



OAKLAND UNIFIED SCHOOL DISTRICT

# INSTRUCTIONAL FOCUS PLAN

2019 - 2022

**Dr. Kyla  
Johnson-Trammell,  
Superintendent**

**July 2019**



# OUR JOB #1: EFFECTIVE INSTRUCTION



## All students will learn at high levels when instruction meets their needs.

Effective instruction is the strongest and most direct predictor of student learning and therefore, is our core responsibility. When our instructional programs are supported by capable leadership and an empowering system-wide infrastructure, our schools are more equipped to support every student to learn, grow, and succeed.

The premise of our instructional focus is simple: the transformation of teaching practices, leadership practices, and organizational practices is the precondition for continuous improvement of student learning.

Our Instructional Focus builds on the work we have engaged in during the past few years; it acknowledges the hard work of our teachers, leaders, and staff; and it leverages the investments we have made, including: professional learning in core content areas, professional collaboration, culturally responsive pedagogy, *linked learning* college and career pathways, climate and culture, and building student-teacher relationships.

While we have made some progress, our work is far from done. Now, we can be even more intentional and more effective about how we allocate our limited resources because we continue to focus on the highest leverage practices that impact school and student success.

Thank you for your continued effort in making our goals a reality for every student. We are trying hard to be responsive to your needs, so please provide us with feedback on how the instructional focus helps provide school teams clarity on implementing a quality school program and how our guidance can be improved.

Together, we can deliver on the promise of this Instructional Focus because our students deserve it.

Sincerely,  
Sondra Aguilera  
Chief Academic Officer





# OUR MISSION, VISION, AND CORE VALUES

## Mission

Oakland Unified School District (OUSD) will build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

## Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.



## Core Values

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

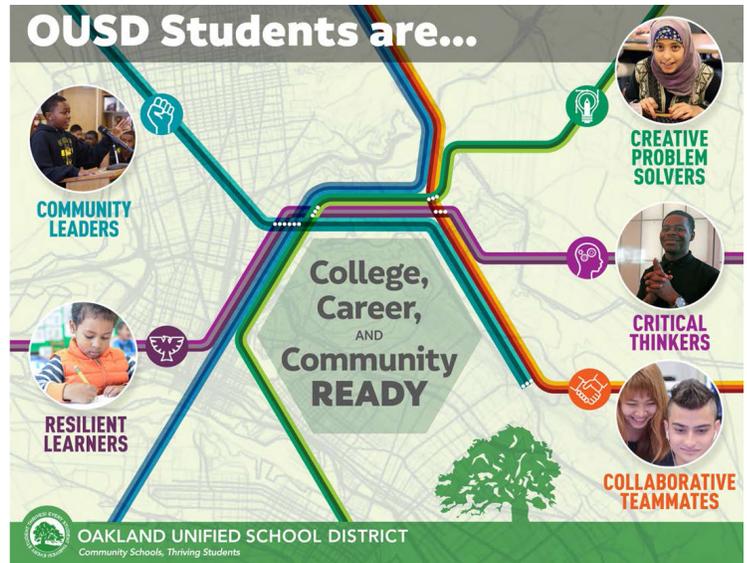
## The Oakland Way

**THE OAKLAND WAY** is to transform a public education system that reinforces race and class-based fault lines into one that breaks down barriers to achievement and prepares every student for college, career, and community.

# PROFILE OF THE OUSD GRADUATE

The overarching purpose of our school district is to ensure that all students graduate college-, career-, and community-ready. The **OUSD Profile of a Graduate** was created with input from students, staff, and families and defines the traits and skills we expect our students to develop.

This profile embodies our commitment to students and frames our shared goals and measures in the next section.



