



APPENDIX A

Year One Landmarks

Oakland Unified School District
May 2011

Goal 1: Safe Healthy & Supportive Schools • Year 1

Every student in the Oakland Unified School District will attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL, that collaborates with civic and community partners to reduce violence in the community and schools, thereby creating secure campuses where a culture of calm prevails.

SCHOOL CULTURE & CONDITIONS

- Articulate and develop a comprehensive district vision for healthy school culture with aligned standards.
- Create a system to disaggregate defiance and clarify it as a category under the suspension data.
- Create a system to ensure that all schools collect attendance data through ABI (AERIES Browser Interface) and use it to evaluate practices that interrupt chronic absenteeism.
- Create a system that makes equitable social and emotional supports available for high needs students, including a focus on African American Male Achievement.
- Engage parents, families, and community in creating healthy school cultures, to include establishing positive discipline norms and practices.
- Establish student leadership and motivational programs such as: African American Male Achievement Youth Council, peer academic support, and expanded celebrations of student achievement.
- Identify and support the implementation of aligned frameworks or resources such as Behavioral Response to Intervention (RTI), Restorative Justice, Positive Behavioral Intervention System (PBIS), and Caring School Communities.
- Identify the site-based systems and practices that increase student opportunity and remove barriers to success for Oakland's students.
- Use the Healthy Kids, Healthy Oakland data framework, including adoption of the California Parent Survey, to elicit parent voice in creating and sustaining safe, healthy, and supportive school cultures.

SCHOOL & COMMUNITY LEADERSHIP

- Complete a scan and inventory of school assets and resources.
- Establish an interagency advisory group.
- Establish collaborative leadership structures at each school.
- Provide professional development on leadership for Full Service Community Schools (e.g., principal, collaborative, cross-boundary).

STRUCTURES & SYSTEMS

- Build multi-directional, culturally- and linguistically- responsive communications system to support the needs of Full Service Community Schools, the district, and the community.
- Establish Coordination of Services Teams (COST) at all high schools to provide and monitor supports for students.
- Establish cross-departmental implementation teams to: align the SPAS to the Full Service Community Schools framework, create inventory bank of school site and citywide resources, and facilitate school quality reviews.
- Identify district-wide re-entry policies and best practices.
- Pilot a transition to high school success program at schools with significant juvenile justice populations.
- Pilot six Full Service Community School sites with the systems, tools, and professional development required to support them.
- Reorganize in support of Full Service Community Schools and District and select an executive staff leader to manage a department of Family, School, and Community Partnerships.

RESOURCES & DATA

- Build the framework for a school and regional master plan for providing access to support services and opportunities in support of OUSD children and families.
- Develop a Full Service Community School navigational toolkit that pinpoints each school's stage (e.g., exploring, emerging, maturing, excelling) in their journey towards Full Service Community Schools implementation.
- Develop and use the Healthy Kids, Healthy Oakland data framework to identify the needs of the whole child. Use data, including the California Healthy Kids Survey, to identify indicators of safe, healthy, and supportive schools. Use this comprehensive student profile analysis to inform strategies to move focal students into the sphere of success.
- Establish a resource development unit within the department of Family, Schools, and Community Partnerships, to coordinate and secure fiscal resources and supports from government, philanthropy, and others.
- Inventory (assets and needs assessment) citywide initiatives and school site resources in support of healthy kids and healthy schools as part of a comprehensive family and community engagement work at Full Service Community Schools. This may include the survey and data gathering of resources related to violence prevention, nutrition, and other work.

Goal 2: Prepared for Success in College and Careers • Year 1

Every student in the Oakland Unified School District will learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically, and reason mathematically for post-secondary success.

SCHOOL CULTURE & CONDITIONS

- Develop a vision for college and career readiness and begin implementation at school sites.

SCHOOL & COMMUNITY LEADERSHIP

- Establish a principal leadership professional development framework aligned to college and career readiness.
- Establish teacher leadership networks in K-5 Science, K-12 Math, and K-12 Literacy.
- Initiate a cohort of secondary literacy specialists, assigned to accelerate high schools with academic and career readiness literacies.

CAPACITY BUILDING & PROFESSIONAL DEVELOPMENT

- Convene five industry sector summits to develop shared community understanding of career pathway opportunities.
- Create a campaign to raise student, family, and community awareness of the A-G requirements, high school pathways, and linked learning opportunities.
- Provide professional development on Academic Language and Literacy Development to 400 educators and initiate middle school and high school demonstration sites.
- Provide professional development on new curricular standards to all educators.

