

DRAFT • 6/17/2010

# **BUILDING THE PLAN TOGETHER**

## **Part III**

### **Task Forces & Board Feedback**

FOR BOARD RETREAT & REVIEW (June 19, 2010)

**Year One**  
**2010-2011**

# 10 STRATEGY AREA INITIATIVES

## Task Forces, Brief Descriptions, Board Feedback

STRATEGIC AREA INITIATIVES	TASK FORCE <i>Potential Members Building the Plan</i>	BRIEF DESCRIPTION <i>Goals, References</i>	SPECIFIC BOARD ADVICE & FEEDBACK
<b>HIGH QUALITY EFFECTIVE INSTRUCTION</b>			
<p><b>1. EMPOWERING &amp; ENSURING EXCELLENT TEACHERS</b></p> <p>(SPED, ELD, ELA, STEAM)</p>	<p>Deputy Supt for Instruction, Leadership and Equity-In-Action</p> <p>Effective Teaching Department Staff</p> <p>P-8 Regional Officers (REXOs)</p> <p>Secondary Experience and Achievement Network (SEAN)</p> <p>Executive Officer, Human Resources Services &amp; Support</p> <p><i>Various Instructional Services Department Staff (e.g., Executive Officer of Instructional Services, Director of Special Education, Coordinator of Attend &amp; Achieve)</i></p> <p><i>Faculty selects 2 people; run retreat; works with their colleagues. By Region and By High Schools</i></p>	<p>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.</p> <p><i>Thriving Students (Section X.A)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (15-20, 46-50, 53-70)</i></p>	<p>Slide #18: add “an effective teacher in every classroom,” particularly for our historically least well served students. Improving Outcomes, accelerating outcomes for our underserved subgroups.</p> <p>Slide #47: For the overall Instruction, Leadership, and Equity-in-Action Model ... it looks good. Here’s my take: yellow and green are what goes on in the classroom: purple and magenta: what goes on in the school. The rest is what supports are needed to make sure that the school is not isolated.</p> <p>Slide #57: Add in culturally relevant, inclusive and engaging.</p> <p>Slide #58: Under Programming, add in Social-Emotional Development; under PD- add appropriate College and Career Literacy. Also, add Instructional Leadership Development and Career Ladders.</p> <p>Slide #59: Under Counseling, add Mental Health</p> <p>Slide #61: Add in third bullet for –</p>

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			<p>“culturally responsive, standards-based teaching and learning”</p> <p>Slide #65: Add in something about other schools (e.g., charters, private, parochial).</p> <p>Slide #68: Add in culturally relevant pedagogy. The Instruction series of slides could be organized around themes such as the Priorities: safe and supportive schools, effective instruction, college/career literacy?</p> <ul style="list-style-type: none"> <li>✓ Effective and Excellent Teaching as at the heart of a student’s experience – keep this central to the vision.</li> </ul>
<p><b>2. EFFECTIVE PRINCIPALS &amp; LEADERSHIP</b></p>	<p>Deputy Supt for Instruction, Leadership and Equity-In-Action</p> <p>Principals</p> <p>P-8 Regional Officers (REXOs)</p> <p>Secondary Experience and Achievement Network (SEAN)</p>	<p>To recruit, train, and empower Principals to lead Full Service Community Schools effectively and efficiently.</p> <p><i>Thriving Students (Section X.B)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (15-20, 46-50, 53-70, 71-75)</i></p>	<p>Slide #71: Career Ladders?</p> <ul style="list-style-type: none"> <li>✓ We are asking leaders to make sure everyone working in schools is focused on better outcomes for students</li> </ul>
<p><b>3. AFRICAN AMERICAN MALE ACHIEVEMENT (AAMA)</b></p>	<p>AAMA ED &amp; Staff</p> <p>Deputy Supt for Instruction, Leadership and Equity-In-Action</p> <p>Draw on Historical Task Forces &amp; Efforts</p>	<p>To close the achievement gap and decrease negative environmental effects for OUSD’s lowest performing population – African American males. Over the next several years, AAMA will launch and execute initiatives that will audit the district’s systems, institutionalize new processes, collect research &amp; best practices, and</p>	<ul style="list-style-type: none"> <li>✓ This is not new. Make sure you ask people who have been around</li> <li>✓ What research is this based on?</li> <li>✓ How will Board and Community get updates?</li> </ul>

