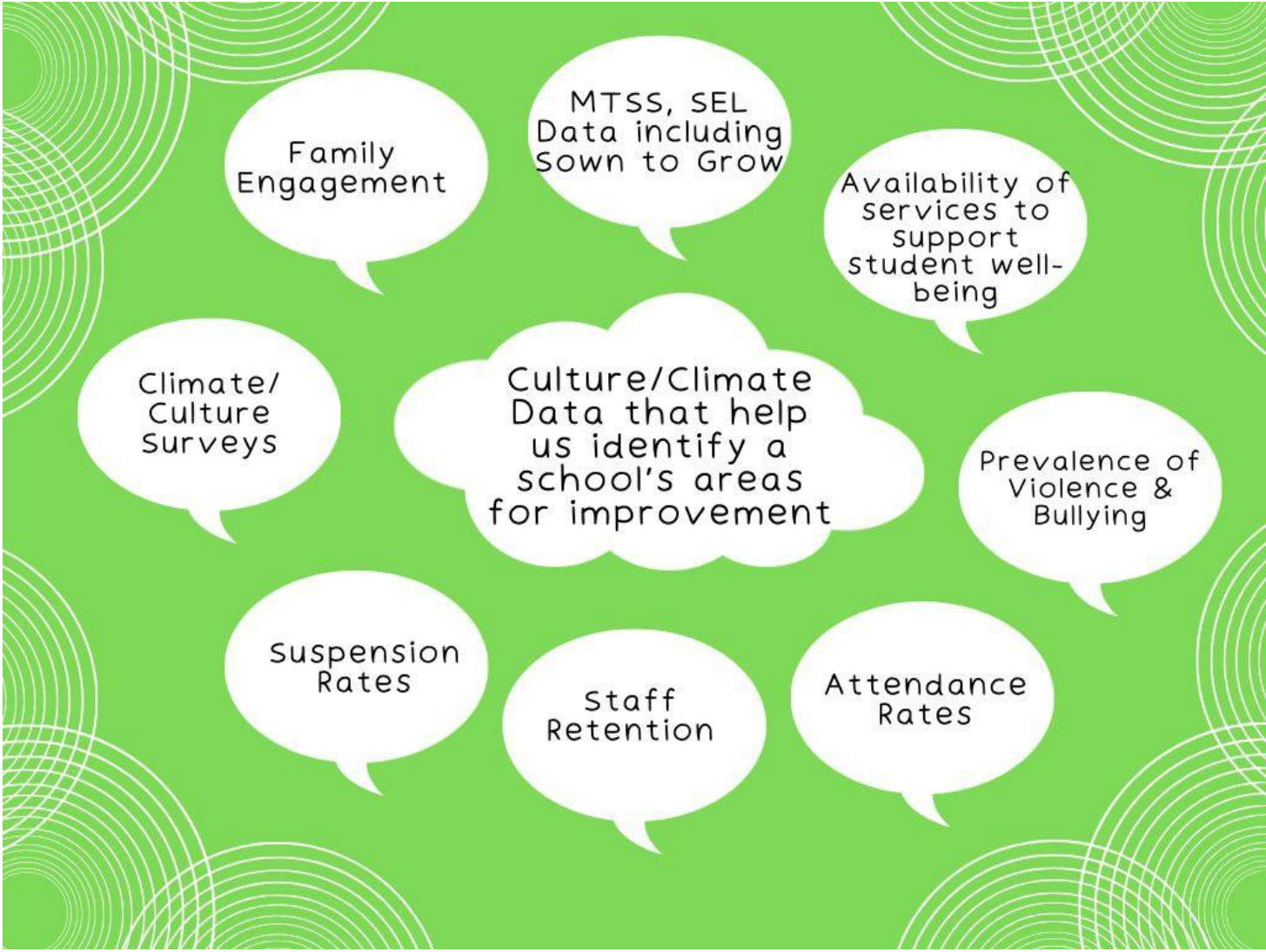
Families, students, and staff want strong academic programming across subjects that supports a range of learners, is culturally relevant, and includes enrichments.

Equity, access and inclusion for all students and families is critically important.

