

# **THRIVING STUDENTS**

**Unifying Oakland for the  
Academic and Social Success of Our Children**

Oakland Unified School District  
Strategic Direction, Thinking, and Framework (2010-2015)



OAKLAND UNIFIED  
SCHOOL DISTRICT

expect **Success**

every student. every classroom. every day.

“In reaffirming the greatness of our nation, we understand that greatness is never a given. It must be earned. Our journey has never been one of short-cuts or settling for less. It has not been the path for the faint-hearted — for those who prefer leisure over work, or seek only the pleasures of riches and fame. **Rather, it has been the risk-takers, the doers, the makers of things** — some celebrated but more often men and women obscure in their labor, who have carried us up the long, rugged path towards prosperity and freedom.”

President Barack Obama  
Inaugural Address  
January 20, 2009

*“We are going to do it another way in Oakland.* The reward system will work for those who dare to take risks. There may be failures, but if everything we do meets with success, we may not be reaching far enough beyond our grasp. We need to take risks even if turmoil is the result---as may happen when some of you try to establish meaningful relationships with your community. But given the insipidness of so many institutions, perhaps a little turmoil is not a bad thing. We want to avoid the state of affairs of the British Empire in the ‘30’s as described by Winston Churchill: “Decided to be undecided, resolved only to be irresolute, adamant for drift, solid for fluidity, all-powerful to be impotent.” Oakland’s reward system will challenge you to be just the opposite of all that: dare to be fluid, dare to be potent, dare to be powerful in bringing about the changes we need.”

Marcus Foster, OUSD Superintendent  
Speech to OUSD, 1971

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## I. PREFACE

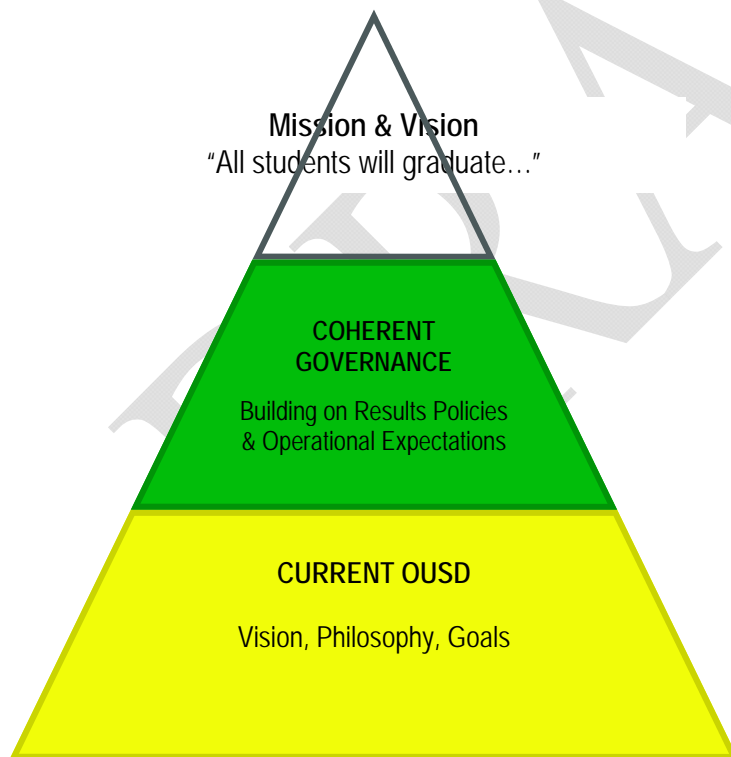
### ➤ OUSD MISSION & VISION

All students will graduate. As a result, they are caring, competent, and critical thinkers, fully-informed, engaged and contributing citizens, and prepared to succeed in college and career.

### ➤ OUSD PRIORITIES

- SAFE, HEALTHY, AND SUPPORTIVE SCHOOLS: Full-Service Community District
- HIGH QUALITY EFFECTIVE INSTRUCTION: Every child, every day, every year has highly effective teachers
- COLLEGE AND CAREER READINESS LITERACY: Every child graduates ready for college and career

### Diagram 1: Mission & Vision Building Blocks



### ➤ RESULTS POLICIES

- ACADEMIC ACHIEVEMENT: All students will meet or exceed rigorous standards in all academic disciplines
- SOCIAL RESPONSIBILITY: Students take responsibility for themselves and for the common good
- LIFE AND WORKPLACE SKILLS: Students will possess personal motivation, skills and resiliency necessary for success in life and the workplace

## II. STRATEGIC DIRECTION – EXECUTIVE SUMMARY

### ➤ **Problem Statement**

Oakland Unified is California's most improved urban school district over the last five years yet the percentage of students meeting or exceeding standards and graduating are very different for students residing in the hills vs. the flatlands – heartlands. We continue to under-serve our African American, Latino, Pacific Islander and English Language Learner students resulting in an opportunity and gap that we must close. Our high schools also need focus to improve overall achievement, reduce truancy, and increase graduation rates for all students.

Compared with a White child born in the Oakland Hills, an African American child born in West Oakland is:

- 1.5 times more likely to be born premature
- 7 times more likely to be born into poverty
- 2.5 times more likely to be behind in vaccinations
- 4 times less likely to read at grade level by Grade 4
- Likely to live in a neighborhood with 2 times the concentration of liquor stores and more fast food outlets
- 5.6 times more likely to drop out (or be pushed out) of school

As an adult, he will be 5 times more likely to be hospitalized for diabetes, 2 times as likely to die of heart disease, 3 times more likely to die of stroke, and 2 times as likely to die of cancer. Born in west Oakland, an African American child can expect to die almost 15 years earlier than a White child born in the Oakland Hills.

Without honesty in effectively addressing the need to educate and fully serve every child in Oakland, we will perpetuate the systemic patterns of inequities that persist. We know there are no quick fixes and easy solutions. The reforms of the last five years have begun to create stronger educational opportunities for students in some schools. More aggressive systemic and community centered reforms that address equity and graduate all students as college and career ready are needed now. We must accelerate achievement and enhance positive life outcomes for all our children.

### ➤ **Definition of OUSD Priorities**

#### ❖ **Safe, Healthy, and Supportive Schools**

Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a

culture of calm prevails. Staff will engage in restorative practices that enhance school culture and improve discipline systems to address equity. Leveraging, aligning and coordinating community assets for student and family services at schools will address the needs of the “Whole Child”.

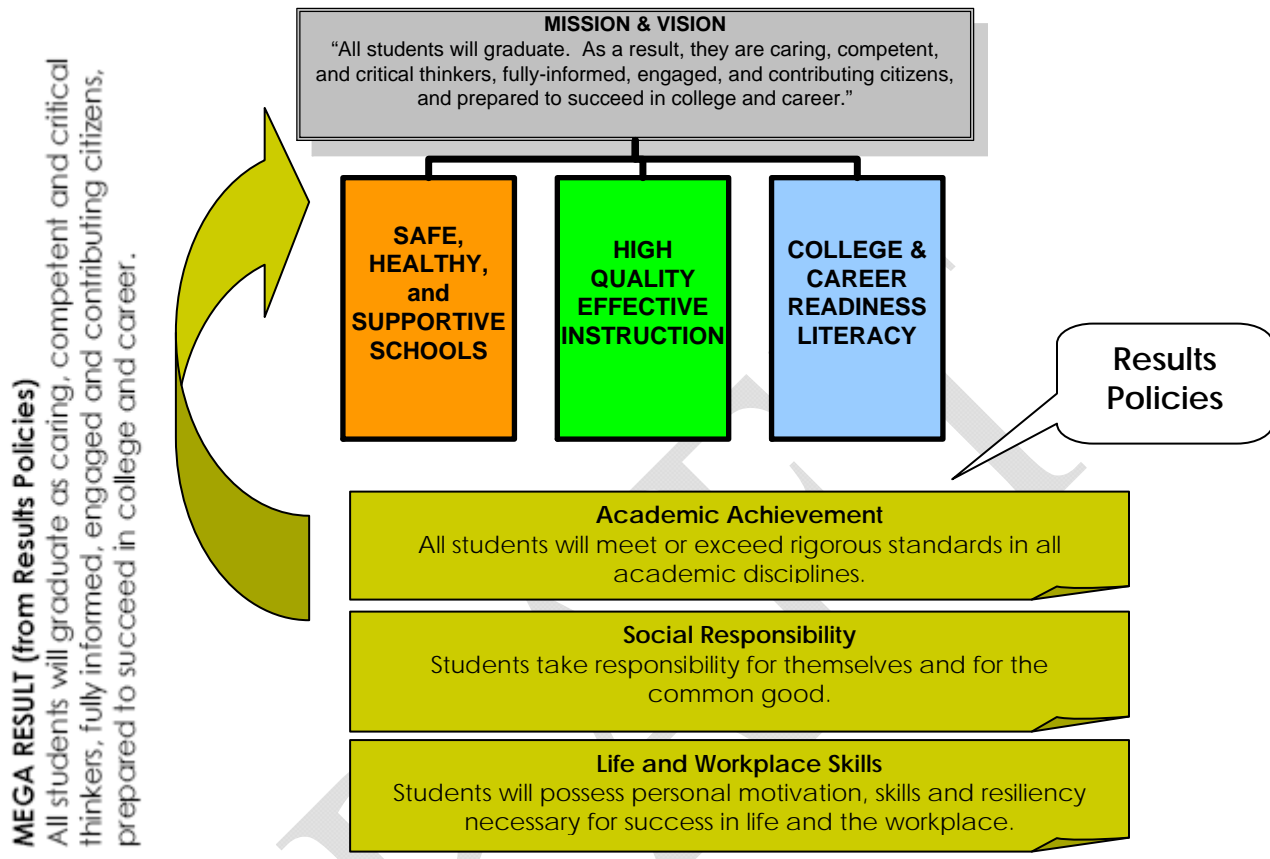
❖ **High Quality Effective Instruction**

Oakland will improve academic outcomes for all students and in particular for our historically least well-served. Instruction will focus on college and career readiness standards, curriculum and assessments for all students. Individualized learning plans, progress monitoring and early warning systems will be employed to keep all students supported and engaged in high quality effective instruction. All educators, parents and partners will understand and share a clear Framework for Effective Instruction. Teachers and principals will continuously build instructional skills, content knowledge, and cross-cultural competence. Strong structures and tools will support teachers’ regular collaborations to examine student work and to plan instruction for success. Principals, teachers, and other instructional leaders will provide effective support and feedback to continuously improve instruction. Professional and enriched working conditions and leadership will increase the retention of high quality effective teachers.

❖ **College and Career Readiness Literacy**

Students will read, write, speak, think critically, and reason mathematically for 21st century success. All students must be instructed by high quality effective teachers that deliver daily a curriculum aligned to college and career readiness standards. In high school, the UC/CSU “A-G” Course Sequence and Curriculum will be the core course of study for all students. Science, Technology, Engineering Arts and Mathematics (STEAM) education will be addressed Pre-K through 12. Pre-K enrollment and family engagement to support early literacy will increase. Students will be provided with multiple pathways to meet graduation standards and meet their interests and aspirations. Career technical education, online options, work-based learning, and access to concurrent community college course credit will create multiple venues for all students to meet graduation requirements. In addition, diverse recovery pathways will hold students and bring back those that have dropped-out, are non-completers or adjudicated students to successful graduation.

**Diagram 2: Mission, Vision, Priorities, Results Policies**



### **III. INTRODUCTION – Thriving Students: Unifying Oakland for the Academic and Social Success of Our Children**

We believe President Obama called for a revival of the human spirit and for each of us to commit our great gifts as human beings to the great challenges of our time. To truly realize the hope of democracy and freedom, end institutional racism, and create communities where we truly belong to each other, it is time for the "risk takers, the doers, the makers of things" to stand together for a common vision of Oakland. It is time to realize the hope of a social movement for democracy and equality through an energized public institution. Marcus Foster understood, "the insipidness of so many institutions," and called for this same energy and innovation in 1971 when he asked his staff and community, "to be powerful in bringing about the changes we need."

Now, in 2010, we owe it to ourselves to create multiple pathways (geographic, employment, educational, and intergenerational) towards a healthy Oakland.

Together we can each make the individual change; we can each change lives, change systems, and change our city in positive and peaceful ways. At the heart of this transformation is a collective commitment to prepare each of our children for full participation in our democracy. We must create strategic partnerships with each other to improve the quality of life for young people and their families. We must commit ourselves to caring for and fully educating each child in Oakland, to become an energized organization where each person in OUSD, from School Board members to veteran educators to the newest person joining the team, is personally responsible for acting in ways that make it more, not less, likely that each child in OUSD is successful.

However, “the insipidness of so many institutions,” will not end without organized strategic action. Public institutions have grown up in times that supported them as providers of a single set of, generally, fixed products or services. They were designed as providing organizations, not as responding organizations. With increasing types of diversity in who clients are and what they need, it is time for a new public institution. The central providing organization must be responsive to a variety of ways through which requests come and be ready to respond to this variety of needs. Historically the institution has been the protector of the canon, the one best way. Any limits belong to the client. The organization and the system work well if you, the client, behave in rational, reasonable, and “normal,” ways. Failure of any kind is almost always located in a clients “unreasonable” behavior. Many times individual employees begin to believe that they, as individuals, are providing services for the client. They take on an attitude of disinterest, disregard, and, at times, dislike for the client. An attitude of superiority and indifference settles into the system and provokes comments like, “It’s better than what you’d have if we didn’t give you this.”

The power of OUSD to positively respond to current challenges lies in the strength of our employees and in the thoughtful continuing transition to a service culture system that embodies the value of meeting the needs of Oakland’s citizens. The system of educating children must become a resource for actively resolving challenges and issues in ways that clearly protect the teaching and learning conditions for our children.

The central organization must lead the work of praising the teachers, staff, and principals who create classrooms where children are already thriving today. The teachers who bring learning to life and ignite passion are a precious resource in Oakland and we have to find ways to protect and enhance what they do. Classrooms where students and teachers alike share what they know and take risks to explore what they don’t yet know or understand are the design labs for our future. Highlighting the learning conditions where adults and students are engaged, where content is current and rooted in historical context, where groups and individuals are well known, where the newest understanding of human development is paired with the practice of great teaching, where community assets are a resource, and where students demonstrate what they know in many

ways is one of our beliefs. These are the places some of our children have already and that all of our children deserve. With too few classrooms like this, our future in Oakland is not what any of us want.

Oakland is the Capital of the East Bay; the foundation of movements, the hub of transportation, and in many ways a testing ground of the future United States of America (engaged politics, relations across race, class, and language, public safety, sustainable economy, shipping, and education). The heart of the city is full of belief, power, and resources and we have the intellectual capacity to solve global problems. We have the capacity and people to put our hands together to do real work with each other to make real differences in the lives of children, young adults, and families.

And while all this is true in Oakland, we have too many people living in fear, in poverty, and in deep distress; daily offenses pull apart the inner workings and quiet agreements about living together in civil and democratic ways. More than disorganized malaise, Oakland has an active gang infrastructure competing with, and compromising, public systems of service and support. To date there have been grand efforts initiated to address persistent problems. These efforts lack the long-term political will to sustain the hard work of changing negative patterns and interrupting downward spirals of generational poverty, addiction, and despair. This is work that will span multiple 4 year election cycles. The work of healing and creating the community we desire requires institutions to change, communities to organize, and for our elected officials to lead towards a common vision of a healthy, connected, and sustainable city.