## OUSD Students Are...

## Which Means They...

### Resilient Learners

- Explore interests and advocate for needs as a continuous learner
- Set clear goals and persist in the face of obstacles
- Make informed, responsible, and well-reasoned decisions
- Manage time, workspace, and responsibilities effectively
- Develop a positive identity based on personal and cultural assets

### Collaborative Teammates

- Communicate clearly and effectively
- Use restorative practices to strengthen relationships
- Manage collaborative tasks, seek help, and give help
- Honor the experiences, cultures and languages of all
- Demonstrate professionalism and build networks

### Community Leaders

- Analyze complex local and global issues with a race, gender, equity lens
- Build relationships with diverse individuals and groups
- Make decisions democratically
- Engage and empathize with multiple perspectives
- Take action with others to address societal problems

### Critical Thinkers

- Demonstrate mastery of college and career skills and knowledge
- Research thoroughly when approaching a topic, question, or problem
- Analyze and synthesize ideas from complex texts
- Write convincing, evidence-based arguments
- Present evidence-based arguments using various media

### Creative Problem Solvers

- Empathize with the real-world problems experienced by others
- Define the design challenge to be solved
- Ideate a wide range of creative solutions
- Prototype using professional tools and techniques
- Test prototypes based on effectiveness, ethics, equity, and sustainability



# OUR GOALS AND MEASURES OF STUDENT SUCCESS

In OUSD, we are committed to learning, growth, and success for every student, regardless of their background or ‘circumstance.’ Our overarching purpose and unrelenting passion are clear:

## All Students Graduate College-, Career-, and Community-Ready.

In alignment with *California’s Local Control Accountability Plan (LCAP)* process and our district’s Profile of a Graduate, we have articulated the following five goals and corresponding measures as our collective expression of the outcomes we desire for our students.

Goals	Measures	LCAP Reference
All students build <b>relationships</b> to feel connected and engaged in learning	<ul style="list-style-type: none"> <li>• Chronic absenteeism rates for all students</li> <li>• Chronic absenteeism rates for targeted student populations</li> <li>• Suspension rates for all students</li> <li>• Suspension rates for targeted student populations</li> <li>• Student connectedness</li> </ul>	5. Students are engaged in school every day
All students experience <b>success in the early years.</b>	<ul style="list-style-type: none"> <li>• Proportion of kindergarten, first and second grade students at benchmark</li> <li>• Kindergarten readiness in pre-academics and social emotional skills</li> </ul>	3. Students are reading at or above grade level
All students continuously grow towards meeting or exceeding standards in <b>Language Arts</b>	<ul style="list-style-type: none"> <li>• Average distance from standard for all students</li> <li>• Average distance from standard for targeted student groups</li> <li>• Students earning a seal of biliteracy</li> </ul>	2. Students are proficient in State academic standards
All students continuously grow towards meeting or exceeding standards in <b>Math and Science</b>	<ul style="list-style-type: none"> <li>• Average distance from standard for all students</li> <li>• Average distance from standard for targeted student groups</li> </ul>	2. Students are proficient in State academic standards
English Learner students continuously develop their language, reaching <b>English Fluency</b> in 6 years or less	<ul style="list-style-type: none"> <li>• Proportion of English Learners making one-year growth towards reclassification</li> <li>• Reclassification rates for English Language Learners (ELL)</li> <li>• Reclassification rates for Long-term English Learners (LTEL)</li> </ul>	4. English Learners are reaching fluency
All students <b>graduate</b> college-, career-, and community-ready	<ul style="list-style-type: none"> <li>• Proportion of 9th graders on-track to graduate</li> <li>• Graduation rates for all students</li> <li>• Graduation rates for targeted student populations</li> <li>• Successful completion of a career internship and senior capstone project</li> <li>• Completion of a college and career pathway sequence</li> </ul>	1. Graduates are college and career ready



# OUR FOUR BUILDING BLOCKS

Our **Four Building Blocks** serve as the organizing framework for our **Instructional Focus** at the school-level and system. Together, the Building Blocks guide our journey towards continuous improvement of teaching practices, leadership practices, and organizational practices ... in every school, every classroom, every day.

## Building Conditions for Student Learning

We believe all students must feel safe and connected to learn. This is especially true for students from historically marginalized and underserved groups, who often experience bias in school.

To interrupt the impact of oppression and inequality, OUSD educators implement culturally responsive and inclusive practices to engage all students in learning and leverage the unique strengths and gifts they bring to our schools.

Through high expectations, learning partnerships with students and families, and strategic alignment of resources, our community schools help many students overcome trauma and life circumstances that make learning more challenging. OUSD schools also strive to engage students through diverse programming, including sports, visual and performing arts, technology, leadership, and career exploration.

## Developing Language and Literacy Across the Curriculum

We believe that English Language Learners (ELLs) and Academic Language Learners (ALLs) can develop powerful language and literacy skills when teachers across subject areas integrate content learning with reading, writing and discussion.