GUIDING RESOURCES & TOOLS

- Conduct a full assessment of pathways-based courses, using the CTE (Career & Technical Education) Quality Elements rubric.
- Develop a language allocation policy for English Learners to be applied in all schools with ELs.
- Develop a literacy curriculum that includes literature representative of the student populations for use in secondary courses.
- Develop and adopt the literacy framework for college and career readiness.
- Develop core curriculum and assessments aligned to Common Core State Standards in Math and English/Language Arts.
- Develop two additional Dual Credit programs in collaboration with the Peralta Community College District.
- Identify practices that increase success for the Focal 15 students.
- Identify ten high-yield practices in college and career readiness and disseminate to educators.
- Select and adopt instructional materials aligned to the core curriculum.
- Through collaboration, ensure teachers define common learning experiences at every grade level and for every subject aligned to college and career readiness.

STRUCTURES & SYSTEMS

- Create an OUSD office of workforce and economic development to manage external employer partnerships and to ensure that career technical education programs will effectively prepare graduates for entering the workforce.
- Develop and test a system to foster positive relationships and communication between parents of special education students, community, and agency.
- Establish nine manhood courses in high schools.
- Evaluate classroom instructional alignment for English Learners and students with disabilities.
- Identify a set of schools for transformation and begin the process.
- Support seven schools in transformation through their planning year.
- Initiate structures and design processes for career theme-based corridors of schools (Pre-K to 12) – e.g., STEM.
- Use technology tools and create school-based structures to support students to engage in continuous goal-focused college and career planning, starting in middle school.

INNOVATIONS (Programs, Pilots)

- Develop Ethnic Studies resources and a secondary course.
- Develop the curriculum for a manhood course that builds college and career readiness skills.
- Increase Advanced Placement sections and target the participation of under-represented students.

Goal 3: High Quality & Effective Instruction • Year 1

Every student in the Oakland Unified School District will have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

SCHOOL & COMMUNITY LEADERSHIP

- Design succession planning models.
- Draft and pilot teacher career ladder models.
- Establish teacher leadership networks.
- Provide multiple venues for teachers to inform instructional improvement decisions.

CAPACITY BUILDING & PROFESSIONAL DEVELOPMENT

- Deliver two conferences on effective instructional practice with multiple teacher-led sessions.
- Evaluate current central professional development to inform the professional development office and to ensure that the professional development opportunities meet the needs of our student population and are informed by teacher/leader needs and interests across all content and grade levels.
- Provide professional development on the frameworks of effective teaching and leadership.

GUIDING RESOURCES & TOOLS

- Assess student and teacher assets and needs, and align professional development to the data.
- Create and identify protocols for use by principals to examine practices for equity.
- Develop assessments and multiple indicators to determine teacher and principal effectiveness.
- Develop OUSD Effective Teaching Framework and OUSD Leadership Dimensions Framework.
- Identify and create resources that anchor, illustrate, and show evidence of effective teacher and leadership practices.
- Identify innovative and effective mentorships for teachers and principals.

STRUCTURES & SYSTEMS

- Build initiatives to retain teachers in their 3rd through 5th years, driven by need and interest.
- Create multiple structures and processes to acknowledge effective teachers and leaders.
- Design and develop the evaluation criteria for effective teachers and leaders.
- Design recruitment and interview processes aligned to the frameworks for teachers and principals.
- Develop an improvement plan for each school, focused on:
Pre K-5 Science, Grades 6-7 Math, Pre K-12 Literacy that meet the needs of our student population.
- Establish a Talent Development Office to build the infrastructure to support recruitment, development, retention, and evaluation of principals and teachers.

INNOVATIONS (Programs, Pilots)

- Design and pilot new evaluation processes aligned to the frameworks of effective teaching and leadership, in partnership with OEA (Oakland Education Association) and UAOS (United Administrators of Oakland Schools).

RESOURCES & DATA

- Raise funds to grow the Office of Talent Development.



Goal 4: Building the Full Service Community District • Year 1

The Oakland Unified School District will become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.

CENTRAL ORGANIZATION “In Service Of...”

- Central Office departments begin to re-organize themselves to support quality, Full Service Community Schools.
- Central Office operations are optimized to be in service of the administrators, teachers and students of OUSD's schools
- School administrators have the tools and training to conduct district business efficiently.