There are reasons for hope. From the vision of Marcus Foster, to the inspired actions of Ruth Love, to recognizing the leadership power of educators in site-based decision making, to explicitly declaring unconscionable systemic racial inequity in the voluntary resolution plan, to the voices of youth in All City Council, to the community organizing and leadership that led to the creation more high quality schools for the children of Oakland, we have a legacy of vision, leadership, advocacy, action, and positive results. In 1999, the Citizens of Oakland and the Oakland Unified School District continued the process of becoming more like a district that knows and serves every child and family. Doing that work, based on the principles of personal rights of autonomy, the right of community to participate in the education of children, and with the expressed belief that when one is oppressed we are all oppressed, inspired and catalyzed individuals to take collective action. People created and improved schools in ways that improved academic performance, improved student to adult connections, and established deeper bonds with the community.

The results have been extraordinary. Over the last five years OUSD is the most improved large urban district in California; raising overall achievement faster than any other similar district. There are wonderful places where children are experiencing learning conditions that support them to thrive as they become

thoughtful citizens. And yet the gap between the highest performing students and the lowest performing students is almost unchanged.

On the narrow measure of test scores we have failed to close the achievement gap. This progress also sits in a city where too many young people are dying violent deaths, too many families are crushed by poverty, and where we have children attending schools in neighborhoods where many adults in the city are afraid to go. The effects of structural racism, classism, and language bias are choking out possibility and hope in many neighborhoods in our city. We have not yet created the conditions all our children deserve and need, in every neighborhood, to achieve academic and social success.

The patterns of academic performance we see in our district, schools and classrooms are evidence of a system that is horribly inadequate. To stop the hemorrhaging of human capital and potential we must take bold and immediate action to change a system that cannot in its current form meet the needs of children who desperately need, and deserve, a free and appropriate public education.

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#### **IV. COMPREHENSIVE STRATEGIC PLAN (Five-Year) & COMMUNITY ENGAGEMENT**

In 2010-2011, the Oakland Unified School District will launch a year-long research, analysis, and writing process to produce a comprehensive five-year (5) Strategic Plan to guide the district through a critical and fundamental transformation – becoming a Full Service Community District (FSCD) (see Section VI, *infra*).

We will develop an inclusive, intentional, and intensive process to create this plan. To date (June 2010), we have produced several preliminary documents and presentations to capture the strategic thinking and direction of the district leadership (e.g., draft thought papers, MS PowerPoint overviews, frameworks, models). Presenting these pieces has started the process of engaging different leaders and stakeholders in big picture dialogues and discussions (e.g., Board, Central Staff, Principals, Funders). Combined with the set of papers for the Board Strategy Retreat (June 19, 2010), these products provide a solid foundation to build the actual Strategic Plan in 2010-2011.

We will conduct the work of thinking, debating, researching, analyzing, inputting, writing, and facilitating feedback loops, in full cooperation with the community, in the following ways:

✓ **Board of Education:**

Throughout the strategic planning process, the Board of Education shall continue to provide leadership and to hold the mission and vision of the school district. As

with the preliminary documents and presentations, the district will engage in continuous dialogue and partnership with the Board regarding strategy and direction. The Board shall also provide support, advice, and leadership for the process with regard to engaging the community.

✓ **Task Forces:**

For each major strategy area initiative, we will assemble a Task Force comprised of the OUSD staff and leaders who are most involved with the topic area. We will entrust this body with leading the efforts of design, troubleshooting, listening, and writing the final plans for critical areas such as teaching, school leadership, finance reform, and regional neighborhood zone approach. The Task Forces will compose plans, milestones, benchmarks, and metrics for Years 1, 3, and 5 – for OUSD (Central & Schools) and for the community-at-large.

✓ **OUSD Website – Strategic Planning Feedback Portal**

One key vehicle is developing the “Strategic Planning” web pages on the OUSD website. We will create a centralized place for all community members to provide direct comments and feedback to the Superintendent and related staff. We will work with OUSD’s Communications and Information Technology departments to develop nimble and user-friendly web pages where audience members can read and review a variety of planning pieces (e.g., complete drafts, specific chapters, models, frameworks) and then provide real-time feedback to the appropriate drivers (e.g., through emails, IM, etc...). The goal is to give users a simple and interactive experience with the planning as it happens.

✓ **Parents, Guardians, Families:**

As clients, leaders, and the ultimate stakeholders of any district plan, it is essential to have clear and intentional vehicles for family input and feedback. With a target date of January 2011 for the initial working draft, we need to establish family review & feedback opportunities during the Fall 2010 semester. Working with the “Regional Governance Teams” (see e.g., Regional P-8 Network Officers, SEAN, Department of Families & Communities; see Section VII, *infra*), we will set up strategy planning meetings and presentations in each regional neighborhood between September – December 2010. Additionally, the Department of Families & Communities will host focus groups with parents, guardians, and families. To ensure diverse cultural and linguistic outreach, at a minimum, these groups will be conducted in the four (4) most spoken languages in the district.

✓ **Community Based Organizations (CBOs):**

Oakland has a rich history of community organizations that work with the families, schools, and district – from direct service providers to parent organizers to advocacy intermediaries. As part of the rich fabric that makes OUSD operate, it is imperative that we include CBOs in the input and feedback process. With a target date of January 2011 for the initial working draft, we need to establish CBO review & feedback opportunities during the Fall 2010 semester. Working with the East Bay Community Foundation and various networks of CBOs (e.g., the Oakland Community After School Alliance, the Oakland Fund for Children

and Youth), we will set up strategy planning meetings and presentations for community organizations between September – December 2010.

✓ **Funders:**

Foundations and other funding resources are key partners in the district's visioning, design, and implementation. In addition to turning ideas into reality, they are critical thought partners with a wealth of knowledge and perspective – to help figure out which plans are feasible and appropriate for Oakland's schools, families, and students. Working with the East Bay Community Foundation as the district's anchor philanthropic institution, we will continue to host dialogues and presentations during Fall 2010 with local, state, and national funders regarding strategy planning.

✓ **Civic Parties (City Hall, City Departments, County Departments):**

More than ever, the City of Oakland and County of Alameda work side-by-side with OUSD in coordinating, aligning, and leveraging resources for our families, children, youth, and students. As the nation gears up for major efforts to build "Promise Neighborhoods" (based on the nationally recognized Harlem Children's Zone) in several metropolitan centers, the need for close collaboration between cities, counties, and districts is vital. In addition to continual dialogue with the Mayor, City Council, and County Supervisors members, we will design and facilitate strategy planning meetings and presentations for civic partners between September – December 2010.

✓ **Early Childhood and Higher Education:**

With our stated priority of college and career readiness, we must work to build a continuous P-20 system that serves students. This requires close connections and collaborations with our partners in early education (e.g., First 5, Preschool for All) and in higher education (e.g., the Peralta Community Colleges; local institutions of higher learning such as Mills College; Holy Names; CSU East Bay; University of California, Berkeley) to ensure that the vision, goals, and actual implementation of key elements will work – especially between institutions that ultimately serve the same population at different ages. Toward this end, we will set up strategy planning meetings and presentations for early childhood and higher education between September – December 2010.

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## V. THEORY OF ACTION

If the Oakland Unified School District focuses all its efforts on creating the learning conditions each child needs to succeed academically and socially, uses all of its physical and organizational assets in service of these effective conditions, changes the OUSD structure to engage everyone in the community in creating and protecting the conditions students need to succeed, designs interdependent accountability systems that promote individual and shared responsibility, then we will prepare all Oakland children for positive civic participation, diminish the predictability of performance by race, class, gender,

primary language, or any demographic identifier, increase community well-being, enhance economic stability, and generate the optimism and self-sufficiency Oakland needs to solve new problems as they arise.

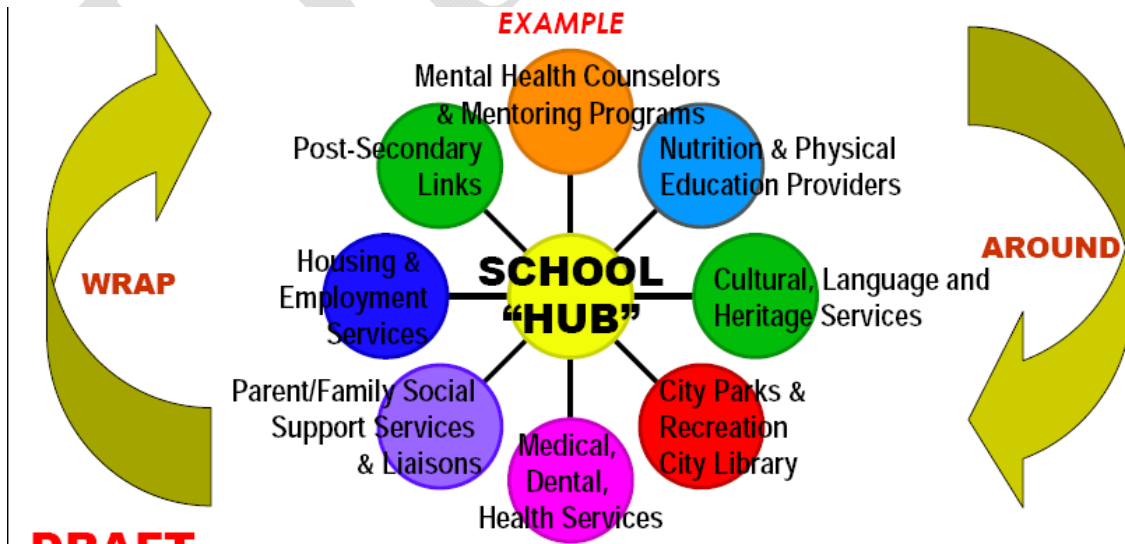
## VI. THE FULL SERVICE COMMUNITY DISTRICT (FSCD)

We must use the evidence of our good work in Oakland to fuel the next phase in our growth. We cannot afford to ignore the wonderful work in schools, where children are succeeding, where staff is cohesive and reflective, where families and community share in the life of the school, and where leadership is humble and relentless. Some of these schools have thrived for decades and others have grown up in recent years, they are each places with lessons for us to learn. We have to use all of what we have learned as a community to sustain good work and to thoughtfully end practices that are ineffective. In a time of unprecedented cuts to education and social services in our rural, suburban, and urban communities we must use what we have learned that works for children. It is not simply how much money we have that matters, it is how we use what we have. We have to stop wasting resources we do have, share what is working, and become a coherent system that distributes resources where they are most needed to generate the best effect.

**Diagram 3: The Full Service Community School Model**

### Serving the Whole Child Community School as “HUB”

*The Full Service Community School is an environment where adults use a “Systems Approach” to understand and address the needs of individual children.*



## **A. The Full Service Community School (FSCS)**

OUSD can learn lessons about maximizing assets from some of its schools. Many of the schools that are thriving in Oakland do more than focus on tests and narrow curricular interests. They are places of community. However to reach our vision of engaging every child in joyful, productive learning we have to move from a few full-service community schools to become a full service community district.

The Full Service Community School (FSCS), of which we now have many emerging examples in Oakland (e.g., *Acorn Woodland Elementary School, Life Academy High School, Franklin Elementary School, Peralta Elementary School, Madison Middle School, Lincoln Elementary School, Grass Valley Elementary School, and Chabot Elementary School*) is a place where the school has broadened its mission and vision to meet the needs of all of its students. The school is the place where in addition to high quality education, health, mental health, and other services are provided. The emphasis is on educating and caring for the whole-child. The full-service school is an environment where adults use a systems approach to understand the needs of individual children. Social and human services are not seen as extra or add-ons in these schools and collaboration, in service of the well-being of children and families, is how these schools consistently behave. Collaboration is not defined as a professional learning community that happens at a certain time on a certain day; collaboration is a constant way of learning and being. By working together and listening to students an engaged community determines how services are provided. By meeting the curricular and extra-curricular needs of children and families, full-service community schools ensure that learning will happen for all students in the school.

## **B. Going to Scale: Systems of Success**

At this moment the power of those individual centers of community are not sufficient to meet the increasing demand of people who want and deserve full access to the democratic promise of the United States. Single units of success have to become systems of success. We must forge new public institutions that foster the connectivity and collaboration required to nurture the common good. The school district must use every asset at their disposal to protect their chief mission: to prepare each child for a lifetime of academic and social success. Around this single mission, the district must learn how to facilitate, foster, and forge the conditions for each child to access the learning he or she needs for success. The district is the public institution charged with the well-being of all children within its boundary. Currently, we are failing to meet the needs of all our children.

The purpose of the OUSD must be the full preparation of each child for academic and social success. Accepting the current rates of failure by adults who are

employed to educate and meet the needs of children is morally unacceptable. Accepting this failure is also increasingly a matter of personal, local, and national safety. To become communities, cities, and a country where our democratic ideals are practiced as well as espoused, we must name the institutional inequity and take personal responsibility, in an organized way, for refashioning our public institutions in ways that promote the common good.

**CHART A: ACADEMICS RESULTS IN 2008-2009**

**• Reading proficient by 3rd grade**  
*(based on 3<sup>rd</sup> grade CST ELA proficiency)*

Student Population	% of Students Proficient	% of Females Proficient	% of Males Proficient
African American	28%	30%	26%
White	79%	86%	79%
Asian	59%	62%	55%
Latino	20%	22%	18%
English Language Learners	16%	17%	15%
SPED	17%	23%	15%

**• Passing Algebra by the end of 9th grade**  
*(Passing Algebra with a “C” or better, and Passing the Algebra portion of the CST by the end of 9<sup>th</sup> grade)*

Student Population	% of Students Proficient	% of Females Proficient	% of Males Proficient
African American	7%	8%	6%
White	51%	53%	49%
Asian	40%	45%	35%
Latino	11%	11%	11%
English Language Learners	6%	5%	8%
SPED	1%	2%	1%

**• Based on 2007-2008, Graduating with UC/CSU Required Courses (college ready)**  
*(Passed all A-G courses with a “C” or better and graduated in 2007-2008)*

Student Population	% of Students Graduating	% of Females Graduating	% of Males Graduating
African American	30.9 %	37.2%	23.6%

Student Population	% of Students Graduating	% of Females Graduating	% of Males Graduating
White	60.3%	51.9%	67.7%
Asian	59.3%	64%	53.6%
Latino	42.1%	45.3%	38.3%
English Language Learners	6.3%	2.2%	10.7%
SPED	9.3%	5.7%	11%

For too long our public institutions have reproduced the patterns we say we despise so much. By perpetuating and deepening the divides of race, class, and primary language the safety and security of our communities and our country is in jeopardy. A flourishing democracy demands an educated and healthy populace. To ensure we have the means to participate in a democracy, a free and appropriate public education is a birthright, and is extended to all who come to live, in the United States.

However, for far too many people of color, people from low income backgrounds, and for those for whom English is their second language, getting an education that will truly prepare one for full participation in American democracy is unlikely.

In Oakland, the promise of changing a citywide landscape through thoughtful learning and uncommon resource management is possible. A unified vision, a commitment to putting organizations and individuals to work on behalf of children, and an emerging belief that unless all of Oakland belongs to all of us is necessary, for soon the Oakland we think we love will belong to none of us. Acts of violence and inequity do not stay contained in certain zip codes forever. The effect of loss and violence is already felt throughout our schools and is limiting the healthy growth of our city. We must do something different to create a healthy climate for learning, personal safety, vibrant neighborhoods, positive employment, civic participation, sustainable business development, and improve the overall quality of life in Oakland. To realize the vision of Marcus Foster, we must, “dare to take risks,” as we continue to become an institution that uses all assets and hosts every organization committed to the well-being of children and families.