Instruction that focuses on the language demands of tasks and texts deepens students' content understanding and develops their ability to read, write and speak in ways appropriate to the discipline, task, and audience.

Three proven, high-impact practices will be a major focus for our district: reading complex text, academic discussion, and evidence-based writing.

## Providing Equitable Access to Standards-Based Instruction

We believe that all students, regardless of current skill or circumstance, can develop the academic, creative and life skills to become college, career and community ready.

To make this vision a reality, every lesson must be purposeful and students must engage in daily tasks that require them to practice essential skills embodied in the standards (Common Core, NGSS, History frameworks, CA Arts, etc.) and in line with our vision of an OUSD graduate. Critical learning experiences include projects, exhibitions, and career internships.

Our teachers will be supported in their efforts to use high-quality curriculum, backwards-planning from standards to design assessment and instruction aligned to long-term outcomes. Our students will be given multiple opportunities to perform a standard, with timely, focused feedback along their path to proficiency.

## Cultivating Conditions for Adult Professional Learning

We believe that to improve outcomes for students, we must also improve conditions for adult professional learning throughout our system.

All OUSD educators deserve continuous learning opportunities to sharpen their knowledge and skills, meaningful coaching, and time to collaborate with and learn from peers.

By engaging in collaborative inquiry – reflecting on their practices, analyzing student learning, testing the impact of their practices, and sharing learning with colleagues – our teachers, leaders, and staff strive to build collective efficacy and transform results for students.

# OUR SHARED PROFESSIONAL PRACTICES

As practitioners, we are committed to continuous improvement of our Teaching Practices, Leadership Practices, and Organizational Practices because they are the preconditions for continuous improvement of student learning and achievement.

Building Blocks	Teaching Practices	School Leadership Practices*	District Organizational Practices
1. CONDITIONS FOR STUDENT LEARNING	<p>T1.1 Learning Partnerships: Teachers develop affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.</p> <p>T1.2 Multi-tiered Systems of Support: Teachers build safe and predictable learning environments by promoting culturally responsive, school-wide expectations for behavior and academics.</p>	<p>L1.1 Learning Partnerships: School leadership affirms students' cultures, engages voices of diverse students and families in continuous school improvement.</p> <p>L1.2 Multi-tiered Systems of Support: School leadership nurtures a culture of safety and high expectations, coordinating tiered supports to meet student needs.</p>	<p>O1.1 Learning Partnerships: District engages diverse voices from schools and communities in decisions about student learning and school improvement.</p> <p>O1.2 Multi-Tiered Systems of Support: District coaches school staff in implementing MTSS and provides targeted interventions for students furthest from success.</p>
2. STANDARDS-BASED INSTRUCTION	<p>T2.1 Instructional Planning &amp; Delivery: Teachers backwards-plan and teach units, lessons and tasks aligned to grade-level standards.</p> <p>T2.2 Data-driven Instruction: Teachers collaboratively analyze formative assessments in relation to grade-level standards and use data to inform instructional practice.</p>	<p>L2.1 Instructional Planning &amp; Delivery: School leadership provides teachers with regular, focused feedback on quality of task and improving student learning outcomes.</p> <p>L2.2 Data-driven Instruction: School leaders develop professional learning and assessment systems to monitor the impact of teaching and student progress towards grade-level standards.</p>	<p>O2.1 Instructional Planning &amp; Delivery: District provides and monitors the quality of standards-aligned curriculum, ensuring all teachers and school leaders have appropriate materials, guidance and foundational training.</p> <p>O2.2 Data-driven Instruction: District manages a system of interim and summative assessment to support school teams in monitoring student progress towards standards.</p>
3. LANGUAGE AND LITERACY	<p>T3.1 Rigorous and Relevant Tasks: Teachers engage students in standards-based tasks that integrate complex texts, academic discussions, and writing with evidence.</p> <p>T3.2 Explicit Language Instruction: Teachers provide scaffolding to address the language demands of academic content for English Language Learners (ELLs) and Academic Language Learners (ALLs)</p>	<p>L3.1 Rigorous and Relevant Tasks: School leadership coaches teachers to analyze the language and literacy demands of texts and tasks.</p> <p>L3.2 Explicit Language Instruction: School leadership establishes school-wide schedules and structures to support designated and integrated ELD and a balance of literacy experiences.</p>	<p>O3.1 Rigorous and Relevant Tasks: District provides language-rich curriculum, resources, and integrated professional learning to strengthen teaching of language and literacy across all content areas.</p> <p>O3.2 Explicit Language Instruction: District provides differentiated on-site coaching for school leaders focused on the needs of language learners.</p>
4. CONDITIONS FOR ADULT PROFESSIONAL LEARNING	<p>T4.1 Continuous Professional Growth: Teachers demonstrate a learner stance by analyzing evidence, reflecting, and refining practice.</p> <p>T4.2 Evidence-based Collaboration: Teachers build communities of effective practice by publicly sharing learning and engaging with peers in open and honest dialog.</p>	<p>L4.1 Continuous Professional Growth: School leadership coordinates and provides individualized coaching to support all teachers in improving their practice.</p> <p>L4.2 Evidence-based Collaboration: School leadership builds a culture of trust that enables adults to engage in evidence-based collaboration to improve learning for all students</p>	<p>O4.1 Continuous Professional Growth: District implements a learning system that provides foundational PD for all educators and ongoing professional learning and coaching for school leadership.</p> <p>O4.2 Evidence-based Collaboration: District participates in collaborative inquiry with schools and within central office, and facilitates knowledge- sharing across the system.</p>