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	Oakland 100, NAACP, Oakland Alliance of Black Educators  High School Specialists	implement innovations at high-need sites to ensure the acceleration of African American male achievement.  <i>Thriving Students (Section XI.A.1)</i>  <i>OUSD Strategic Thinking PPT Slides (10-12, 46-50)</i>  <i>See also, AAMA</i>	
<b>4. REGIONAL NETWORKS</b>  A. P-8 Networks  B. Secondary Experience and Achievement Network (SEAN) (Adult Education, High Schools, School to Career)	Deputy Supt for Instruction, Leadership and Equity-In-Action  P-8 Regional Officers (REXOs)  SEAN  <i>Various Instructional Services Department Staff (e.g., Executive Officer of Instructional Services, Director of Early Childhood Program, Director of Adult &amp; Career Education)</i>	To organize all of the community's resources that serve children and youth into three (3) regional zones, led by Regional Officers (P-8 and SEAN) and Regional Governance Teams.  To lead effective high quality networks of schools for students from Pre-K to Adult Education.  <i>Thriving Students (Section VIII)</i>  <i>OUSD Strategic Thinking PPT Slides (15-20, 46-50)</i>	Slide #20: Change Multiple Pathways to "Linked Learning." Add "Career Technical Education that contextualizes core academic content to college and career literacy."
<b>5. BUILDING FULL-SERVICE COMMUNITY SCHOOLS</b>  A. Family & Community Services	Deputy Supt for Instruction, Leadership and Equity-In-Action  Director of Family & Community Services Office  Director of Complementary Learning  Executive Director of Quality	To build comprehensive, high quality, wrap-around service-oriented schools in collaboration with the community, serving "the whole child."  <i>Thriving Students (Section VI)</i>  <i>OUSD Strategic Thinking PPT Slides (22-26, 38-45, 51-52)</i>	Slide #22: Add Business and Public Service Partnerships to the Model of Full Service Community Schools and Wrap Around Services.  Slide #26: Add "Harlem Children's Zone" on Left, and Lincoln Elementary on right  Slide #52: I would add in "efficient

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<p>B. Complementary Learning</p> <p>C. Practice Development– Wrap Around Models, Knowledge Transfer</p>	<p>Community School Development (QCSD)</p>		<p>evidence-based use of resources” to the Full Service Community School picture.</p> <ul style="list-style-type: none"> <li>✓ Ensure that the central organization’s operations staff will work with Principals for building Full Service Community Schools.</li> <li>✓ Safe and healthy schools are sustainable. The buildings have to be healthy places for people to be in.</li> </ul>
<p><b>6. QUALITY COMMUNITY SCHOOLS DEVELOPMENT GROUP (QCSD)</b></p> <p>A. Program Evaluation</p> <p>B. Portfolio Management &amp; Accountability</p> <p>C. Charters &amp; Pilots</p>	<p>Executive Director of QCSD &amp; QCSD Staff</p> <p>Deputy Supt for Instruction, Leadership and Equity-In-Action</p> <p>Executive Director of Data &amp; Accountability</p> <p>P-8 Regional Officers (REXOs)</p> <p>SEAN</p> <p><i>Various relevant staff (e.g., Coordinator of School Portfolio Management, Coordinator of Charter Schools)</i></p>	<p>To analyze, evaluate, improve, and publicize the quality of all schools in OUSD.</p> <p>To share information about the assets that a school has and how they are, or are not, using those assets to benefit children and families.</p> <p>To develop high quality full service community schools – including reviewing charters and establishing pilots.</p> <p>To determine the right number and size of schools and classrooms (e.g., closures, reductions, merging, takeovers, turnarounds).</p> <p><i>Thriving Students (Section XI.A.2)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (29-37)</i></p> <p><i>See also, QCSD Proposal.</i></p>	