## VII. THE REGIONAL NEIGHBORHOOD ZONE APPROACH: USING ALL OUR ASSETS TO SERVE CHILDREN

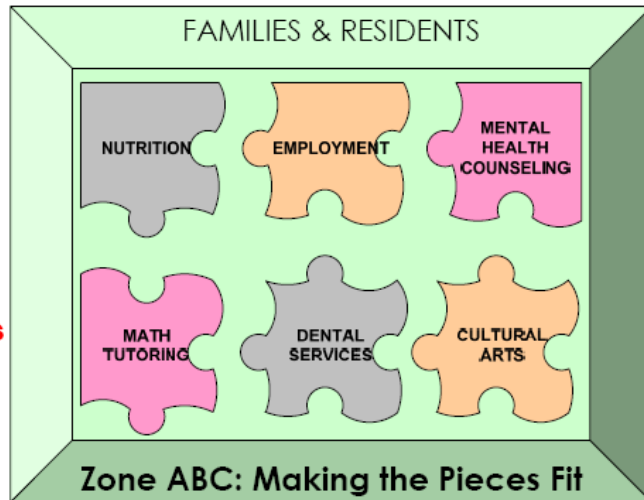
### Diagram 4: Coordinating, Aligning, and Leveraging Zone Resources

Facilitating the Community's Multiple ASSETS to MAXIMIZE Potential.

- Coordinating
- Aligning
- Leveraging

#### Examples:

- **Harlem Children's Zone**
- **Promise Neighborhoods**
  - 2010 RFP Process
  - Setting Up 50% Local Match



### A. Three Regional Zones & Promising Neighborhoods

Oakland Unified School District will create three zones where academic and social services are coordinated, aligned, leveraged and deployed to support students. In an effort to best provide full-service schools to communities, OUSD will organize its PK-8 schools into a regional structure. Instructionally, the new regional structure ensures a coherent educational experience beginning in pre-K through elementary and middle schools for all families within their region. More broadly, the regional structure aligns well with other Oakland public service providers, which will be essential to realizing full-service schools in each community. Advantages of a regional structure include:

#### Instructional Advantages:

- Consistent focus on high quality effective instruction
- Seamless, coherent PK-8 student experience within each region
- Aligned, consistent high expectations of students from pre-K through 8<sup>th</sup> grade
- Professional Learning Communities based on the needs of all students and families within a region, rather than those within a particular school level
- Vertical, as well as horizontal alignment, for teacher and principal professional development

Broader Advantages:

- Schools services better aligned with other public services available in the region
- Deeper, longer-term relationships between regional leadership and families within the region
- Deeper relationships between regional leadership and partner service providers
- Increased effectiveness and efficiency in providing full-services to all families within regions

Below is the preliminary distribution of schools for each region.

**REGION 1**

Number of Schools	24
2009 Enrollment	9,309
Average API	802

**Elementary (19)**

Chabot	Lafayette	PLACE at Prescott
Crocker	Lakeview	Sankofa
Highlands	Lincoln	Santa Fe
Emerson	ML King Jr.	Sequoia
Hillcrest	Montclair	Thornhill
Hoover	Peralta	
Joaquin Miller	Piedmont Ave	
Kaiser		

**Middle (5)**

Claremont	West Oakland	
Edna Brewer	Westlake	
Montera		

**REGION 2**

Number of Schools	25
2009 Enrollment	9,543
Average API	735

<b>Elementary (19)</b>		
Allendale	Glenview	Manzanita SEED
Ascend	Horace Mann	Maxwell Park
Bella Vista	ICS	Parker
Cleveland	La Escuelita	Redwood Heights
Franklin	Laurel	Think College Now
Fruitvale	Lazear	
Garfield	Manzanita Comm.	

<b>Middle (6)</b>		
Bret Harte MS	Melrose Leadership	
Explore*	Roosevelt	
Frick	United for Success	

**REGION 3**

Number of Schools	29
2009 Enrollment	9,360
Average API	694

<b>Elementary (23)</b>		
ACORN	EnCompass	Learning w/o Limits
ASCEND	Esperanza Academy	Markham
Bridges at Melrose	Futures	Marshall
Brookfield	Global Family	New Highland
Burckhalter	Grass Valley	REACH
Carl Munck	Greenleaf	RISE
Community United	Howard	Sobrante Park
East Oakland Pride	Korematsu	

<b>Middle (5)</b>		
Alliance	Elmhurst	Roots International
Coliseum College Prep	Madison	

## **B. Asset Management of OUSD Property**

To do new work and to accomplish new goals, we must become the organization that is capable of managing all assets in service of children and families. To truly innovate, OUSD must learn to become what is necessary, in whatever way is available, to realize the desired outcome. In this way, we must look at the land, buildings, all physical assets, and at the organization itself as a single system of resources that form the intricate lattice of connection in the city of Oakland.

Over time, California's citizens invested in purchasing land, building facilities, purchasing tools and machines, and creating an organization to care for the academic development of children in Oakland. With the decreasing dollars California's public schools are given to meet the needs of an ever-increasingly diverse set of needs, we must understand the entire system as an asset. Using the system as an asset framework we can then begin to see the city as a set of relationships connected to, infused by, and in some way relational to the public school system.

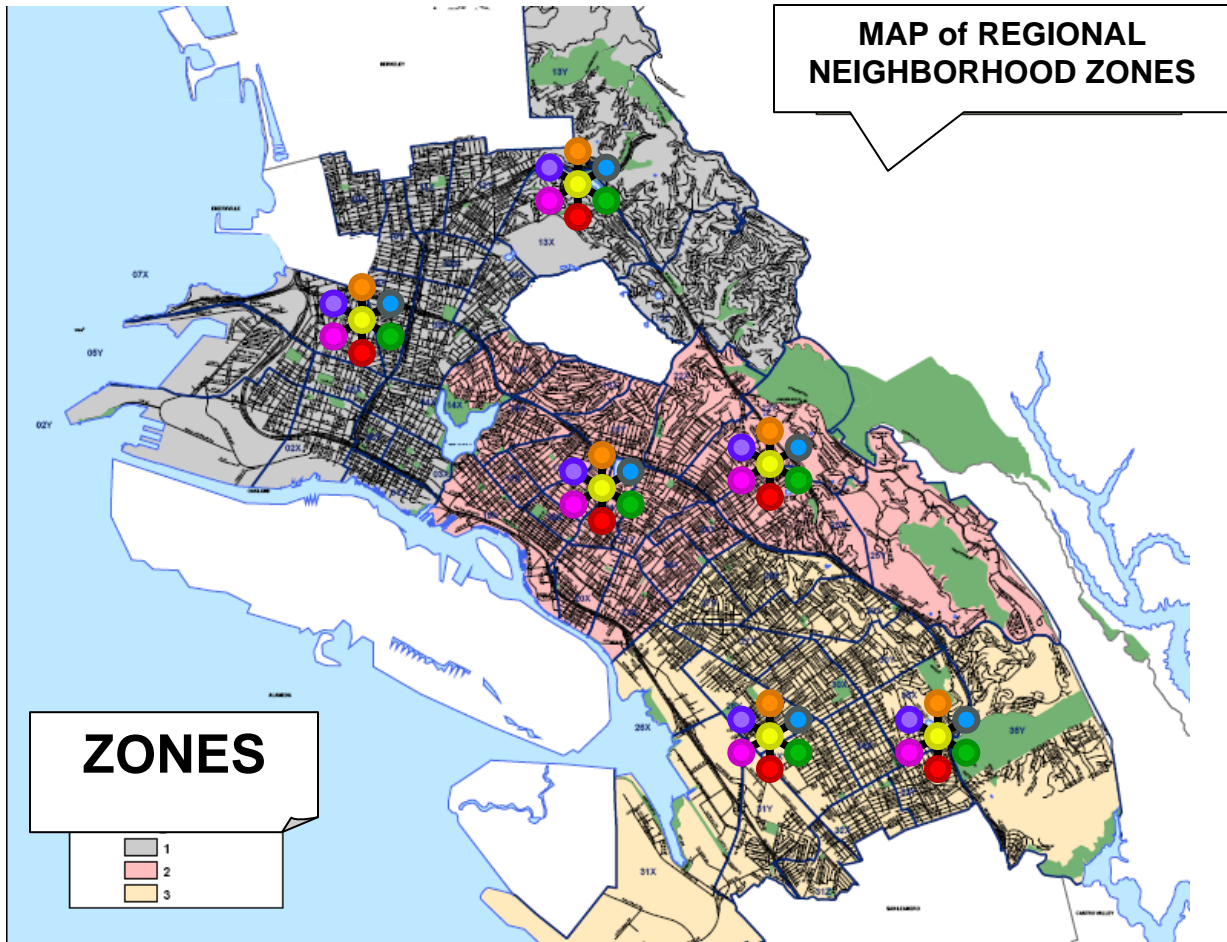
Our asset management is integral to our academic and fiscal solvency. OUSD owns approximately 500 acres in the city of Oakland. These 500 acres represent **(insert X%)** of the total land in Oakland. OUSD owns land or buildings in every neighborhood. Learning to activate and catalyze all our resources and relationships to better serve children and families is a path to our sustainable future.

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## **VIII. REGIONAL NETWORKS: P-8 NETWORKS & SECONDARY EXPERIENCE AND ACHIEVEMENT NETWORK (SEAN)**

Using the three regional areas described earlier as a guiding framework, we can best serve Oakland by integrating OUSD services into these three service areas.

**Diagram 5: OUSD Map of 3 Regional Neighborhood Zones**



### **A. Network Officers**

In this design each area establishes a regional governance team that is led by the Regional P-8 Network Officer and supported by the Secondary Experience and Achievement Network Officers who are responsible for working with all schools, service providers, city agencies (housing, parks and recreation, police, redevelopment, etc), the business community, the faith community, residents, and any other assets based in the area to create a regional vision, set of schools, and use(s) for OUSD buildings not in use as “schools.”

The three regional governance teams each led by a Regional P-8 Network Officer and supported by the Secondary Experience and Achievement Network Officers are the champions for children in each region. They expect, advocate for, and demand effective service for children, families, and educators in ways that produce highly positive academic and social outcomes in every neighborhood and zip code in Oakland.

The Regional P-8 Network Officer and the Secondary Experience and Achievement Network Officers hold clear visions of joyful learning in classrooms

from pre-k to 12<sup>th</sup> grade to meaningful employment; they are effective managers who are politically savvy. They use formal and informal power to address community violence and use schools as the lever for community transformation.

The Regional P-8 Network Officer and the Secondary Experience and Achievement Network Officers are personally responsible for the life outcomes of children in their region. The Regional P-8 Network Officer and the Secondary Experience and Achievement Network Officers lead an invested community-based review of every OUSD property in a region, develop economic forecasts, and assess the trends and needs, then present the number and size of schools required to fully prepare the children of that region to succeed academically and socially.

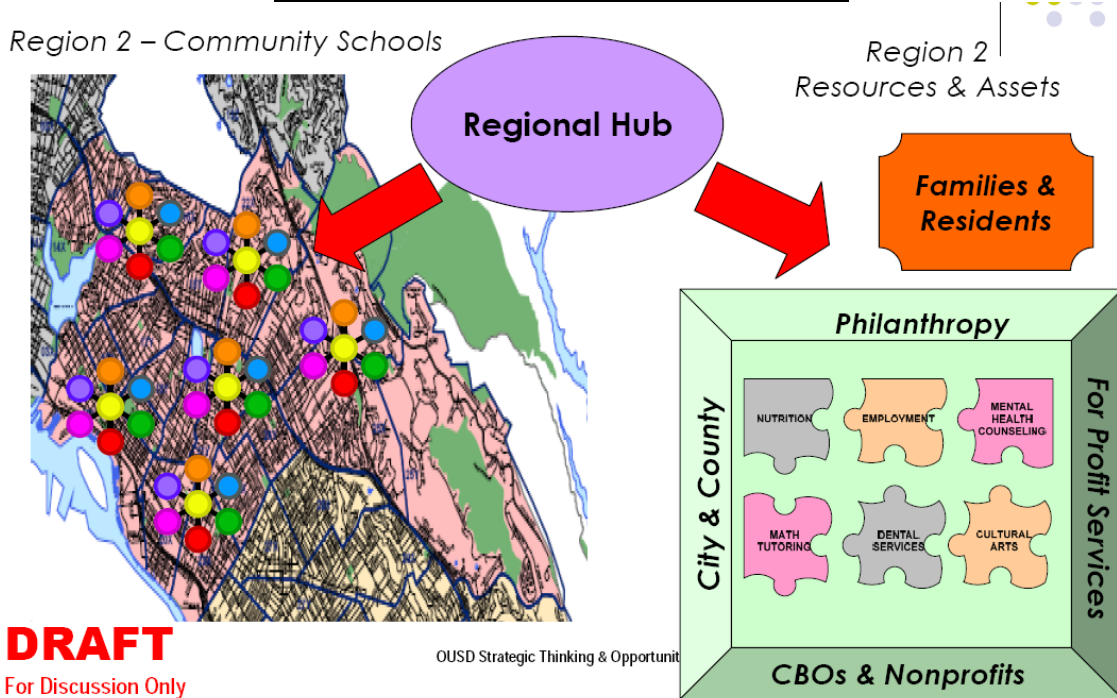
## **B. Regional Governance Teams**

Once defined, the Regional P-8 Network Officer and the Secondary Experience and Achievement Network Officers are responsible for managing the coherent, protected pathway for children by leading the regional governance team composed of no more than 18 directors representing community stakeholders and service providers. The governance team will develop and support initiatives in the region to meet the needs of children and families, cultivate a culture of commitment, accountability, leadership and collaboration, build community among residents, institutions and stakeholders, and leverage, align and coordinate community assets in timely and thoughtful ways so that schools are not overwhelmed and supports are adequately sustained. The governance team oversees a network of services and support. Functions carried out include:

- Community needs assessment to address feedback from cycles of quality reviews and improvement designed to better serve children and families
- Leading the support of a network of Full-Service Community Schools
- Managing OUSD assets and property within the zones (500 Acres)
- Facilitating public resources of city and county services (e.g., Parks & Recreation, Libraries, Police Safety, Hospitals, Public Assistance, Community Health Clinics)
- Facilitating private and public philanthropic resources, investments and initiatives (e.g., Neighborhood Focused, Grade Level Focused, Specific Population Focused)
- Facilitating Service Providers: CBOs, Nonprofit Organizations, Faith Based Organizations, Private For-Profit Entities

All of the regional assets are coordinated to protect the learning of each child in that region. If a child is not learning what they need to know the community asks why not and what do we need to do? This inquiry is connected to resources and linked to our goals and vision for all youth.

**Diagram 6: Regional Governance Hub**



**C. P-8 Networks**

The Regional P-8 Network Officers supervise the elementary and middle school principals in their regions while working closely with the pre-k program leadership and staff. Drawing on support from a new professional development system, elementary schools use their remarkable success to lead and teach each others across regions, using a common data base of practices that are getting positive results. The high schools are supervised and supported by two high school network officers .

**D. Secondary Experience & Achievement Network (SEAN)**

We know that we are currently facing an extreme crisis in high school. We have to use what we already know to improve the likelihood that our high schools' students succeed. To make a significant difference in the patterns of achievement, violence, oppression, and poverty in Oakland we must act in concert. We must design a support matrix for students: Ultra High Risk, High Risk, Risk, Low Risk. We know students are on or off track to graduate, are truant or attending, are suspended or not, or have been in the juvenile justice system. Students who are challenged in each of these areas are ultra high risk to not graduate and for committing, or being the victims of, violence. By identifying, and then relentlessly supporting, the ultra-high risk and high risk students in our public schools we will dramatically reduce the number of violent crimes and we will dramatically increase the number of young people who finish high school ready to work and learn in ways that contribute to the overall health

and well-being of Oakland. The Ultra High Risk students will receive a job where they can earn enough money to buffer them from other competing activities, a mentor who is paid, and specialized counseling services (academic & social). The high risk students will receive a list of quality employment options, a mentor who is paid, and specialized counseling services (academic & social). Risk students will have priority access to any available work options that remain after Ultra High Risk and High Risk students are placed, prioritized mentoring options, and monthly check-ins with counselors who have reviewed their files. Low risk students will continue receiving the same set of services they currently receive unless their status changes. By Year 1, SEAN in partnership with high school principals will develop a comprehensive plan to significantly improve the holding power of high schools and a staged intervention strategy for at risk high school students. By the spring of year 1, each high school will have measureable targets for their work with high risk students and implementation plans for linked learning.