PROCESSES to CREATE GREATER EQUITY

- Align enrollment policy to support Full Service Community Schools considering issues such as transportation, timelines, and communications.
- All school communities are able to articulate how site-based resource allocations decisions align with programmatic goals.
- Families have access to information that OUSD has collected through its facility asset mapping.
- OUSD identifies the needs of the community and the resources necessary to provide useful information to families before they make enrollment decisions, and implements an initial outreach plan.
- The allocations formula ensures an adequate core program at every school and provides additional resources designated to support students with the highest needs in prioritized areas.

SERVING the WHOLE CHILD

- Begin predictive/early warning data analyses to inform interventions and supports to prevent gun violence, dropouts.
- Complete the facilities master plan.
- Develop second set of 10 Opportunity Mapping indicators for use by Regional Executive Officers, regional governance systems, central office, school sites, and external partners.
- Establish or maintain two-way data sharing agreements with Oakland Housing Authority, Alameda County Public Health Department, Urban Strategies Council, City of Oakland, and Juvenile Justice Center.
- Foundational set of 10 interactive Opportunity Mapping indicators and base maps is used internally and with partners (e.g., Alameda County Public Health Department, City of Oakland) to allocate resources where the student need is greatest.
- Further develop neighborhood indicators database through use of 2010 U.S. Census and American Community Survey data, and other place-based data sources.
- Launch pilot of high school student "ground-truthing" of grocery stores, fast food and liquor stores, and park safety for selected neighborhoods, for Opportunity Mapping.
- Motion Charts are used internally and externally to visualize trends over time (using academic indicators such as graduation rates and non-academic indicators such as physical fitness)
- Prototype of early warning software platforms and dashboards are developed with external experts focusing on reducing dropouts and gun violence.
- Review, analyze, and research the potential revenues associates with OUSD properties across the city and within each regional zone.

COORDINATING, ALIGNING, and LEVERAGING our RESOURCES

- Create a governance structure for each region that involves: school, youth, parents, community organizations, city and county departments, public and non-profit entities that support and advise OUSD.
- Develop and implement internal staff structure to support a regional approach
- Establish structures and processes to build relational trust and alliances across race, class, and language that foster shared responsibility for equitable student outcomes.
- Establish transparent process for becoming a member of the regional government advisory council.
- Identify a regional need and pilot a collaborative problem solving initiative to make impact and use as a model for the work of Regional Governance

IMPLEMENTING STEPS

- Create multiple collective impact teams and networks for implementation.
- Establish, maintain, and align OUSD external relationships with policy organizations, county and city departments, and other entities providing programs, support services, and opportunities in support of a Full Service Community District.

Goal 5: Accountable for Quality • Year 1

The Oakland Unified School District will be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

- Develop a set of indicators and targeted benchmarks for schools and central offices that can be disaggregated by student populations.
- Produce a policy analysis report to identify new policies and/or policy amendments that are recommended to address under-served student populations in OUSD.

ENSURING, REVIEWING, and BUILDING HIGH QUALITY SCHOOLS

- Define strategies/activities for schools that will enter re-design (intense support, result-based program restructuring) through the office of transformation.
- High-yield strategies and best practices will be drawn from schools with outstanding practices, as designated by the School Quality Review process. These schools will “engage in efforts” to expand, replicate, and/or knowledge share through professional development (e.g. teacher/school networking; leadership mentoring; case study learning with Regional Executive Officers/Network Executive Officers & LCI managers). Best practices will pay significant attention to African American males and other under-served student populations.
- Identify teachers and programs that improved academic performances for African American males and other under-served student populations.
- Implement successful pilot of a set of 15 schools for School Quality Reviews across 3 regions in grades K-8.
- Integrate into the School Quality Review process identification of high leverage practices within schools that results in improving Thriving Students indicators, including increasing the performance of African American males.
- Present the School Quality Standards to the Board for adoption.
- Research Assessment and Data (RAD) develops a data-reporting system for schools that:
 - (a) Provides early warning indicators triggered by the attendance accounting system;
 - (b) Presents disaggregated, quarterly reports by student group;
 - (c) Presents core data indicators by district, region, school, and cohorts

ENSURING, REVIEWING, and BUILDING HIGH QUALITY DISTRICT

- Beta-version of “Central Organization – In Service Of” evidence-based rubric aligned to the adopted School Quality Standards, for each department (beta-version of the balanced scorecard)
- Establish evaluation systems that ensure alignment of central and site programs and practices toward common standards of performance
- Evaluate school and district leadership at all levels on accountable leadership framework to include: content, leading for equity, and Full Service Community Schools developmental benchmarks (e.g., academic and social metrics).