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<b>READYING THE ORGANIZATION: Structures &amp; Systems</b>			
<p><b>7. SINGLE SHARED DATA WAREHOUSE &amp; BALANCED SCORECARD</b></p> <p>A. Data, Accountability, Research &amp; Assessment</p> <p>B. Balanced ScoreCard (BSC)</p> <p>C. Healthy Kids, Healthy Oakland Citywide (HKHO) Single Shared Data Warehouse</p>	<p>Executive Director of Data &amp; Accountability</p> <p>Information &amp; Technology Officer</p> <p>Deputy Supt for Instruction, Leadership and Equity-In-Action</p> <p>Deputy Supt of Business &amp; Operations</p> <p>Executive Director of QCSD</p>	<p>To provide all parts of the organization with accurate and relevant research and data.</p> <p>To develop the unifying Balanced ScoreCard for a more equitable picture of communities, schools, teachers, leaders, staff, and students.</p> <p>To develop a citywide single shared data warehouse (Healthy Kids, Healthy Oakland: HKHO) that incorporates disparate data resources relevant to the health and success of all Oakland children and youth.</p> <p><i>Thriving Students (Section XI.B.3, XI.B.4)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (72, 78, 81)</i></p>	
<p><b>8. SYSTEMS EQUITY REFORM</b></p> <p>A. RBB Reform</p> <p>B. Options &amp; Schools Choice</p>	<p>Deputy Supt of Business &amp; Operations</p> <p>Director of Budgeting</p> <p>Controller, Accounting Officer</p> <p>Deputy Supt for Instruction, Leadership and Equity-In-Action</p> <p>P-8 Regional Officers (REXOs)</p> <p>SEAN</p>	<p>To review, refine, and audit the organization for cost savings and potential revenue sources in the face of massive budget cuts.</p> <p>To review, refine, and audit the finance system for schools (i.e., Results Based Budgeting) for effectiveness, efficiency, and equity.</p> <p>To analyze the recent history and impact of Results Based Budgeting on high-needs schools.</p>	<p>Slide #13: Fiscal Results and Challenges: What have we accomplished since 2002? What needs to be maintained, and what needs to be changed? How has the state's fiscal situation exacerbated the challenges OUSD faces?</p> <p>✓ Continue to analyze and consider the issues of funding, budget resources, and sustainability to ensure plans and initiatives are feasible.</p>

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		<p>To study, research, and analyze the district's system of school selection and the impact of student enrollment on a variety of equity factors.</p> <p>To create an equitable system of school selection, reduce the negative impacts on high needs school sites, and turn every school into a high quality option.</p> <p><i>Thriving Students (Section XI.B.1, XI.B.2)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (13, 78-80)</i></p>	<p>✓ Everyone wants a good school. Not just people in some neighborhoods. Show us how you will do that.</p>
<p><b>9. OPERATIONS &amp; FINANCE READINESS</b></p>	<p>Deputy Supt of Business &amp; Operations</p> <p>General Counsel</p> <p>Director of Budgeting</p> <p>Controller, Accounting Officer (A/P, Payroll)</p> <p>Executive Officer, Human Resources Services &amp; Support</p> <p>Commissioner, OAL and Procurement</p>	<p>To audit and analyze the central district's key business functions and eliminate inefficiency, inaccuracy, and waste.</p> <p>To reform the district's operations and finance systems, policies, and procedures for maximum efficiency and effectiveness.</p> <p>To prepare business, operations, and finance to support a Full Service Community District.</p> <p>To eliminate structural deficit from OUSD and reduce challenges with payroll, human resources, contracting, and leave management.</p> <p><i>Thriving Students (Section XI.C)</i></p>	<p>✓ Continue to analyze and consider the issues of funding, budget resources, and sustainability to ensure plans and initiatives are feasible.</p>

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		<i>OUSD Strategic Thinking PPT Slides (7, 13)</i>	
<p><b>10. REGIONAL NEIGHBORHOOD ZONE APPROACH</b></p> <p>A. Setting Up the Structure &amp; Coordination, Alignment, Leveraging</p> <p>B. Using All Assets to Serve Children</p> <p>C. Police</p> <p>D. Facilities &amp; Asset Management</p>	<p>Deputy Supt of Business &amp; Operations</p> <p>Deputy Supt for Instruction, Leadership and Equity-In-Action</p> <p>Chief of Police Services</p> <p>Executive Director of QCSD</p> <p>P-8 Regional Officers (REXOs)</p> <p>SEAN Officers</p> <p>Assistant Superintendent of Facilities Planning &amp; Management</p> <p>Director of Division of Facility Planning &amp; Management</p> <p>Director of Family &amp; Community Services Office</p> <p>Director of Complementary Learning</p>	<p>To create three (3) Regional Zones where we use and manage all resources and assets in service of children, youth, and families.</p> <p>To review, analyze, and research the potential revenues associated with OUSD properties across the city and within each Regional Zone.</p> <p><i>Thriving Students (Section VII)</i></p> <p><i>OUSD Strategic Thinking PPT Slides (21, 38-45)</i></p>	<p>✓ Asset management is the key to making this idea work</p>

**GENERAL ADVICE & OTHER IMPORTANT FEEDBACK for STRATEGIC THINKING**

- ✓ Principles and purposes of equity and social justice have to be at the center and should be clear behind the planning.
- ✓ Tie ideas and visions to practical, reasonable, and do-able work.
- ✓ Take care to communicate and dialogue with the community, and translate from education-speak for easy understanding.
- ✓ Be bold. Make sure we're educating kids for what's coming.
- ✓ Consider the opportunities to connect new organizational practices with sustainability models (e.g., connecting green best practices for facilities and assets).