Bright Spots

"This school has been a total blessing. I come here because of the community. It is beautiful. I could not ask for a better and more warm community." (parent)

"We work so hard to make this a positive, uplifting and, joyful place for learning." (staff)

"My child's teachers have been caring, dedicated, talented, professional, and creative,." (parent)

"I love learning." (student)

"My family feels safe in this school. We love the greetings, love, support and accountability provided to students, appreciate the levels of communication and transparency with staff and administrators, and appreciate the regular community engagement activities." (parent)

"Extracurriculars and special events make school fun, give us things to look forward to." (student)

"Teachers care about your well-being, not just your education." (student)

"Being enrolled in a dual language program has helped my son become literate in English and Spanish. He is on track to reclassify to fluent English proficient next fall." (parent)

School Improvement Process

Two Paths for School Improvement

TARGETED
Improvements

TRANSFORMATION

Majority of
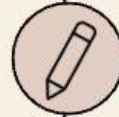Schools

Small Selection of
Schools

OUSD Sustainable Schools Redesign Process

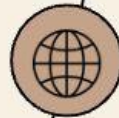**Ground in Community Voice**
Determine program needs through comprehensive asset mapping, and community engagement

Convene a Community Design Team
Convene a team of parents, students, staff, school leaders, and community members to analyze data

Develop a Strategic Plan
Identify program priorities that build on assets and address quality, equity and sustainability gaps

Implement Plan
Use continuous improvement and instructional best practice to implement priorites

Monitor Progress towards Equity, Quality, and Sustainability
Monitor progress on implementation

OUSD SUSTAINABLE SCHOOLS REDESIGN PROCESS

Year 1

COMMUNITY VOICE

VISION
- What does the community want for students?
- What kind of programming will meet their needs?

INCLUSIVE TEAM

INCLUSION
- How can all voices in the school community contribute to student success?

BUILD A PLAN

KNOWLEDGE
- What must we do to serve students better? What do the data
- What do student need from the adults around them?

Years 2-3

TAKE ACTION

PRIORITY
- How are resources aligned to serve students best?
- What strategies and priorities match program needs?

MONITOR PROGRESS

REINFORCEMENT
- How well are our improvements meeting student needs?
- What should we continue doing?

School Improvement Domains

Improvement Domains

Mission & Vision

Quality Program Implemen-tation

Collective Leadership & Professional Learning

Improvement Domains

Mission & Vision

INSTRUCTION: Do we have a shared vision of academic excellence for all students?

CULTURE: Do we have a shared vision of a joyful school community?

SYSTEMS & STRUCTURES: Is our school effectively organized to keep us focused on and working toward our mission and vision?

Quality Program Implementation

INSTRUCTION: Are we consistently implementing a high quality instructional program?

CULTURE: Are we consistently implementing best practices for cultivating a school culture of safety and belonging?

SYSTEMS & STRUCTURES: Is our school effectively organized to support high-quality program implementation?

Collective Leadership & Professional Learning

INSTRUCTION: Does our school effectively engage all adults in supporting students to achieve academic excellence?

CULTURE: Do the adults in our school have collaborative professional relationships that help us work together in service of students?

SYSTEMS & STRUCTURES: Is our school effectively organized to involve all stakeholders in shared leadership and decision-making?

School Improvement Metrics

Norm Referenced vs. Criterion Referenced

Norm Referenced	Criterion Referenced
How schools compare to other schools.	How schools compare to a set criterion, such as a predetermined standard.
Rank and Compare.	Set a standard and compare schools against that standard.

Recommendation: Criterion Referenced

All Schools are compared against a standard (set of metrics).

Qualitative and Quantitative Data

- Self Assessment Rubrics that schools complete to reflect on each Improvement Domain;
- School Quality Reviews (SQRs) which includes observing teams, conducting interviews and hosting focus groups;
- Participation in and results from Curriculum Embedded Assessments; and
- CA Dashboard.

Next Steps

- Continue to discuss and update the School Improvement Framework in the Teaching and Learning Committee; and
- Collect Board Director feedback to refine the School Improvement Framework.

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