BALANCED SCORECARD

- Develop a balanced scorecard for schools and central district organization that aligns all goals within the school system towards the Thriving Students Outcomes. The balanced scorecard is developed with rubrics, training, communication, tools and procedures, and data collection and organizational systems to effectively populate central office and school site scorecards.





APPENDIX B

Year Three Landmarks

Oakland Unified School District
May 2011

Goal 1: Safe Healthy & Supportive Schools • Year 3

Every student in the Oakland Unified School District will attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL, that collaborates with civic and community partners to reduce violence in the community and schools, thereby creating secure campuses where a culture of calm prevails.

SCHOOL CULTURE & CONDITIONS

- OUSD district-wide violence prevention plan is developed.
- Restorative Justice is implemented district-wide and positive discipline norms and practices, positive behavior interventions and supports are in place at all high schools. Discipline practices engage parents, family, and community.
- Safety corridors are in place to help students get to and from school safely.
- Suspension rates for African American males decline by 50%.

SCHOOL & COMMUNITY LEADERSHIP

- Parents and students throughout the district are engaged in providing leadership for Full Service Community Schools.

STRUCTURES & SYSTEMS

- Assess all students considered to be at risk of not graduating for placement on a support matrix of additional targeted services including paid employment, mentors, and specialized counseling.
- Ensure that an effective and culturally-appropriate linguistic communications system is in place at many schools and in the district to reach all segments of the community and encourage their engagement in the Full Service Community Schools transition.
- Establish Coordination of Services Teams (COST) at all middle and high schools to provide and monitor supports for students.
- Establish new re-entry policies for the juvenile justice population and share emerging effective practices.
- Ensure families understand the standards for quality schools in OUSD and which schools are meeting or exceeding those standards.

RESOURCES & DATA

- Provide families with access to Healthy Kids, Healthy Oakland data about city, neighborhoods, and school safety.
- Use California Healthy Kids Survey data, California Physical Fitness data, and other health data (updated annually to Research, Assessment, and Data (RAD)) in a timely, meaningful way for schools and the district.



Goal 2: Prepared for Success in College and Careers • Year 3

Every student in the Oakland Unified School District will learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically, and reason mathematically for post-secondary success.

SCHOOL CULTURE & CONDITIONS

- Include additional pathways-based courses in every master schedule.
- Provide Pre-K to 12 common key experiences and opportunities to develop skills in social responsibility, life & workplace skills, collaboration, communication, creativity, and critical thinking, while learning and accessing academic content.
- Teachers in grades Pre K-12 align their instruction to the Common Core State Standards and OUSD Core Curriculum.
- Use a common curriculum in all advisory periods.
- Use an early warning system to identify students that require additional supports.
- Use technology tools and create school-based structures to support students to engage in continuous goal-focused college and career planning, starting in middle school.

CAPACITY BUILDING & PROFESSIONAL DEVELOPMENT

- Establish high school teacher proficiency in Academic Literacy and differentiated instruction.
- Establish high school teacher proficiency in interdisciplinary teaching and learning; and provide professional development opportunities specifically designed for pathway teachers.

GUIDING RESOURCES & TOOLS

- Secure evidence across 50% of schools reviewed that quality instructional resources are being utilized in the classroom.
- Ensure literacy demonstration sites provide models of strong and relevant Literacy instruction and Balanced Literacy.
- Review progress of implementation of the literacy framework for college and career readiness.

STRUCTURES & SYSTEMS

- Activate career placement support structures to create concrete transition opportunities from pathways and academies to employment opportunities for high school graduates.
- The OUSD office of workforce and economic development monitors implementation of Career-Ready Certification of OUSD High School graduates, and develops industry certifications for technical courses.
- Fifty percent of OUSD students have increased their literacy levels. Fifty percent of African American males and 50% of English Learners have increased their literacy levels as measured by assessments based on literacy markers in reading, writing, listening and speaking with a focus on reading for learning and writing for high level thinking.
- Increase accountability in comprehensive high schools to ensure systems of support and intervention are provided for students who are falling behind and that result in increased retention of students at the home school and decreased referrals to continuation high schools.
- Initiate core curriculum development in alignment to Common Core State Standards (CCSS) in science.
- Initiate corridors in STEM and Dual Immersion.
- A robust reading assessment system that includes diagnostic, screening and progress monitoring tools has provided support to sites for developing an RTI framework.
- Develop and implement a strong set of core curriculum components across all grades.
- Students in special education (programs for exceptional children) are provided with continuous services closer to home.
- Twenty schools have completed the transformation planning period and are implementing plans.
- Use systems to monitor and inform our progress toward preparing all students for college and career.