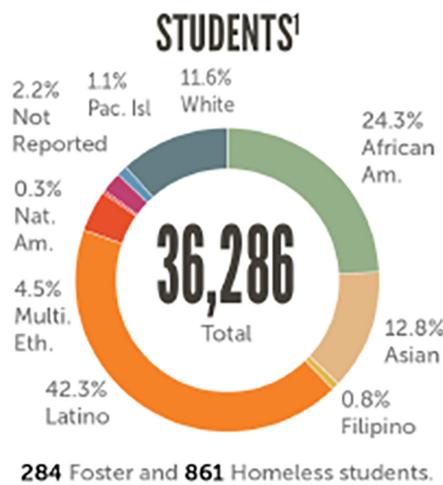
\* Leadership practices emphasize the work of leadership teams, including teaching leaders and other staff.

This document was developed by a cross-section of Oakland Unified School District educators. Wesley Jacques (Executive Director, Academics & Instructional Innovation) spearheaded the effort.

Special thanks to the leaders of various departments, the District Instructional Leadership Team of teachers and principals, and all of tremendous OUSD educators who provided inspiration for the practices described in the plan. Appreciation to Young Whan Choi for his leadership engaging students and educators in developing the Profile of a Graduate.

## QUICK FACTS

### about Oakland Unified School District



#### HOME LANGUAGES

2018-19

**50.2%** STUDENTS SPEAKING NON-ENGLISH HOME LANGUAGE

33.0% speak Spanish, 4.2% speak Cantonese, 2.8% speak Mam, 2.4% speak Arabic, 2.2% speak Vietnamese. 56 native languages spoken in OUSD.

#### ENGLISH LANGUAGE LEARNERS<sup>7</sup>

2018-19

**33.0%** ENGLISH LANGUAGE LEARNERS STUDENTS

11,981 Students Total. 50.5% of 4,472 Grade 6-12 ELLs are Long Term English Language Learners.

#### GRADUATION & DROPOUT<sup>6</sup>

2017-18

**73.5%**

4-YEAR COHORT GRADUATION RATE

12.9% 4-Year Cohort Dropout Rate, 0.2% GED Completer, 2.0% Special Ed. Certificate, 10.1% Still Enrolled.

#### COLLEGE ENROLLMENT

2017-18

**58.0%** OF 2,049 HS GRADUATES ATTENDED COLLEGE IN THE FALL OF 2017

27.5% attended a 2-year college & 30.5% attended a 4-year college.

#### EARLY CHILDHOOD EDUCATION

2018-19

1,570 Pre-K Students, 175 School Age Students, 28 ECE Sites, 63 ECE Teachers.

#### CHILD NUTRITION

2018-19

**73.3%** STUDENTS ELIGIBLE FOR FREE & REDUCED PRICE LUNCH

9,701 Average number of breakfasts served daily and 18,362 Average number of lunches served daily in 2017-18.