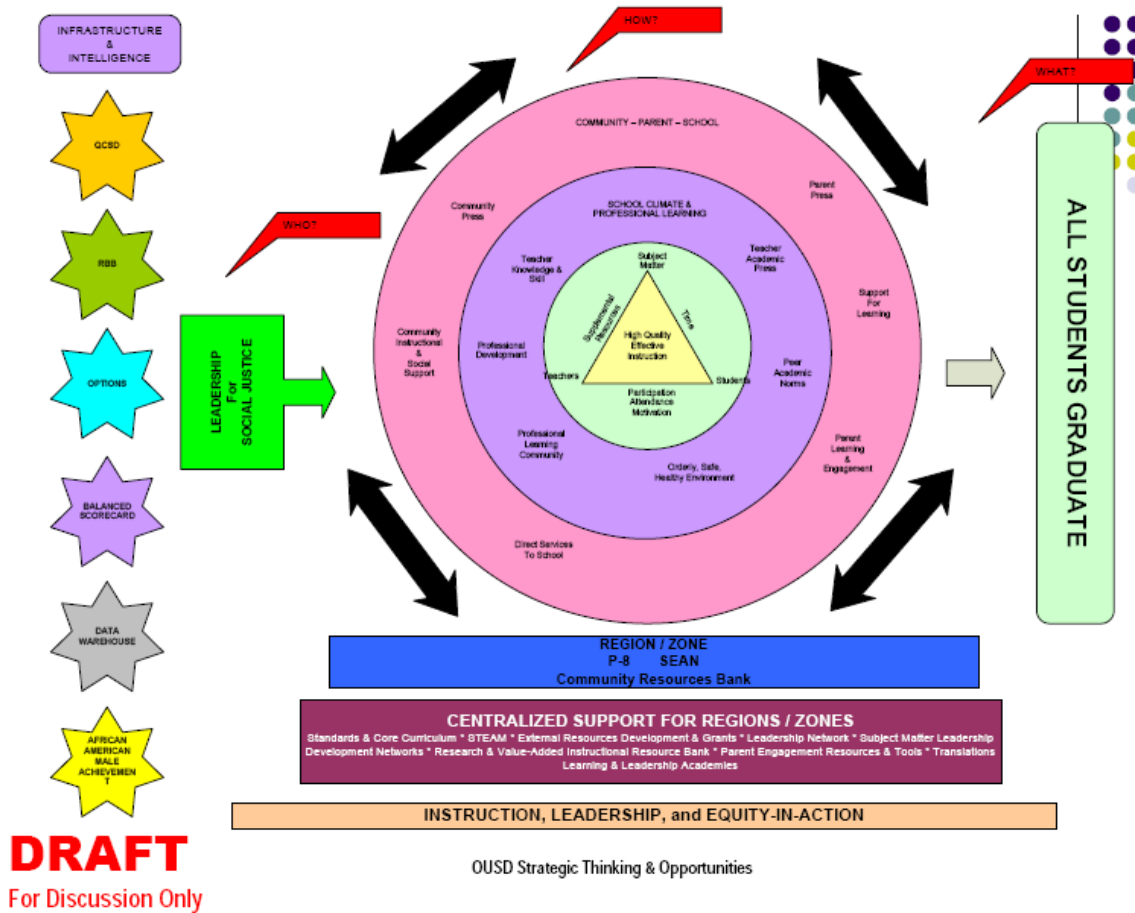
In fall 2010, OUSD will establish organizational structures that will lead the regional work. The Regional P-8 Network Officer and the Secondary Experience and Achievement Network Officers will establish multiple venues for communities to discuss the qualities of the high quality FSCS and the high quality FSCD. By early spring 2011, the characteristics of FSCS and FSCD will have been defined. By late spring 2011, each school will have identified which characteristics of FSCS they share. By fall 2011, each site will have a growth target toward FSCS.

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## **IX. IMPROVING THE QUALITY OF EDUCATION – PRINCIPLES & EQUITY**

It is time to eliminate the predictive power of demographics by focusing on coherent, aligned and coordinated instruction and services for students that will prepare them for college and careers. Our strategic planning for the next five years recognizes the value added of the last five years and builds from the knowledge and resources gained from that period. It also calls out areas where the best of intentions usually evidenced by infrastructure, programs and interventions have not addressed the inequities within the system, the schools and the classroom. The next five years are about creating a system of strong leaders that work with community to ensure that every day, every year, every child in Oakland has high quality effective instruction delivered by the best and brightest professional in the Bay Area. Every sector within the community and district will shift practice to ensure that every child, every day has highly effective teaching and learning aligned to college and career readiness.

**Diagram 7: High Quality Effective Instruction (HQEI) At-a-Glance**



The strategic planning, high quality effective instruction (HQEI) in OUSD and the proposed policies, infrastructure and practices are informed and crafted based on strong principles, research and analysis of current student and organizational performance data. They include school-based programmatic and organizational parameters, designs and organization for quality and equity as well as levers for change. The strategic plan provides a blueprint for action that challenges all adults in the Oakland community to step-up their game in the interest of children. It focuses on children receiving high quality effective instruction within high quality full service community schools. Oakland Unified School District commits to creating high quality full service community schools in every setting where children are being educated.

### **A. Principles for HQEI (High Quality Education Initiative)**

The principles presented below embody the beliefs about what is important in OUSD's central office, schools and classrooms. The principles undergird decision making in the design, development and enactment of practices in central offices, schools and classrooms. They apply to student learning at the district, school and classroom level. They are used by educators and community

partners in the process of planning, prioritizing, revising and refining learning and service experiences for all students. Both the designed and enacted practices must be consistent with these principles.

- High expectations and a deliberate theory of action
- Keen focus on college and career readiness
- Designed and enacted practices based on characteristics of students and communities
- Student and school progress monitoring and adjustment or modification of actions for results
- Honed capacity of staff to deliver high quality effective instruction, lead, and accelerate equity
- Practice of purposeful collaboration at multiple levels -- a constant way of learning and being

✓ **Have High Expectations and a Deliberate “Theory of Action”**

Educators in OUSD envision the success of children as their goal and trace a trajectory for all their students with benchmarks that spell out intermediate actions and their results. High performance expectations aligned to grade level College and Career Readiness standards in each content area are the ultimate target of multiple strategies. Theories of action contain the rationale for why things are done the way they are. They give coherence to programs and help explain why members of the district and school communities undertake specific actions, they help decide on the adoption of practices if they are congruent with the beliefs and practices that characterize the full service community school geared to graduate students college and career ready, or reject those practices, supports or curricula if they are inconsistent with said beliefs. Finally, these theories help educators predict outcomes (with statements of the type “If we do this, then the result will be ... because...”).

✓ **Keep a Keen Focus on College and Career Readiness**

In OUSD schools, educators design and enact curriculum that prepares students for the option of enrolling in a four year college or university, pursuing a successful career, participating actively in Oakland’s cultural and civic life, and living a healthy life. Educators’ instructional practices strive to build strong habits of mind and purposeful practices such as; critical thinking and problem solving, curiosity and imagination, agility and adaptability, initiative and entrepreneurialism, focus and persistence, effective oral and written communication, collaboration and influencing, and accessing and analyzing information. Educators have a strong understanding of the core concepts and skills that build college and career readiness. Educators plan carefully designed lessons to build and extend learning. Educators increase intellectual rigor, create opportunities for integration and creativity, as well as for interpretation, evaluation, analysis and synthesis. All learning is mediated by language and thus all teaching involves the intentional teaching of language within the subject matter and across disciplines. Educators understand the interplay between the

development of academic content and language and are explicit in the development of academic language and literacy as a tool required to understand, express, and give rise to novel ideas. Consequently, all teachers are teachers of the language and literacies of their discipline and knowledgeable of the scaffolds that assist students in the acquisition of new learning. A thoughtful plan for the development of College and Career readiness literacies offers coherence throughout students' Pre-K -12 learning experiences.

✓ **Designed and Enacted Practices Based on the Characteristics of their Students and Communities**

Educators in OUSD understand that what makes a practice good is that it responds to the specific situations in which they work and to a particular group of students. They consider the educational, linguistic and cultural backgrounds of their students as well as their needs, interests, motivation, aptitudes, talents and learning styles. Students' identities, cultures, languages, abilities and talents are recognized, affirmed and enriched and their learning needs are addressed in the full service community school. Educators share a common vision with students, parents and the community as to the purpose of learning. They design and enact curriculum that has meaning for students, connects with their lives and aspirations, and engages the support of their families and their communities. Educators design and deliver learning experiences targeted to rigorous standards which are multi-lingual and multi-cultural, interdisciplinary, integrated, project-based and purposeful.

✓ **Student and School Progress Monitoring and Adjustment or Modification of Actions for Results.**

Educators monitor student progress and adjust or modify their actions for results based on a wide variety of evidence gathered from classroom observations, student and teacher projects, student artifacts, teacher collaboration, formal and informal assessment test results, attendance and truancy patterns, nutrition habits, learning supports, etc. The regular study of this data enables them to continue the course, emphasize certain aspects of their plan, or to propose changes –consistent with their theory of action- that will ensure the acceleration of their students' accomplishments. Educators reflect on teaching practices aligned to College and Career Readiness standards and use formative assessments to inform and adjust instruction to accelerate attainment for all students.

✓ **Honed Capacity of Staff to Deliver High Quality Effective Instruction, to Lead, and to Accelerate Equity**

Educators participate in ongoing forums for professional development and reflection that support student engagement and achievement. Educators collaborate within and across subject areas and grade levels to offer students learning opportunities and pathways that offer joyful, robust and rich aligned, integrated and engaging learning opportunities. Educators differentiate and craft multiple coherent routes aligned to standards in which learning can be optimized

for all students. Professional learning communities, coaching, inquiry, walkthroughs, lesson design and planning facilitate implementation of new and effective practices. Educators design and implement instructional experiences that offer all students venues to make connections within and across subject areas, to provide coherent transitions, and to propel future growth and understandings. Educators have access to internal and external resources and expertise for their professional learning communities. Grants, research studies and innovations are sought and implemented to enrich learning and accelerate equity.

✓ **Practice of Purposeful Collaboration at Multiple Levels – a Constant Way of Learning and Being**

OUSD schools have students jointly working on academic projects through multiple collaborative venues that meet their needs and accelerate concept and skill development. Students reflect on their own learning processes and receive support to reach their full potential in ways that work for them. Similarly, their teachers form professional learning communities collaborating via several configurations to reflect on, to plan, to compare results of implementation, etc. Educators partner within their own school and with feeder schools to build transitions and enhance students' preparation for the curriculum demands of subsequent years and to ensure that services that enhance students' achievement are sustained. These collaborative efforts extend beyond school to engage central office, universities, city and county departments, community based organizations, non-profits and for-profits, and philanthropy in the service of students and their success. Oakland's community of educators works along side partners to serve the whole child. A fundamental practice for adults is to inquire about how what is being planned (i.e.) lessons, services, support, etc.) for children will impact their success in learning the content, skills and habits of mind required of college and career ready individuals.

**B. Equity-in-Action**

An OUSD that is driven to ensure equity in action for all of its children: puts children first; works from the classroom out; builds leadership and capacity throughout; purposely engages and prepares parents and community; and is service driven, responsive, flexible, and makes good on promises. OUSD leverages, coordinates and aligns a wealth of community partnerships to move from a few Full-Service Community Schools to a Full Service Community District where our students are thriving.

✓ **Puts Children First**

Educators, parents and community partners ask themselves continuously how decisions, strategies, resources and innovations will impact all OUSD children and in particular those who have been underserved. This inquiry informs all practices and challenges adults to examine the consequences of decisions. In considering areas such as staffing, programming, and resource allocation the needs of each student in each school must to be considered first. To address

underserved students and close the achievement gaps school communities must prioritize these students in the alignment of talent and resources.

✓ **Works from Classrooms Out**

The core responsibility of the district is to educate every child well. The central dynamics of that work are carried out in the classroom. The planned and enacted interactions between teacher and student in relation to subject matter determine the quality of instruction and the student outcomes. Teachers' skills and knowledge of subject matter, their understanding of a student's prior knowledge, linguistic and cultural background and their effective use of resources impact the quality of instruction. A student's prior knowledge and skill, motivation and level of participation influence instructional planning and differentiation. The academic standards and core curriculum set the academic demand of subject matter students are engaged in. It is imperative that these three factors influencing instruction be supported to yield high quality instruction for students. Every department in the system needs to examine its effect on the instructional core and eradicate practices that are adversely impacting instruction while instituting practices that enrich learning.

✓ **Builds Leadership and Capacity Throughout**

High quality effective teachers and leaders are needed in each classroom, school and department to diminish the impact of demographics.

*Five consecutive years of quality teaching closes achievement gaps associated with socioeconomic factors and demographics (Rivkin, Hanushek, and Kain, 2003)*

Oakland needs to recruit, retain and reward high quality teachers and leaders. Aggressive strategies to retain the best and brightest talent are required. Current efforts have staffed classrooms and schools in a timely manner. Partnerships with local universities and other human resource development organizations can augment high quality learning opportunities in the schools, the district, the community and in the institutions of higher education. Recognition, incentives and rewards will help OUSD develop and sustain effective teachers and leaders committed to Oakland's children. In addition the operations for on-boarding, evaluating and rewarding teachers and leaders need to be enhanced and aligned to have a positive impact on children. Critical to this is the establishment of practices that value each human and treats them with respect and dignity throughout their career in the service of Oakland's children.

✓ **Purposefully Engages Parents and Community**

Parents, family, and guardians are children's first teachers. Parents and other caregivers can begin building early on the path to college before pre-k by engaging in practices that help students expand their understandings of the world and through wonderings that begin to build habits of mind in addition to surrounding them with rich reading materials. Building family exploration projects

from the questions posed by children can promote thinking and problem solving. Visiting the library regularly and inquiring as to what students are reading can stimulate reasoning and ongoing love of learning. School communities can work with multiple partners to build the capacity of parents to engage purposefully in their child's education and school. Collaborations can generate the kind of parent educational series that enhance parents' skills to: support college and career readiness literacies, plan with their child for college and career, navigate the educational and social support systems with success, and exercise leadership in schools and community. Unlocking and making transparent parent's power to advocate and support their child in partnership with FSCSs will further opportunities for the optimization of school resources and talent.

The municipality, community based organizations, businesses, non-profit organizations, the faith community, philanthropy and Oakland's citizens hold a rich and comprehensive array of services and talent. Coordinated and aligned integration of what they offer to meet student needs will impact children's wellness and love of learning. A comprehensive and coordinated strategy to engage families and communities in building scaffolds, supports and press for continuous learning will enlarge the number of college and career ready graduates in addition to increasing the holding power of schools.

✓ **Are Service Driven, Responsive and Flexible**

The FSCS will generate supports and resources that are as diverse as the communities they serve. Regular review of data on demographics, service impact and academic results will help schools respond effectively and in a timely manner to the learning and social needs of students and families. The community's commitment to real time response for diversified supports will benefit from a level of nimbleness. The FSCS will also possess a rich bank of resources that can be mobilized with expediency to address emerging challenges. Each school and region will collaborate to share and maximize resources and supports.