INNOVATIONS (Programs, Pilots)

- Offer tiered employment and mentorship programs for students based on defined needs.
- Offer concurrent enrollment opportunities with college-level courses.
- Increase Advanced Placement sections and target the participation of under-represented students.
- Collaborate with local community colleges to increase concurrent enrollment in college-level courses and increase articulation courses in high school.
- Implement Process Writing Assessments with science focus, with a combination of multiple-choice items, and with performance-based items aligned with Common Core State Standards (CCSS).
- Ensure OUSD teachers implement a Balanced Literacy Framework in grades Pre K-5 with an emphasis on correcting the most common literacy challenges.
- Ensure OUSD teachers provide Literacy instruction that increases the literacy achievement all students, particularly African American Males, English Learners, and students with disabilities.
- Establish programming strategies to support students to accelerate mathematics performance in high school.



Goal 3: High Quality & Effective Instruction • Year 3

Every student in the Oakland Unified School District will have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

SCHOOL CULTURE & CONDITIONS

- Ensure all credentialed staff report significant improvements in the supports and conditions at their respective sites.

SCHOOL & COMMUNITY LEADERSHIP

- Create supportive conditions to retain effective Full Service Community Schools leaders.
- Implements Full Service Community Schools Leadership Dimensions Framework on a district-wide scale.

CAPACITY BUILDING & PROFESSIONAL DEVELOPMENT

- Align all professional development to our framework of effective teaching and informed by data.
- Align centrally-offered professional development for site professional development to the strategic plan and informed by student need and teacher interests/needs.
- New OUSD teachers will have had 2 years of effective professional development and growth-oriented evaluation before participating in a meaningful tenure process that is clear and standardized across the district.
- New OUSD teachers will have personalized, coordinated supports, including coaching, mentoring, tailored professional development, a manageable workload, and regular informal and formal observation.

GUIDING RESOURCES & TOOLS

- Adopt and implement a protocol for the review of the effective teaching practices district-wide.

STRUCTURES & SYSTEMS

- Align Board policies related to teaching with the Framework of Effective Teaching.
- Establish agreed-upon evaluation systems that are aligned with the Full Service Community Schools Leadership Dimensions Framework.
- Initiate structures for succession planning.
- Pilot multiple career pathway initiatives, aligned to the strategic plan.
- Put a balanced scorecard in place to ensure that the infrastructure, policies, and practices in place are aligned to the Effective Teaching Framework and the Effective Leadership Dimensions Framework.
- Develop partnerships with local colleges and universities to launch teacher credentialing programs that specifically prepare teachers for working in OUSD.
- Establish an effective apprenticeship program and recruitment strategy based on the Full Service Community Schools Leadership Dimensions Framework.
- Ensure the Office of Talent Development will be fully-staffed and responsible for maintaining the highest standards around teacher and principal recruitment/preparation, selection/placement, induction, professional growth, and sustainability/retention that are aligned to the frameworks.

Goal 4: Building a Full Service Community District • Year 3

The Oakland Unified School District will become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.

CENTRAL ORGANIZATION “In Service Of...”

- “Self-service” is the norm for obtaining many services. OUSD offers automated financial and operational services that are reliable and efficient.
- OUSD operates an optimal number and sizes of schools that are academically and fiscally solvent.
- The Central Office is organized to support the operations of Full Service Community Schools.

PROCESSES to CREATE GREATER EQUITY

- All school communities are engaged in a process of program evaluation that informs school site budgeting priorities.
- Effectively use the Quality Schools Standards Review Process to inform school site budgeting priorities.
- Families are connected to neighborhood school sites through school and/or community activities.
- Family-friendly policies and procedures are in place at the Student Assignment Office.
- OUSD implements an updated outreach plan to ensure that families have the information they need, and that school sites and community partners also have the information needed to support the enrollment process.
- The allocations formula ensures a quality core program in every school and provides additional resources designated to support students with the highest needs in prioritized areas.