✓ **Makes Good on Promises**

One of the challenges of ambitious visions and systemic change is to promise more than can be delivered effectively and to a quality benchmark. At both the school and regional level community will build out the supports and services with attention to impact and quality. Learning to manage expectations and deliver on promises as FSCS are built will go a long way to shift mind sets and garner community support and will. Early attention to the required infrastructure, resources and capacity to deliver and sustain services will establish community service compacts that have a greater chance to make good on promises.

Schools tend to accept with enthusiasm programs and services offered to assist students only to find themselves at times investing time and resources in temporary investments. Some programs and services work in coherent ways to support learning while others are at odds with the core mission of the school and still others work against each other. Thoughtful planning and assessment of the

value added of services and supports in alignment with context, community needs, and the school's mission will enrich coherence and impact.

✓ **Moves OUSD from a Few Full-Service Community Schools to a Full-Service Community District**

Within OUSD there are schools that have been effectively integrating community resources and services to enhance the learning and social outcomes for students. They are early adopters of practices that recognize the need to build coherent and aligned structures within the school to optimize supports for students. These schools have increased the academic performance and gains for students as well as their holding power. They experience less transiency and drop-out which affords them opportunities to accelerate knowledge and skill development and decrease the achievement gap. The impact of the strategies employed and the knowledge generated by their seeds of innovation will be shared across school communities to germinate schools throughout Oakland that grow into FSCS. Over the next three years emerging FSCSs will blossom into strong models of high quality FSCSs while all schools will begin to plant the seeds, structures and relationships for FSCSs by 2020.

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## **X. ENSURING HIGH QUALITY TEACHERS & PRINCIPALS**

During the first few years of this strategic plan OUSD will devote significant attention to instruction, leadership and equity in action at the classroom and school site level. As the system creates the necessary infrastructure to support and hold accountable high quality Full Service Community Schools, multiple strategies will be in play to increase the capacity and effectiveness of teachers and leaders.

### **A. High Quality Effective Instruction (HQEI) – Empowering & Ensuring Excellent Teachers**

High quality effective instruction for every child, every day in OUSD requires highly effective teachers in every classroom. Over the next three years OUSD will prioritize High Quality Effective Instruction (HQEI) in each classroom. An Effective Teacher Task Force will meet to generate common understandings as to HQEI. Protocols, video clips, rubrics, walkthroughs as well as other tools and processes will be developed to build a common understanding of HQEI in each subject area. In addition, multiple subject matter leadership networks focused on HQEI for diverse learners will enrich OUSD educators' leadership capacity and instructional delivery skills. Local and national talent and expertise will inform the work and join in the learning communities.

The faculty at each OUSD school will select two classroom teachers for the **Effective Teacher Task Force**. Additional educators in leadership positions

outside of the classroom will be invited to join the Task Force. The Task Force will be composed of a classroom teacher majority. Task Force members will participate in a fall three day retreat and several follow-up sessions to spell out the components of High Quality Effective Instruction (HQEI) that OUSD educators will embrace and execute in the service of children. Task Force members will lead sessions at their site to build a common understanding of those elements in their schools. They will have the responsibility to develop OUSD's definition of HQEI in collaboration with colleagues. At their sites they will facilitate HQEI development sessions using the tools, processes and insights drawn from the citywide networking. As members of the Task Force they will represent their communities and ensure that understanding of HQEI grows at the school site. In addition, they will identify tools and resources the district should procure or develop to assist them with their role at the site.

Organizational policies and practices will be examined for alignment with *High Quality Effective Instruction (HQEI)*. Recruitment, retention, evaluation and compensation will shift to increase HQEI. Professional development focused on HQEI in subject areas will integrate knowledge and resources to address diverse learners amplifying the repertoire of all teachers. Leaders will grow in their capacity to support, coach, and evaluate for HQEI. Classrooms that evidence HQEI will be identified using processes generated by the Task Force. The evidence of HQEI would include both quantitative and qualitative factors.

Incentives will be provided to those practitioners recognized as delivering HQEI and who design structures and processes that open their classrooms for collegial learning across the school, region and/or district. A HQEI teacher might be shadowed by a team of three teachers for a day, facilitate introduction and debriefing sessions at the beginning and at the end of the day, share lessons and classroom environment strategies and then facilitate on-line coaching support targeted to the practices. The three visiting teachers will implement and perhaps video tape themselves implementing said practices and receive on-line coaching support from the HQEI teacher. That HQEI teacher might repeat the cycle of support with the same three teachers over the year reflecting with them on the strength of their implementation using the video tapes, student work products and surveys as well as feedback from leadership as to the effectiveness of the support to increase HQEI levels. Other HQEI teachers will develop additional unique and high impact supports to enhance HQEI. Over time a rich bank of processes, and classroom tools germane to Oakland that support and evidence HQEI will be developed and used to on-board new teachers and accelerate their effectiveness and to expand the repertoire of seasoned teachers. What HQEI looks like and its impact on student outcomes in multiple contexts will become transparent and readily available across the district.

The California Professional Standards (CSTP) will serve as one of the basic resources for the work on HQEI. Effective use of instructional time will be examined not only in the classroom, but in programming decisions, as well as in

the leveraging, coordination and alignment of instructional opportunities throughout the day and year. Schools have core and supplemental materials at their disposal. The choices teachers make for the use of those resources and services with each student influences access and effectiveness of learning. Starting from the classroom out teachers must make purposeful choices in relation to instructional targets. Examining those choices and their effectiveness is one of the characteristics of HQEI educators. The system will support teachers' examination of the value added of resources and services for groups of students by drawing on the research and impact data as well as on creating a culture of action research focused on instruction.

Strong student motivation is a critical factor of effective instruction. Designing and delivering lessons that draw on student interest and actively engage them in the construction of knowledge and skills requires understanding students' prior knowledge, skills, culture and linguistic backgrounds. A balance between purposeful direct instruction and collaborative learning for strategic outcomes can deepen students' knowledge and skills while heightening their levels of motivation and engagement. Carefully crafted and scaffolded tasks that call on students to investigate, analyze, and integrate their perceptions will draw students in. Thematic and integrated units of study centered on a project, service, or action can accelerate understanding and learning for purposeful civic and social action. Whether students are engaged in a project based study of the San Francisco estuary; its use, abuse, and recovery or on the impact of an accurate census count on Oakland, they gain a deeper understanding of subject matter, its relevance to their lives and ways in which they can exercise action to impact their community and quality of life. Instruction designed to engage students with ideas, social challenges and opportunities, science, and problem solving will not only increase students' preparation for college and career, but ready them to participate actively and productively in society.

HQEI is influenced by the level of student participation in school. Students' patterns of attendance, discipline and homework completion impact classroom instruction. Orderly classrooms with norms that promote academic discourse and respectful interactions among peers and between educators facilitate learning. Classrooms with students with strong regular attendance can build robust and deep continuity in learning as opposed to interruptions or a slowing down of the pace of instruction due to the lack of consistent participation. Students who regularly complete purposeful homework assignments aligned to daily instructional objectives extend the learning time and deepen their understandings and skills. Full service community schools can prioritize increasing student participation when they have a positive influence on the above mentioned factors. Specific and measurable targets help FSCS determine whether and how the resources and supports employed have an impact on the three areas.

High Quality Effective Instruction is further enhanced by a strong learning climate and a cohesive professional community. A strong learning climate has high

expectations for its students and instruction is aligned to standards for college and career readiness. Teachers' academic press is aligned to those rigorous and relevant standards and they exhibit strong agency on behalf of their students. The school is orderly and safe and children's wellness is addressed as the supports needed to accelerate learning are secured and employed effectively. The overall school environment promotes academics and peers value and engage in academic discourse continuously. Strong professional learning communities have teachers with strong knowledge and skills in the areas of instruction for which they are responsible. There is ongoing professional learning centered on effective instruction for the diverse students served. Inquiry teams and professional learning communities are purposeful and contribute to the implementation of high yield instructional practices.

## **1. Standards and Core Curriculum for College and Career Readiness**

The content and performance standards and rigorous, coherent and relevant core curriculum define the academic demands of instruction throughout the OUSD schools. Standards which integrate and align to the Common Core State Standards and the California Standards will guide teachers' instruction to graduate students as college and career ready. Instruction, curriculum and assessments will be aligned to college and career readiness standards.

The core curriculum will include a framework for effective instruction to guide educators. The framework will include a scope and sequence which suggests timeframes throughout the year for conceptual and skill development aligned to benchmark assessments. It will also hold model lessons with suggestions for differentiation for diverse groups of students. For example model lessons to enrich English language learners' access to the core curriculum will include scaffolds for entry, engagement and extensions in addition to academic language development and production strategies and tasks. The core curriculum will also identify multiple high impact instructional resources (core and enrichment materials in English and multiple languages). Technology enrichments for acceleration in English and multiple languages will also be linked to the core curriculum.

In year one, OUSD will create coherent, rigorous and relevant OUSD Prek-12 Standards and Core Curriculum in English Language Arts and mathematics which schools access in summer 2011 for planning instruction. The English Language Arts core curriculum will have a Balanced Literacy Framework aligned to college and career ready literacies. The standards will be drawn from the Common Core State Standards and the California Standards. It will also outline targeted standards drawn from an analysis of student performance data. In year two, implementation and professional development on the new standards and core curriculum will be a centralized focus area. Year two

development work related to standards and core curriculum will be centered on science. Additional subject areas will have their development focus in subsequent years.

## **2. Strong Teacher Knowledge and Skills**

As students travel through an educational system the most important determinant for them is the quality of the teachers they interact with within each subject area of instruction. OUSD will hone the capacity of the teaching staff to understand the complexity of students' cultures, languages, knowledge and skills. This will enable teachers to design more effective lessons targeted at students' zone of proximal development. Teachers will enrich their capacity to design for subject matter learning with attention to academic, language and social production goals. Strategies for developing academic and domain discourse in English and in the home language (for bilingual teachers) within the subject area will be embedded in the professional development and instructional materials developed by the subject area specialists working in partnership with English language development and special education specialists. Teachers will learn how to enrich instruction for all students by mastering strategies and scaffolds for differentiation.

Sessions focused on examining student work will help teachers use multiple assessments to inform instruction for accelerated learning. Sessions will help teachers look at multiple data points that can help determine students' levels of skills and knowledge, their habits of mind as well as any additional factors that might be impacting their wellness and performance. In addition data drawn from multiple sources will help teachers monitor student progress starting with the effective use of diagnostics, classroom assessments, common benchmarked formative assessments and standardized State assessments as well as grades, citizenship, attendances, suspensions, nutrition, etc. Teachers can also develop targeted impact goals for sub populations, especially those underserved, and study the impact of instruction and supports through the results.

Creating measurable student performance targets based on trend analysis and including factors that have proven to mitigate the impact of demographics will help teachers plan for ambitious yet realistic targets. Learning how to enrich the careful and purposeful analysis of multiple data sources to inform students' instruction and program services will help match needs to instructional differentiation or wrap-around services. In addition, teachers would gain competencies in the use of research and data to inform programmatic and organizational decisions.

Teacher preparation and professional development will target enrichment in subject matter knowledge and skills keeping teacher content area expertise relevant. A focus on developing inquiry and academic rich

classrooms will be embedded throughout the adult learning opportunities in year one. Differentiating instruction, using multiple strategies and resources for specific areas based on student needs will build strong interventions, strategies, and programs. To support teacher engagement and use of the FSCS, tools and sessions will be developed in year one in partnership with emerging FSCS on the maximization of full service community school resources, understanding and optimizing student, family and communities funds of knowledge and skills and engaging in purposeful collaboration. In year two and beyond, development, dissemination and implementation of tools and knowledge will be embraced by schools as they evolve into FSCSs.

### **3. Aligned Teachers' Academic Press and Agency**

School climates with a keen focus on academics raise the quality and coherence of instruction system-wide by adopting rigorous performance standards for both students and teachers. They make transparent the academic press for students by sharing student work products and evaluating work using common rubrics that exemplify what performance at diverse levels of competency look like. They hold all students to rigorous standards and differentiate for students with attention to standards and curriculum alignment. The emphasis in classrooms is on standards-based teaching and learning where students are involved in accumulating ideas and building deeper and more refined understandings. The community cultivates a community of learners focused on college and career readiness. They cultivate future leaders that are problem solvers and critical thinkers who master multiple literacies. Teachers in these communities have a strong sense of agency and advocate for resources and supports to more effectively serve their students. They know how to use the resources and expertise in their school and in the community to impact students' performance and well being.

### **4. Orderly, Safe, Healthy and Supportive Climate**

Full-service community schools will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm is embedded in the school culture. Norms for orderly, respectful and inclusive practices focused on safe and supportive practices aligned to college and career readiness habits will permeate the school. Staff will engage in restorative practices that enhance school culture and improve discipline systems to address equity. Leveraging, aligning and coordinating community assets for students and family services at schools will address the needs of the "Whole Child".

*"For children to learn, they need to feel respected and valued. When attention is given to creating a classroom environment and organization*

*where this happens, the conditions for learning are established.” Leanna Trail*

## **5. Peer Academic Norms**

The climate in schools will establish processes, structures and procedures to build students’ comfort and advocacy for an academic press in school and the community. Norms for behavior in the school and in the classroom will reinforce respect for ideas and diverse perspectives, critical reflection, and conflict resolution. Curiosity and imagination will be celebrated. Agility and adaptability as well as focus and persistence will be acknowledged. Processes and structures for multiple opportunities for collaboration on classroom and school-wide projects and learning will be established. Effective oral and written communication in the domains of the subject areas will be recognized in school and throughout the district. In year one, OUSD will establish writing across the disciplines as a priority development area. In addition to building resources for teacher development in this area, there will a site to post Oakland’s student and teacher writing.

## **6. Support for Teacher Learning – Professional Development**

### **a. Professional Learning Communities**

Educators in OUSD will practice purposeful learning by collaborating at multiple levels. They will design and facilitate collaborative classrooms with rich, diverse and meaningful engagement processes. Subject specific professional learning networks will be established in priority areas. Developing college and career readiness literacies will be the focus of the first group of networks. A Pre-K-12 professional development series on Quality Teaching for College and Career Readiness will be designed and sessions will be delivered for all practitioners so that each school is working to align practices to the goal and understand the elements that need to be infused in the school culture and climate to support children and their families. On site Professional Learning Communities will continue throughout the system and regions will provide them with support to increase their effectiveness. OUSD will establish subject matter leadership teams in strategic improvement areas. Each school will be asked to support a subject area leader in ELA and mathematics. Initiatives with Institutions of High Education and informal learning institutes will generate additional learning opportunities for staff in alignment to priorities. Communities will be encouraged to engage in and to support collaborative coaching for teachers. Regional professional development plans will be aligned to district priorities which will

target areas of development (innovations and supports) or improvement.

**b. Inquiry Teams**

Inquiry Teams are a highly effective way to focus on underserved students. Each school will establish an inquiry team focused on a specific cohort of students. The specific student cohort might be sharing a set of instructional challenges. For example, a school might select 20 students performing below basic in English Language Arts at the 4<sup>th</sup> grade. The team of educators on the inquiry team would include the principal and teachers that share these students. Instructional specialists from the region and/or central office are consulted as needed. Team members examine student work and data. They examine teacher practice and strategies exercised to meet student needs. They engage external resources as needed for research, practices in other schools, high yield resources, professional development on practices novel to them and explore other questions. The team defines the instructional strategies they will employ with the specific student cohort and set goals. Decisions related to curriculum, instruction and assessment for every child are made by the team. Appropriate strategies and interventions are identified to accelerate achievement and ensure use of rigorous and relevant curriculum, instruction and assessment. The team then implements the identified strategies with the specific cohort of students. They monitor the progress of students using common assessments. Outcomes are analyzed by the team, revisions are made and knowledge is share. The cycle is then repeated. During year one each school will be asked to establish an inquiry team for 15 students focused on ELA or mathematics performance data.

High Quality Effective Instruction is further enhanced by strong, structured and purposeful collaboration between parents, school and community. It is designed to improve the quality of education and respond to the needs of students, families and school community. It creates effective bridges for parent and community engagement in learning and leadership in the school. This collaboration is focused on improving the quality of education for all students. Strong collaboration increases the learning press from the parents and community, increases the effectiveness of supports for learning, engages parents in learning, and links community resources directly into the school. The collaboration strives to ensure that the supports and services required to assist students and families are leveraged, coordinated and aligned.

## **7. The Learning Press is Increased by Parents & Community**

Parents, families, caregivers, and community members who understand and actively support the school's mission embrace the value of education and promote learning at home and in the community. They share the commitment to prepare all students for active engagement in their choice of college and careers. They extend themselves beyond their personal interests to work in collaboration with the schools for high quality effective instruction and for the welfare of all students. Parents and the community engage in learning and leadership in the school and reinforce a culture that values high expectations through a core curriculum that prepares all students for college and career opportunities.

## **8. Increased and Coherent Supports for Learning**

Parents, families, caregivers, school and the community model through their own involvement the value of learning. They understand the need to find resources to support all students. They acknowledge that all students require resources and support to increase their success in meeting standards. They aggressively seek fiscal and human resources to extend learning time. They understand the value added of well aligned and coherent supports and strive to increase these with attention to coherence. High quality effective instruction is enhanced by an increase in coherent supports and time for learning.

## **9. Strengthen the Effective Use of Resources**

Educators, parents, families and the community collaborate to identify and secure the supports and services that will increase and enhance learning for all students. They work together to create compacts that enable effective and efficient leveraging of supports, resources and services. They evaluate the effectiveness of the services and supports in relation to the student outcomes to include academic achievement, health, safety, discipline, and habits of mind.

## **10. Parents and Families Engaged and Learning**

The school community actively plans for strong parent and family involvement. To increase the effectiveness of parent and family involvement a wealth of learning opportunities are offered to parents and caregivers to increase their own level of education and literacy. In addition, sessions are designed to help parents and caregivers understand how to leverage the resources of the system and how and where they can exercise leadership. All parents and caregivers benefit from sessions that delve into understanding grade level standards, curriculum and assessment. Many parents relish the opportunity to learn how to support literacy development at home. Parents of English language learners flock to ESL classes at schools and many like to join their students in the use of technology. Parents and caregivers value lessons

on discipline with dignity as well as understanding the steps to college. Understanding college and career readiness standards and how to succeed in school is key to planning both short and long term goals with their child. Leadership and empowerment sessions prepare parents, families, and caregivers for participation in school leadership teams, and equip them with tools with which to advocate for their child as they gain knowledge of how to leverage the city's resources. Parent conferences, leadership institutes, regular sessions at the school and networking opportunities provide multiple vehicles for parent learning and engagement.

### **11. Direct Services from Community to School**

Strong community-school-parent collaborations identify the supports and services needed to enrich learning for students and families. The members of the school and the community communicate effectively with all constituencies by creating cross-cultural understandings and ensuring that language needs are met. They are careful in the selection of the supports and collaborate to address inherent inequity. Their collaborations are purposeful and aligned to prioritized needs. They leverage and coordinate a set of community resources to accelerate learning. They build strong relationships with service providers and acknowledge the value added publically. They optimize the use of the services and are respectful in their participatory role.

### **12. Aligned and Coherent Instructional and Social Supports from the Community are Integrated to Serve Students & Families**

Schools with aligned and coherent instructional and social supports from the community facilitate teachers' use of those resources to serve students and families. In communities with parent who are learning English local community based organization and members from faith based communities can be connected to or contracted for translation and interpretation. Identifying students' and parents' needs to increase the impact of High Quality effective instruction is critical for effective, aligned and coherent instructional and social supports. In addition, schools need to develop learning and service compacts with community resource providers so that services are reliable and the partnership is sustained beyond personal contacts and relationship.

## **B. Effective Principals & Leadership**

Leadership for OUSD schools, regions and central office needs to master a set of practices to create the Full Service Community Schools we envision. In addition to managing the operational challenges, they need to become highly effective instructional leaders as well as parent and community relationship builders and strategic collaborators in the interest of the students and of the Oakland community. Leaders will need to assess their own levels of expertise with

operations, instruction and community engagement and work together to share tools, knowledge and strategies in the three areas to accelerate everyone's capacity to deliver on the promise of Full Service Community Schools. Central office will need to examine their current roll and make the shift necessary to support FSCSs to include the infrastructural tools and practices needed to make this priority a success.

A Full Service Community District calls for a culture of collaboration and interdependence. Leaders will need to bolster up the quality of services while learning to become highly effective in the leveraging, coordinating and aligning of community resources to meet student learning and social needs.

Each leader needs to create structures for data analysis and inquiry as to how institutional practices in their sphere of influence impact the education and well being of students. They need to analyze multiple data sources to inform students' instruction, program and services. Beyond the traditional assessments (diagnostic, formative, summative, etc.) and student data (attendance, suspensions, drop-outs) they need to examine how budget allocations and staff programming impacts education and students' lives. Leaders need to identify inefficiencies and their impact on students and families. Each year leaders need to decide on improvement targets in alignment to district goals. Those targets must be SMARTER (Specific, Measureable, Attainable, Relevant, Timeley, and Equitable). At least two of the targeted areas should evidence practice shifts in teaching and learning and practice shifts toward effective use of resources.

Centralized leaders working with the Regional Leaders will support their development and coordination of a network of services and supports. Regional Leaders will develop a yearly needs assessment based on an understanding of the students and families served by the schools in their region. They will engage in assets assessment within the schools. They will also identify assets in their region not used by schools and with their colleagues, build a bank of Oakland's community assets. They will engage in the identification or development of local, state and/or national resources in the interest of their students and families. They will oversee the coordination and deployment of resources. Regional Leaders will be responsible for communication and collaboration with CBOs, IHEs, Philanthropic Organizations, City and County Services, Faith Based Organization, and others within their region. They will collaborate with colleagues to ensure efficiencies of scale and effective collaboration across the regions. Centralized leaders will align staff and resources to support the success of the regions as they work to establish Full Service Community Schools.

All school leaders will be organizing and designing for quality and equity. In doing so they will examine the policies and practices employed at the school site and determine areas where quality and /or equity need to be addressed. Some of the areas that will be considered are funding, programming, the core curriculum, support for acceleration, their leadership practices, their teachers' preparation,

teacher placement and professional development, their level of accountability, teacher's accountability and parent and community engagement.

Principals need to inquire as to their effectiveness in allocating funds based on student needs. Do traditionally underserved students have access to the core curriculum? Are they supported with additional time and materials including high yield technology supports? Is their allocation of resources matching high needs to high levels of supports? Are high quality and experienced teachers hired, scheduled and retained to teach high need students? Are decisions related to budget allocation making a difference for all students? Principals need to implement observable practice shifts toward effective use of resources to meet the needs of all students.

Leadership preparation and professional development for Full Service Community Schools will include institutes in topic areas such as:

- ✓ Vision development and communication
- ✓ Data analysis and use
- ✓ Common core state standards and high quality effective instruction
- ✓ Academics and multiple literacy development
- ✓ Looking into classrooms and coaching for quality
- ✓ Building collaboration for learning, safety, wellness and equity acceleration
- ✓ Maximization of full service community school resources
- ✓ Understanding and optimizing student, family and community funds of knowledge and skills
- ✓ Programming, leveraging and coordinating region-zone resources with attention to alignment, and coherence

In Year 1, principals in their regional groups will spend time during the first three months defining the components required for high functioning FSCSs in their region. They will also discuss the characteristics of strong instructional leaders for college and career readiness literacies in FSCS using a variety of resources, research and protocols to anchor the discussions. Each region will select five principals to represent them on the Principal's Advisory by October of 2010. That group along with community members and Board member representatives will be responsible for refining the FSCS Framework that will begin to be used as a working document. Discussions from the regional meetings will serve to generate a working draft of high functioning FSCS. They will also build community within and across the regions. Principals will use that draft working document to engage staff and community at their schools. In the discussions school communities will consider high functioning elements they share and areas in need of development. By April 2011, each community will have identified a targeted development/refinement goal for a component of the FSCS.

### **C. School-Based Programmatic & Organizational Parameters**

To establish High Quality Effective Instruction for all, leaders need to consider the following School Based Programmatic and Organizational Parameters.

*How are the decisions being made in these areas impacting the quality of instruction?*

- ❖ Funding aligned to student needs
- ❖ Time use and extensions to meet needs
  - 90 Daily Minutes of ELA for Pre-K through 9th grade
  - 90 Daily Minutes of mathematics for Pre-K through 9th grade
  - 200 Weekly Minutes of integrated science for K-5
  - 225 Weekly Minutes of science for 6-8
  - Extended day aligned to core program
- ❖ Programming
  - Pre-K-8 Schools (size and stability)
  - Strategic Learning Blocks
  - Flexible Scheduling
- ❖ Staffing
  - Differentiation based on need
  - Flexible
  - Culture and Language coherence
- ❖ Student supports
  - Aligned to need
  - Aligned to preparation for college and career
  - Coherent
- ❖ Counseling
  - Academic
  - Social
- ❖ Graduation requirements
  - A-G requirements
  - Year end exit projects linked to college and career readiness
  - Exit portfolios
- ❖ Accountability metrics and leadership and teacher accountability
  - S.M.A.R.T.E. goals for principals and teachers to include performance benchmarks and targeted gains
  - Supports to enrich staff capacity
  - Acknowledgements - rewards and incentives
  - Interventions

- Research collaboration
  - ❖ School/Zone/District/ accountability
    - S.M.A.R.T.E. goals for schools, regions-zones and centralized offices related to performance targets and gains
    - Supports; internal and external
    - Research integration and collaboration
    - Impact studies, Balanced Scorecard
    - Incentives- acknowledgements, financial
    - Interventions
- 

## **XI. READYING THE ORGANIZATION for FULL SERVICE COMMUNITY DISTRICT & SCHOOLS**

While the system is laying the foundations in the regions and schools for the district-wide model of Full Service Community Schools (FSCS), several sets of powerful initiatives will be readying the organization and communities for highly effective FSCSs. One set of initiatives will be *“Innovations for Equity,”* the second set will be *“Building Systems for Equity,”* and the third set will be *“Operations and Finance Readiness.”*

The first set of innovative initiatives will: (a) develop knowledge, tools and talent to increase African American male achievement; and (b) create a process that supports and evaluates high quality FSCS through the Quality Community Schools Development (QCSD) Group.

The second set of initiatives focuses on the infrastructure needed to address equity in each Oakland school and throughout the system. This second set of initiatives will examine elements of the current infrastructure that need to be enhanced for equity within the system. To build systems for equity Oakland needs a school choice program that offers all parents viable high quality schools (Option and School Choice Reform), budget allocations for schools that address student needs (Results Based Budgeting Reform), reliable and accurate data for school use and accountability (Single Shared Data Warehouse), and a coherent and aligned accountability system (Balanced Scorecard).

The third set of initiatives will involve thorough review and analyses of the district’s business – its operations and finance systems – to prepare for the transformation to a Full Service Community District. How can current policies, procedures, and practices be refined, reformed, and retooled to support the new organization? These initiatives will look critically at important central district functions ranging from payroll and human resources to contracting and fiscal inefficiencies for cost savings.

## **A. Innovations for Equity**

To address equity in classrooms and schools, two (2) initiatives will generate knowledge and processes to accelerate a highly effective FSCD composed of quality community schools that are addressing the challenges of educating all students, with particular attention to the students the system is failing most - African American males.

The lowest performing students in OUSD are African American males. To turn around and ACCELERATE their achievement unique solutions to this urgent historical challenge are needed. The system must accelerate the impact of FSCS by creating exemplars of high quality full service schools as well as clear definitions of the components, practices, habits and strategies that are evidenced in high quality FSCS.

### **1. African American Male Achievement (AAMA)**

For the last five years, OUSD has been the most improved urban district in California with 92 points gain on the state's Academic Performance Index (API). At the school level in 2008-2009, nearly two-thirds of all elementary and middle schools and over half of all high schools made growth on their API. 18 schools grew by 50 points or more and three of the 18 grew by more than 100 points. On the federal Annual Yearly Progress measures, all of our significant subgroups increased the percentage of student meeting proficiency in English Language Arts and Mathematics.

Increased collaboration geared at wrap-around services have resulted in expanded offerings of career technical education pathways, technological improvement for online options, and work-based learning and community college course access for all students. Oakland Public Schools has one of the most diverse student populations – one that speaks over 44 different languages. This is significant when overlaid with the fact that it also experienced the largest API growth in comparison to comparable districts in California and is the most improved California school district in growth over the last five years. Remarkable strides of improvement have occurred and keeping the momentum going is critical to a community with great need.

However, there remains a significant disparity in educational achievement among our different groups of students, especially when comparing white student achievement to African American student achievement. By 3rd grade, 79% of white students are reading at grade level where only 28% of African American students are at grade level. By 9th grade, 51% of white students are passing algebra where only 7% of African American students are passing. By 12th grade, 51.9% of white students are graduating college ready (with UC/CSU required courses) where, of those

African American students that finish high school, only 31.9% are graduating college ready.

African American student achievement must be situated within the social context of Oakland. For example, in this year to date alone (2009-2010), 12 students have died violent deaths, 58% of them were African American students. In this year to date, 517 students have been arrested, 75% have been African American students.

To begin a strategic approach for Oakland's crisis, the Oakland Unified School District (OUSD) will initiate a six-year intensive focus on serving the African American male population – the demographic with the highest needs (according to district data). This approach is anchored in the new creation of a Department of African American Male Achievement or AAMA. Over the next several years, AAMA will launch and execute the following initiatives that will audit the district's systems, institutionalize new processes, collect research and best practices, and implement innovations at high-need sites:

- **AAMA Task Force: Data and Awareness**

To begin this initiative, AAMA will convene a task force of action-oriented leaders who are already working to improve education and life outcomes for African Americans in Oakland. The charge is to analyze data together and develop a comprehensive communications plan to bring city-wide attention to this crisis and to the new department.

- **AAMA District-Wide Systems Review and Audit**

An in-depth examination and audit of the various departments and bodies within OUSD to determine how they contribute to or exacerbate the state and conditions of African American male students. These departments and programs may include, but are not limited to: Academic Instructional Services, ELA Development, Special Education, Family and Community Services, Restorative Justice, Truancy/Expulsion, Attend and Achieve, Complementary Learning, Nutrition Services, Programs for Exceptional Children (special education), Early Childhood Education, Police Services, Linked Learning, New Teacher Support and Development, and School Portfolio Management.

- **AAMA Infrastructure Redesign Project: Developing Department and Program Coherence on the African American Male Experience**

Concurrent with an audit of district systems, AAMA will develop coherence across departments and programs. The goal is to integrate and connect all parts of the organization regarding “how to

improve the conditions and outcomes of African American male students.” This integration must happen vertically and horizontally – to show how the functions of parallel departments and supervisory bodies can work together. AAMA Staff will develop inter-departmental recommendations, models, best practices, and feedback loops to ensure that all the parts of the organization are moving together to interrupt institutional oppression.

The ultimate goal is to identify the obstacles, develop coherent practices, and institutionalize the new policies and processes through redesigning the infrastructure. More than starting a special program or division, in concert with the overall district redesign efforts, AAMA endeavors for full system change that will create long-lasting positive results in academic achievement and social well-being and success.