SERVING the WHOLE CHILD

- Chronic absence data integrated as early warning dropout prevention analysis and strategies, leading to district increase in graduation rates, particularly for African American male students.
- Early warning software platforms and dashboards are in use, with clear strategies and action plans based on the data.
- Initial set of proximity to neighborhood opportunities or stressors is developed as part of a place-based, regional framework.
- Life course pathways study complete for students age 4-18, with analysis of the effects of protective factors and stress factors in the lives of students with different demographic and personal profiles (e.g., Oakland Housing Authority students, newcomer English Learner students, students who attended quality preschool, African American males, students on athletic teams, etc...).
- Manage OUSD assets and properties within the regions (i.e., 500 acres) and revenue-generating opportunities associated with properties.
- Motion Charts are used internally and externally to visualize trends over time (using academic and non-academic indicators).
- Opportunity Mapping goes public with web-enabled, interactive mapping platform.
- Outlier (beating the odds) analyses are conducted and disseminated to spread best practices and address inequity.

COORDINATING, ALIGNING, and LEVERAGING our RESOURCES

- All regional governance advisory council members use the leadership development, capacity building and information access they receive to make data-driven decisions about how to utilize assets w/in the region.
- Ongoing monitoring and community accountability structure is in place to ensure that the regional governance advisory council stays attuned and responsive to community needs.

Goal 5: Accountable for Quality • Year 3

The Oakland Unified School District will be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

- Review and refine the set of indicators and targeted benchmarks for schools and central offices that can be disaggregated by student populations.

ENSURING, REVIEWING, and BUILDING HIGH QUALITY SCHOOLS

- Create a Standards for Quality Schools Resources Toolkit that enables all families to understand and engage with the standards in order to make informed choices about a "good fit" school for their child, and to advocate for their students' success.
- Criteria affirmed for identifying the developmental characteristics of a school using policy that is informed by School Quality indicators
- Develops measures for evaluating family understanding of core curriculum, "A-G", Full Service Community Schools, College and Career Readiness, and Standards for Quality Schools.
- Establishes a publicly accessible database of effective school site and central practices, and School Quality Review information.
- Implement successful pilot of 15 School Quality Reviews across 3 regions in grades Pre K-12.
- Supports schools that are exceeding Quality Standards (as designated by the School Quality Review evaluation) to engage in strategies and activities to expand, replicate, and share their expertise with other schools.
- The office of transformation will implement a comprehensive support and redesign for schools in need, as designated by the School Quality Review process.

ENSURING, REVIEWING, and BUILDING HIGH QUALITY DISTRICT

- Produce an impact analysis report to determine the effectiveness of the initial regional restructuring, and the policies, programs, and support systems implemented in years 1 and 2 that were designed to improve outcomes for under-served student populations.

BALANCED SCORECARD

- Refine the balanced scorecard, along with rubrics, training, communication, tools and procedures, and data collection and organizational systems to effectively populate central and school site scorecards.



APPENDIX C

Year Five Landmarks



Oakland Unified School District
May 2011

Goal 1: Safe Healthy & Supportive Schools • Year 5

Every student in the Oakland Unified School District will attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL, that collaborates with civic and community partners to reduce violence in the community and schools, thereby creating secure campuses where a culture of calm prevails.

SCHOOL CULTURE & CONDITIONS

- Students feel safe going to and from school, and are well-cared for inside school.
- Full Service Community Schools integrate families and community in their systems and structures. The culture and climate of Full Service Community Schools will reflect the values, beliefs, and practices of the communities from which the students come.
- Fully-integrated OUSD Pre-K early childhood programs are welcomed as part of the school community at the campuses where they are located.
- Students experience social and emotional support and physical well-being in safe Full Service Community Schools.
- Suspension rates for African American males do not show any significant disproportion.

SCHOOL & COMMUNITY LEADERSHIP

- All OUSD schools are able to clearly define and share their vision, focus, and unique features.
- Parents and students throughout the district are fully engaged and providing leadership for Full Service Community Schools, and multiple avenues exist for others to engage and become leaders.

STRUCTURES & SYSTEMS

- Effective culturally and appropriate culturally linguistic communications systems that reach every segment of the community encourage their engagement in support of Full Service Community Schools.
- Students at risk of not graduating receive targeted services and experience personalized relationships based on mutual trust, respect, and cultural efficacy.

RESOURCES & DATA

- Comprehensive whole child data from Healthy Kids, Healthy Oakland regarding academics, health, family, neighborhood, school, stressors, and protective factors is in place and updated annually.



Goal 2: Prepared for Success in College and Careers • Year 5

Every student in the Oakland Unified School District will learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically, and reason mathematically for post-secondary success.