- **AAMA Institute of Best Practices and Effective Models**

Over the years, several schools, principals, and teachers have presented successful pilots and practices that yield outstanding results for and with African American males. In these cases, the schools and leaders are often held up for their outstanding work for a moment or by people outside Oakland; but often, the results stand as an isolated success. Thus, single bright lights may flash in pockets of the district, but the overall result remains a crisis. To break this pattern, single units of success “must” become a unified system of success.

- ✓ **Oakland Practices Team**

Oakland’s locally developed models often have the advantage of being customized for OUSD’s particular student population – considering the actual neighborhood and community conditions that our students live in. The deep understanding of the specific connection between race, place, income and life outcomes is often clearest in the local context. AAMA must link local internal talent – creating a specific task force comprised of the best minds and people already taking action. AAMA will select the OUSD Principals, Assistant Principals, Teachers, Instructional Aides, and other school-based staff to work with other support providers that have shown significant success with African American male students. These individuals will form a team that incubates, codifies, and “packages” their thinking and action in formats that can translate to other campuses. They may also develop on-going tools such as coaching, training of trainers (TOT), and residencies for the personnel of other OUSD schools. The goal is to link and integrate the “home-grown” practices that are getting real positive results.

✓ **State and National Practices Team**

At the same time, OUSD’s AAMA Department will also serve as a clearinghouse for innovative research and successful practices from around the state and country. How do other large urban school districts reach success with African American male students? What types of classroom techniques could be imported to Oakland schools? Are there specific support structures such as health clinics, after school sports, or intensive algebra approaches that could be modified for pilot runs in Oakland? The State and National Practices team will conduct comprehensive and up-to-date research on these types of questions. Additionally, the team will bring state and national experts and consultants to Oakland – both to learn practices that get real positive results and to share our stories for a true exchange.

✓ **AAMA Equity In-Action: Implementing at New Sites**

Closely related to the Institute’s work on collecting, reviewing, codifying, and packaging practices and models, AAMA will coach and support implementing effective practice at all OUSD schools. In the context of district-wide expectations, AAMA staff, with the support of all central services, will work with schools that need improvement structures for African American students by reviewing their current systems and conditions and implementing “pilot models” based on local, state, and national information. AAMA will track the progress of these sites and provide necessary adjustments, edits, and on-site technical assistance (e.g., central staff, the Task Force, Teams).

Beginning in July of 2010, this effort will span six (6) academic years. OUSD anticipates spending the first four years (2010-2014) developing and establishing durable processes to create major impact on the proposed goals. In the following two years, AAMA will institutionalize the successful policies and practices across the district (vertically, horizontally, at central administration, at all school sites, and across organizations).

Culminating in June of 2016, the effort will result in eliminating the predictability of outcomes for African American males by race, gender, zip code, or socio-economic status.

**CHART B: AAMA SHORT & LONG TERM GOALS**

GOAL AREA	DESCRIPTION
ACHIEVEMENT GAP & DISPARITY	The disparity data for African American males in the city of Oakland will show significant reduction in the gap between white children and AAM children.
GRADUATION	In 2014, the graduation rate for African American males will be double what it is in June 2010.
LITERACY	In 2014, the gap in fourth grade literacy between African

GOAL AREA	DESCRIPTION
SUSPENSION	American males and others will not exist.
ATTENDANCE	Suspension rates for African American Males will not show any significant disproportion.
INCARCERATION	Attendance rates for African American males will show a 75 percent increase.
MIDDLE SCHOOL	Incarceration rates for African American males will decrease by 50 percent.
	Middle school academic performance in 2014 will be on par for district averages for GPA, community service, and school holding power.

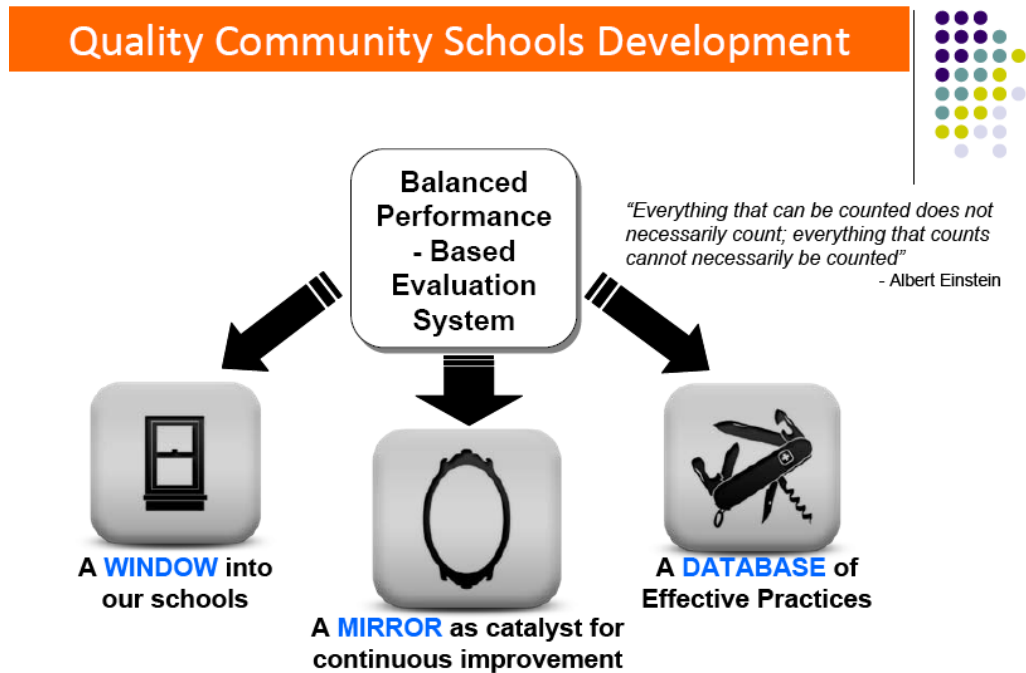
The AAMA Department will also audit the district for policies and practices related to African American male achievement. It will research, collect, and adapt best practices for implementation. Each year, the department will issue a report on the progress of organizational change (i.e., audit results, redesign recommendations, implementation of practices to promote greater equity) and best practices/effective models (i.e., highlighting the most promising home-grown and state/national practices to pilot in Oakland).

## 2. Quality Community Schools Development Group (QCSD)

Oakland’s future depends on “quality.” At the center of all future work is building on what is already working for children. We already know that students from all backgrounds who learn in classrooms with effective high quality teachers working in effective high quality schools achieve high academic and social outcomes. We have individual examples of classrooms and schools that meet the needs of their students in ways that outpace achievement of most other schools. The work we must do now is to create systems of these effective high quality schools.

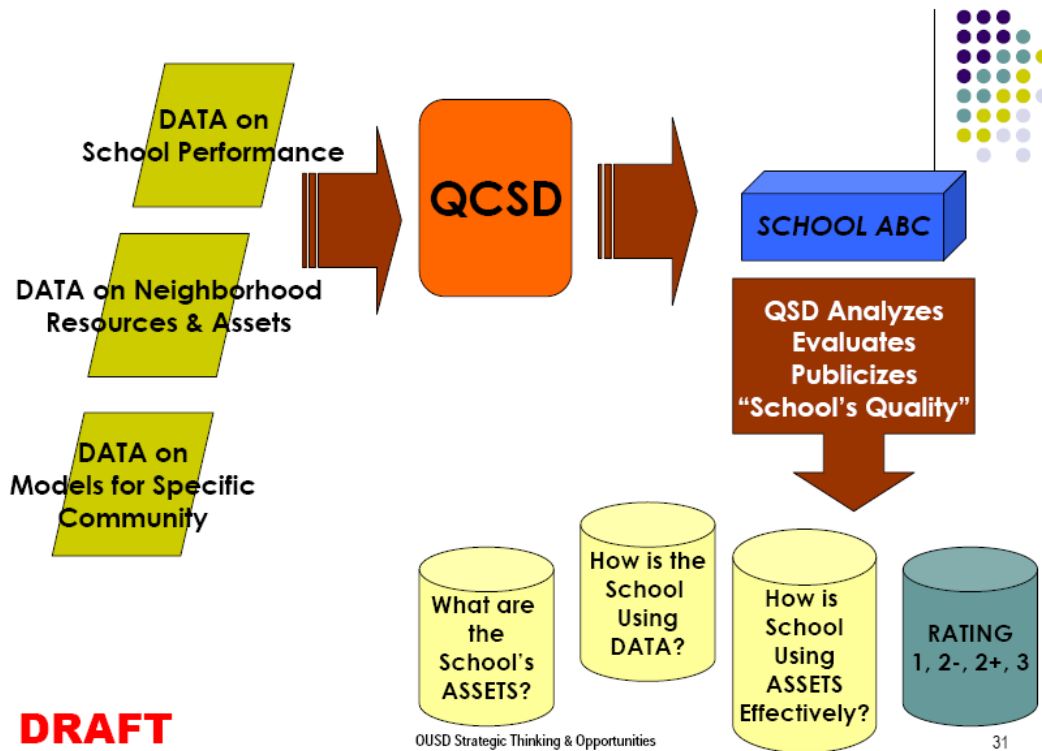
The second major innovation required to support children, families, and OUSD is the Quality Community Schools Development Group. The Quality Community Schools Development Group (QCSD) is responsible for analyzing, evaluating, implementing, and publicizing the quality of schools in OUSD. The QCSD shares the assets a school has and how they are, or are not, using those assets to benefit children and families. Using a shared definition of effective to ineffective developed with community and produced by OUSD, schools are rated 1 (low), 2-/+ (descending or ascending), or 3 (effective high quality schools).

**Diagram 8: QCSD At-a-Glance**



The QCSD builds on the work of OUSD's former new school development group, school portfolio management, research and assessment, and the office of charter school management. The new school development (NSD) group drew considerable recognition and modeled the way for other districts to create schools that are now serving children who had not had access to effective schools. The NSD supported the design and realization of many effective high quality schools in Oakland. School Portfolio Management is currently following and forecasting trends of student performance, attendance, and mobility. Research and Assessment is sharing data about the outcomes of the system of learning in OUSD. The mission of the Office of Charter Schools is to first; fulfill the obligations of a quality authorizer ensuring high quality schools are the established norm for Oakland's charter schools by protecting their autonomy in exchange for strong accountability and second; act as the vehicle by which charter school lessons have a positive impact on the entire public school system. Each area has done important work, though no area is sufficient alone to reach our goals, now to create an interdependent system of effective high quality schools we have to put these pieces together. Integrating these strands creates a single center of leadership and a coherent voice for effective high quality public education in Oakland.

**Diagram 9: QCSD Example of School Evaluation Process**



To make the knowledge and resources available to serve every student in each OUSD school the Regional P-8 Network Officer and the Secondary Experience and Achievement Network Officers work closely with the Executive Director of the QCSD group. The Regional P-8 Network Officer and the Secondary Experience and Achievement Network Officers and the QCSD Executive Director meet weekly with all central office leaders in a data driven performance management session where the superintendent asks each Regional P-8 Network Officer and Secondary Experience and Achievement Network Officer where students are succeeding and where they are struggling.

## **B. Building Systems to Address Equity**

### **1. Results Based Budgeting (RBB) – Comprehensive Finance Equity Reform**

OUSD joined a number of school districts which have adopted variations of a student-based funding policy as a way of achieving greater equity in the distribution of funds to schools. According to American Institute for Research (AIR), “The general theory is that school staff, parents, and community members are in a better position than more centralized authorities to ensure that resources align with the needs of the students.” Results-Based Budgeting (RBB) was launched in 2004-05 as a major

reform in the way OUSD schools were funded. Prior to RBB, schools were funded and staffed centrally, using average teacher salaries. Among other things, this method led to hidden inequities in funding between sites with experienced teachers (mostly in the hills) and sites with many novice teachers at lower salary levels (mostly in the heartlands-flatlands). Moreover, sites with lower salary costs were not allowed to keep the difference to spend on professional development for their teachers or for other programs and materials at the school. However, under RBB, funding follows the student. This means that sites are funded based upon enrollment, and site administrators are given the authority and autonomy to manage their own budgets.

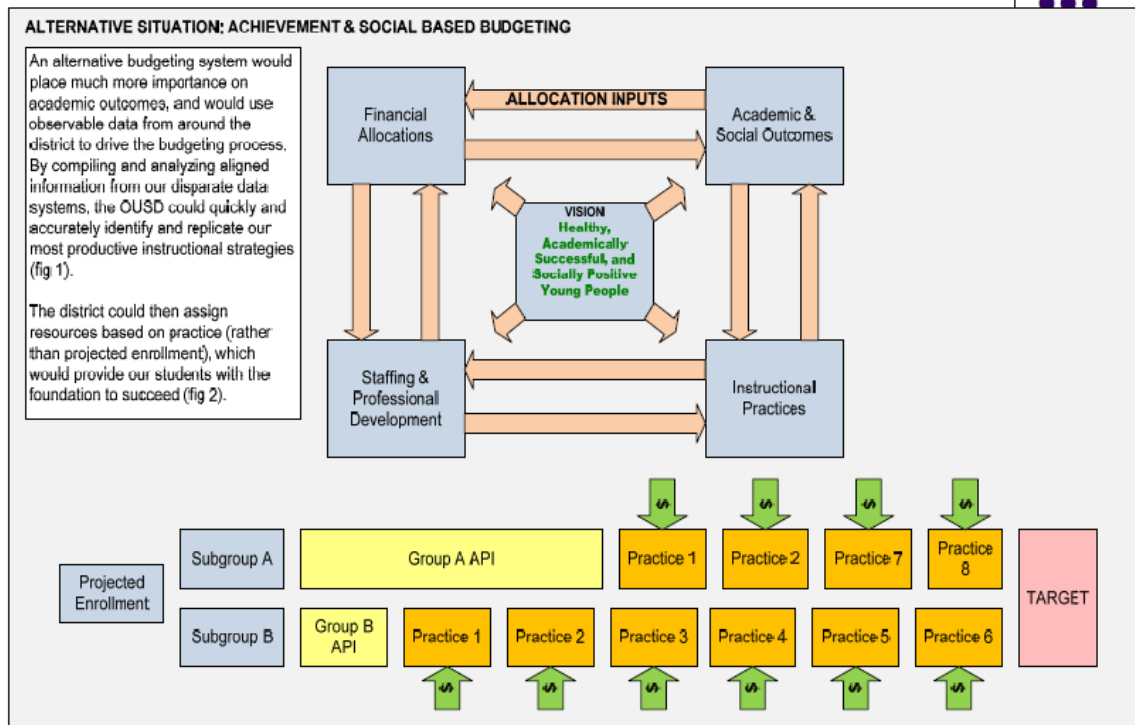
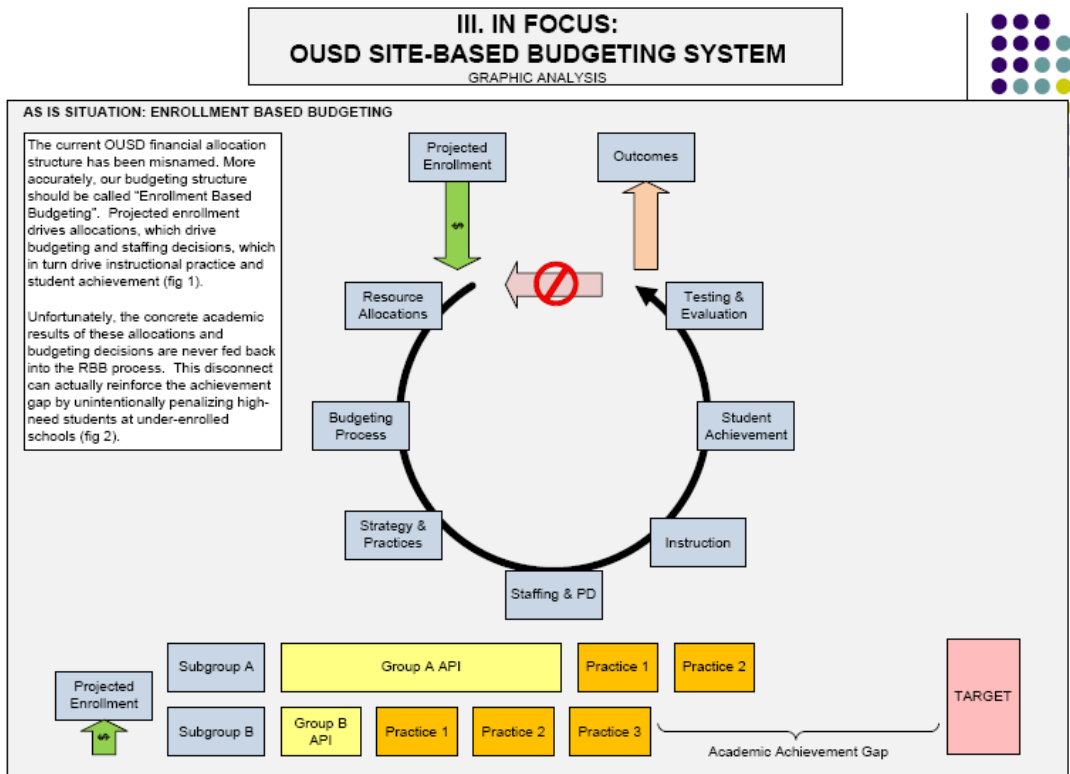
Three research studies studied school allocation pre-RBB and post-RBB with attention to its impact on equity. AIR conducted a detailed examination of resource allocations before and after RBB, particularly looking at schools with high-needs students. The analysis provided descriptions of spending patterns, pre- and post-RBB. In addition, researchers conducted an analysis of attendance patterns pre- and post-RBB, since OUSD provided an incentive for increasing average daily attendance. In an analysis of RBB spending by OUSD elementary, middle and high schools, AIR researchers found that per-pupil expenditures on some things increased over time, while other expenditures decreased. Per-pupil expenditures on books and supplies grew over time. The study suggests that a potential reason for the increase in expenditures on books and supplies may be the 2004 settlement of the Williams case in California, which focused on inequitable and inadequate books, supplies, and facilities for students in high-poverty schools. Per-pupil expenditures on services and operations grew over time. The study suggests that increased spending on services and operations may be due to the district's development of a service economy model, in which schools may purchase services from the district (or other vendors) as needed. The proportion of total expenditures on certificated staff salaries declined substantially, with the exception of middle schools. Middle schools spent a greater share of their budgets on administrative and supervisory staff salaries, and spent a lesser share on student support personnel. Researchers also noted that "Achieving a more equitable distribution of resources is among the most important goals of implementing a Student-Based Funding policy." Therefore, they conducted analysis to determine whether resources were distributed more according to student need. The study did not find any significant change in the relationship between per-pupil spending and student poverty before and after RBB implementation. The study did not find any significant change in the relationship between per-pupil spending and school size (scale of operations) resulting from the implementation of RBB.

The Ed Trust West study on the teacher-spending gap illuminated one important consequence of the pre-RBB central funding policy – that the less experienced (and therefore less expensive) teachers tended to be concentrated in schools serving high-poverty, high-minority student populations. This distribution of less experienced teachers continues to be the case in OUSD. However, RBB allows sites to spend the money saved from lower teacher salaries on professional development and other supports for their teachers, or on other academic supports for their schools. Although RBB allows for this kind of strategic spending to improve instruction and stabilize the teaching force at schools in high-needs communities, it does not guarantee that budgets and resources will be allocated in this way. As the Rigby study on RBB and new ways of conceptualizing resources showed, many principals were found to be utilizing RBB to align their resources with their goals and desired student outcomes, though some were not, and the practice was uneven across the district. Nevertheless, the teacher-spending gap study represents a reminder of a major equity issue that existed prior to RBB.

Studies suggest that RBB has not been able to achieve a more equitable distribution of resources, especially in areas of high impact for high quality effective instruction—high quality effective teachers. In light of these findings, OUSD needs to reconsider its school funding allocations and examine deeply these policy and practices. It needs to reconsider school funding allocation based on enrollment and attendance. It needs to explore whether using a set of weighted factors in addition to school level (elementary, middle and high) will address inequities. Factors such as English learner status, poverty or performance will create a more equitable distribution. Other models or methods employed in districts throughout the nation will be examined to ascertain their impact on equity.

In Year 1, by September 2010, a Task Force composed of centralized and school based leaders as well as community members will be established to review RRB, examine alternative models and methods and develop a set of recommendations for Board review in time for the 2011-2012 budget allocation process.

**Diagram 10: Proposal for RBB Reform**



## **2. Options and School Choice: Family and Parent Equity Reform**

The centralized options process for grades K-12 began in 2005-2006. Each year there is an application window generally from mid-December through mid-January with results mailed by the first week of March. The options process considers a set of priorities (siblings, neighborhood, re-directs from overcrowded neighborhoods, PI, and lottery). Many students receive one of their top 3 choices (88.1% of kindergarten on-time applicants, 90.4% of 6th grade applicants, 98.9% of 9th grade applicants). Student Assessment and Bilingual Testing Office receives as many if not more late applications and appeals as they do on-time applications.

The OUSD options process was designed to help parents find the school that met their aspirations for their child and afforded parents choice. The options process gives children access to high-achieving schools with rigorous and robust curriculums and programs, which may not be available at their neighborhood school. The Options process provides families with the opportunity to evaluate various schools and determine which one is the best fit for their child/children. Options also keeps some OUSD schools from being as racially and socioeconomically segregated as they might be if the process was not in place. The number of families participating in the Options process has steadily increased since its inception in 2005. The options process brings competition forces to schools and requires them to hone their strengths and improve or lose students.

The Options process has been impacted by a set of limitations. There are not enough “quality” school options within OUSD to accommodate all students. There is not a clear understanding in segments of the community of what the Options process is, who can participate in it, and the intended benefits of the program. There is mistrust of OUSD and the Options system in the community – many families do not believe that they will be assigned to the schools that they select. There is lack of participation in the Options process by families living in East and West Oakland. Although many families who live in the Oakland Hills participate in Options, the majority want their students to be assigned to the same group of schools. Schools that are considered underperforming or less desirable (for a variety of reasons ranging from location to test scores) can end up under-enrolled as families leave their neighborhood to attend schools in other areas of the city.

Families that participate in the Options process are taking an active role in their child’s education and are likely to be more invested and involved at the school they select than a family that was randomly assigned to a school. Healthy competition and expanded marketing of individual schools can help schools focus on their own value, and highlight those strengths

when connecting with families and the community. A strategic and well executed marketing plan could help increase overall student enrollment in OUSD, leading to increased revenues and thriving schools. OUSD has tried various marketing strategies such as options brochure, enrollment fairs and open- house at schools. OUSD has relationships with Community-Based Organizations and other institutions that may be able to inform the community about Options and help the system improve. The new regional structure will leverage, coordinate and align resources to increase schools' capacity to serve students' learning and social needs and it will build strong links between and among schools.

The Options process needs to be examined more closely to capitalize on the opportunities that the new regional structure offers. A comprehensive analysis of the structures and systems to support Options will evidence missed opportunities and areas where OUSD can be more efficient. An analysis of what draws parents into the system will help inform the work. In addition, OUSD needs to ascertain the level of participation and effective engagement of parents in the multiple venues of the Options process to improve outreach and choice. Developing and establishing informational tools and processes that reach parents who have traditionally not been engaged in the process will help increase participation in the Options process. There is a need to consider how Options can be enhanced by the new regional structure. In year 1, a Task Force will be established which includes REXOs and SEAN, communications, family engagement, enrollment and Options staff, research, parents and community members. By spring 2011, they will have developed a set of recommendations to improve the Options process. By spring 2012, they will have developed a set of recommendations aligned to the Effective High Quality Schools.

### **3. Single Shared Data Warehouse: Accountability & Accuracy Reform**

We must utilize the strength of our performance management systems to directly manage performance in ways that increase personal responsibility and public accountability. Using a single shared data warehouse system, that is meaningfully and manageably robust, the team will listen and problem solve together in service of the needs of children. Currently OUSD has too many individual, disconnected and unaligned sources of data. There is also pretense, personal ego, and fear preventing adults from agreeing on what data source is correct or what to do with the information we do have. Using a single shared data warehouse leaders interrupt these patterns and build a system that helps develop trust, increases personal accountability, and puts data in the hands of community members so we can all better serve students. All data feeds a publicly viewed matrix that shows how our children are doing on academic and social measures of achievement. Research and Assessment work

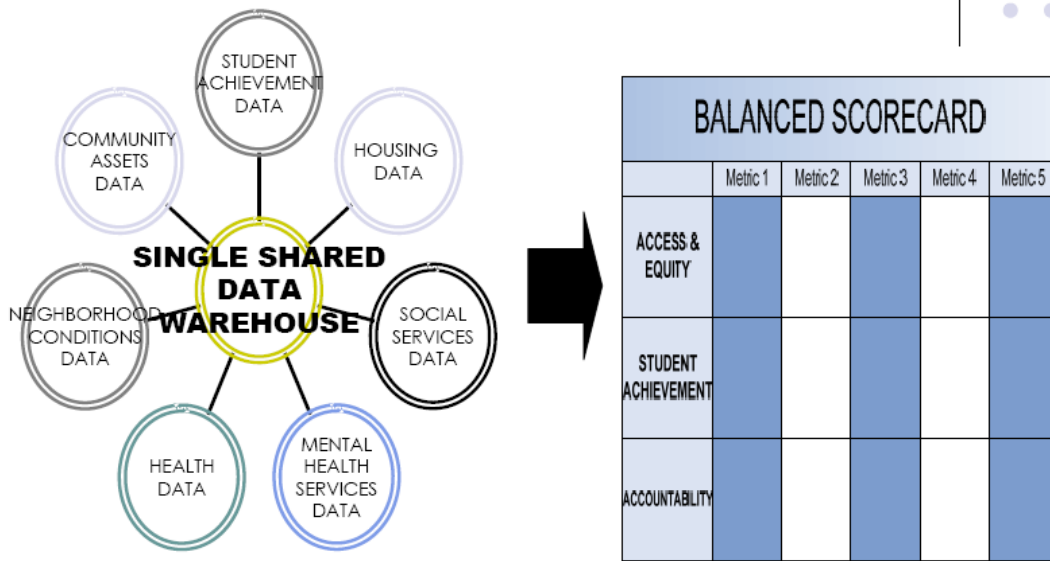
with the QCSD to produce a database of practices that are working to improve student outcomes in demographic sub-groups, in academic strands, in social-emotional development, in attendance, and in other areas our community determines are important. The central organization exists to serve the Regional P-8 Network Officers and the Secondary Experience and Achievement Network Officers who serve the children of their region.

Research, Assessment, and Data Department will develop a single-shared warehouse approach for data beyond the usual set of information (e.g., standardized test scores, attendance, truancy – currently housed on AERIES, EduSoft, Cognos). The city-wide system, entitled Healthy Kids Healthy Oakland (HKHO) will include multiple data resources including (but not limited to): food, nutrition, housing, physical health, mental health, green/environmental mapping, recreation opportunities, and crime/violence. With a more comprehensive set of background information, OUSD will develop a robust Balanced Scorecard (BSC) to provide a more accurate picture of progress and challenges.

#### **4. The Balanced Scorecard (BSC)**

To understand the progress Oakland's community is making to create a Full Service Community District we need a method that helps examine progress on a yearly basis and brings to life the actions that will enable the proposed direction. Creating the FSCD and improving education for children in alignment to Oakland's goal will require more than five years and aggressive strategies. It will require a strategy to examine yearly results, share results, learn from high yield practices and adjust plans. To make Oakland a FSCD each and every individual in our schools and community will be held accountable for creating FSCSs that hold more students and graduate students college and career ready.

**Diagram 11: Data & Balanced ScoreCard (BSC)**



The Balanced Scorecard is a strategic management system that translates vision into specific metrics developed by Robert Norton and David Kaplan (1996). In order to create and sustain a Full Service Community District composed of high quality FSCSs, Oakland Unified School District needs a strategic method for translating its strategic direction into action. We will develop a clear plan that uses multiple measures to showcase our progress that is easily updated and accessible to the whole community.

OUSD has articulated three system-wide goals: 1) establish safe, healthy and supportive schools; 2) offer high quality effective instruction for every child, every day by highly effective teachers; and 3) graduate students ready for college and career by focusing on college and career readiness literacies. In addition the board has adopted results policies in academic achievement, social responsibility and life and workplace skills. All students will meet or exceed rigorous standards in all academic disciplines. Students take responsibility for themselves and for the common good. Students will possess personal motivation, skills and resiliency necessary for success in life and the workplace.

During 2010-2011, each district stakeholder group, from the Board of Education to school sites, will have a scorecard. Each department and school in OUSD will describe a set of strategic actions that will help achieve the desired outcomes. Each department and school will describe their S.M.A.R.T.E. goals, objectives and initiatives to meet goals, results policies and address the strategic direction of the district. Multiple

measures and diverse data sets will be reviewed to report on the impact of equity-in-action.

### **C. Operations and Finance Readiness**

The third set of initiatives will conduct rigorous review and analyses of the district's current business systems and ask how we can refine, reform, and retool to become a Full Service Community District. At the present, there are challenges and malfunctions with key central district operations and financial systems that range from frequent miscalculations to unacceptable waste. All of these must become more efficient and effective in order to support the new organization appropriately.

For 2010-2011, we have identified the first set of operations and financial functions to prepare. These include, but are not limited to, the following:

- ✓ Eliminating the Structural Deficit
- ✓ Payroll
- ✓ Human Resources
- ✓ Contracting
- ✓ Leave Policies and Management

By reforming these critical business functions for maximum efficiency and effectiveness, we ready the organization for its transformation.

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## **XII. CLOSING**

The reason to believe in Oakland is found inside of our schools every day. We can heal and lead Oakland from inside schools out. In each area of the city the daily life of children and families is connected through interactions inside and around schools. Working together each day in very specific ways with a focus on our common vision for Oakland, we can begin to fortify our city in ever-expanding rings from school building out. Schools provide a center of activity that is consistent, easy to describe, and resides at the heart of our mission as human beings, to care for and nurture our children. If children feel secure, are well-known, and are well educated, the possibility that they are successful contributing citizen's increases and the likelihood that they commit crimes against other individuals decreases. With very structured programs like caring school communities and restorative justice systems we can prepare young people to make peace and resolve conflict in our neighborhoods. Working from schools out gives EVERY other group (churches, community based organizations, city services (including police), county services, philanthropy, families, and citizens) a framework for meaningful and purpose driven participation. The public education organization---school district---is responsible for being the agency platform that integrates and maximizes investment in the children and families of Oakland.

OUSD is focused on the core practice of effective high quality instruction, creating safe and supportive places for children, and preparing students with the literacies they must have for success in the 21st century. Our strategic vision and design will produce an organization that exists to ensure that the necessary conditions are in place for each student to experience this core at a minimum and our hope is to help each student maximize their own unique gifts and talents. This role includes directing the regional governance of all providers and individual agents committed to the health, well-being, and individual success of each child. Linked data services, systems, governance, and leadership for the common good reside within the primary public institution charged with nurturing and educating children in ways that realize the dream of American Democracy.

DRAFT