SCHOOL CULTURE & CONDITIONS

- Classrooms have rich libraries.
- Courses are career- or theme- based, technologically relevant, thematically constructed, and embed college and career literacies into all content areas.
- Each middle and high school hires secondary literacy specialists aligned to student needs.
- Highly engaging instruction that is aligned to robust standards is evident in 80% of classrooms across the district.
- Students in grades Pre-K to 12 will access and engage in high quality core content that ultimately prepares them well for college and the workplace.
- Students will graduate having successfully completed a series of industry-informed, developmental, integrated, and meaningful work-based learning experiences.
- Students will receive effective academic and career advising and counseling from a trusted adult to support completion of the "a-g" requirements, college and career readiness, and life plans.
- The number of students taking Advanced Placement classes reflects the demographic profile of Full Service Community High Schools.

CAPACITY BUILDING & PROFESSIONAL DEVELOPMENT

- Fifty percent of high school teachers are trained in AP, use knowledge of AP to build rigorous trajectories toward AP, and deliver high quality AP instruction.
- Fifty percent of the teachers will exhibit strong integration of academic and career readiness content and language.

STRUCTURES & SYSTEMS

- Eighty percent of students in Full Service Community High Schools complete a relevant and rigorous program of study featuring high levels of social responsibility, fully integrated academic and technical core courses that are aligned to the appropriate standards.
- Corridors in STEM and Dual Immersion are established.
- Industry certifications, dual credit programs, and technical courses are supported by workforce and economic development partners.
- Technology is used across middle and high schools for college and career planning and student production.
- There will be a 20% increase in the number of students in special education (programs for exceptional children) included in general education classes.
- There will be a decrease in disproportional, especially for African American males.
- There will be a significant decrease in the number of special education litigious and non-compliant cases.
- Thirty schools have completed the transformation planning process and are in full implementation.

RESOURCES & DATA

- Predictive/early warning data analyses drive interventions and supports to reduce gun violence and dropouts, and to increase student achievement. Targets will include:
 - the graduation rate will increase significantly; specifically, the rate for African American males will double from its level in June 2010
 - the gap in 4th grade literacy between African American males and others will not exist
 - every student in high distress situations will experience work-based learning, mentoring, and employment opportunities.

Goal 3: High Quality & Effective Instruction • Year 5

Every student in the Oakland Unified School District will have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

SCHOOL CULTURE & CONDITIONS

- Attendance rates for all students, including African American males will be at 95%, based on high quality effective instruction.
- Standards of engagement, which address effective instruction, will be fully developed and families will understand and will act on that information.
- Teachers in grades Pre K-12 are innovating and revising instruction with a clear understanding of the core curriculum in all content areas and the associated student outcomes aligned to college and career, particularly for African American males, English Learners, and students with disabilities.

SCHOOL & COMMUNITY LEADERSHIP

- Principals and central office leaders are high quality, meet leadership standards, feel supported, and have continuous opportunities to develop and grow.

CAPACITY BUILDING & PROFESSIONAL DEVELOPMENT

- The professional growth of every individual OUSD teacher is based on our framework of effective teaching and involve data-informed, needs-based effective site and centrally offered professional development as well as a meaningful evaluation experience.

STRUCTURES & SYSTEMS

- OUSD will place high quality site leaders at every school site through the district apprentice program (80%) and outside recruitment strategies (20%).
- OUSD's Effective Teaching Framework and Effective Leadership Dimensions Framework drive all related policies and practices.
- OUSD's infrastructure, policies, and practices ensure that every student in every classroom has effective teachers every day.
- Succession structures are established for centralized offices and roles, and for principalships.
- The induction and tenure of new OUSD teachers is aligned to our framework of effective teaching and will ensure that every new teacher is oriented to the district, their region, and their site, provided meaningful, individualized professional development, and effective evaluations before going through a meaningful standardized tenure process.
- The recruitment and preparation of OUSD teachers and principals is aligned to our frameworks of effective teaching and leadership. New OUSD teachers and principals enter classrooms and schools prepared to be effective from Day One.
- The selection and placement of OUSD teachers is aligned to our Framework of Effective Teaching and will ensure that all students have equitable access to OUSD's most effective teachers.
- The sustainability and retention of effective OUSD teachers is based on aligned strategies and practices to ensure fair compensation, excellent working conditions, and meaningful pathways.

RESOURCES & DATA

- All schools employ quality tools at the classroom level to engage in continuous problem solving and analyze/monitor progress, including the assessment of traditional and non-traditional academic and social indicators.

Goal 4: Building the Full Service Community District • Year 5

The Oakland Unified School District will become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.

CENTRAL ORGANIZATION “In Service Of...”

- Central Office and the schools are partnering to operate Full Service Community Schools.
- Establishes online training and learning systems and resource libraries that are linked to best practices across OUSD school sites, and state, regional, and national Full Service Community Schools models. The online training system will include differentiated training for:
 - State testing coordinators
 - Attendance accounting
 - Textbook management
 - School site safety plans
- Central Office departments address equity issues by prioritizing services, where feasible, to help the schools, principals, and teachers that serve students with the greatest needs.
- The District is fiscally and academically solvent.

PROCESSES to CREATE GREATER EQUITY

- All school communities are engaged in data-driven decision-making processes that ensure alignment between program and funding priorities.
- Allocations formula ensures a well-resourced, quality core program in every school and provides additional resources designated to support all students with the highest needs district-wide.
- Families have the information they need to make informed choices and district enrollment services are clear, fair and accessible to all.
- Improved and equitable school facilities (both interior and exterior) serve as centers for the neighborhood and community across the entire district.
- OUSD Pre-K programs are fully integrated and welcomed as part of the school community at the campuses where they are located.
- Student Assignment Office staff is family-friendly, offers excellent customer service and is routinely evaluated and held to service standards.

SERVING the WHOLE CHILD

- Cross-agency data sharing agreements and research partnerships support Full Service Community District.
- Place-based data/maps are used citywide to reveal patterns of inequity, including neighborhood proximity to opportunity indicators. Opportunity Mapping reveals where, why, and how to address opportunity gaps, in partnership with communities and other organizations and institutions. Mapping platform includes Volunteer Generated Information (VGI) capabilities enabling students and community members to add or ground-truth information on maps.
- Predictive/early warning data analyses drives interventions and supports to reduce and prevent gun violence, dropouts. Early warning software platforms and dashboards are used to reduce and prevent dropouts, gun violence.
- Pre-K-20 database captures longitudinal information from early childhood to young adulthood. Protected pathway analysis from early childhood to high school graduation, college & career informs strategies, programs, services, and interventions from pre-K-20.

COORDINATING, ALIGNING, and LEVERAGING our RESOURCES

- The regional governance advisory council exhibits deep and authentic engagement with schools, families and community at the school-level, neighborhood-level and regional level. Decisions are made by the community for the community through the Regional Governance Advisory Council.
- The regional governance advisory council supports the sustainability of Full Service Community Schools across each region
- The school district, city, county, community-based organizations and other partners align their work to a common vision and set of priorities based on the needs of children and families
- Three regional zones lead a network of Full Service Community Schools that manage all resources in service of children, youth, and families.

Goal 5: Accountable for Quality • Year 5

The Oakland Unified School District will be **ACCOUNTABLE** for **HIGH QUALITY** for its schools and in its work across the organization.

- Regularly report on schools and central office performance and gains based on the established set of indicators and targeted benchmarks, including disaggregation by student populations.
- *Example of indicators and targeted benchmarks for reporting includes:*
The outcomes for African American males improves as follows:
 - 75% increase in attendance rates for African American males
 - No significant gap between Aims and other populations regarding GPA, community service, and graduation rates
 - Suspension rates are not disproportionate for Aims

ENSURING, REVIEWING, and BUILDING HIGH QUALITY SCHOOLS

- Demonstrate through self- and external assessment that as a result of completing at least two years of the Full Service Community School development path, at least half of all OUSD schools demonstrate performance at the two highest levels of development (i.e., "maturing" or "excelling").
- Provides appropriate interventions and results-based restructuring to all schools that are not meeting Quality Standards on the School Quality Review Process.
- Supports all schools exceeding Quality Standards (as designated by the School Quality Review evaluation) to engage in strategies to expand, replicate, and share their expertise with other schools.

ENSURING, REVIEWING, and BUILDING HIGH QUALITY DISTRICT

- As a result of continuous School Quality Review: increase extent to which policy (district, city, state) is informed by and supports improvement of the indicators of school quality and the results of ongoing School Quality Review
- Implement a cycle of a balanced, performance-based School Quality Review process resulting in continuously improving performance indicators for Quality Full Service Community Schools and Quality Full Service Community School District

BALANCED SCORECARD

- Balanced score card that harmonizes plans, processes, information, resource decisions, action, results, and analysis that shows interdependency and interrelationships among all parts of the system.
- Implements a comprehensive balanced scorecard, for all OUSD school sites and central office departments to reflect performance-based indicators for quality Full Service Community Schools and quality Full Service Community District to drive continuous improvement in:
 - Student performance
 - Data-driven decision making
 - Alignment between program and funding priorities
 - Policy alignment
 - Accountable leadership
 - Operational effectiveness and alignment

