

Oakland Unified School District

Background

After the 2018-19 CA Dashboard Data Release, Oakland Unified School District (OUSD) became eligible and was referred in late 2019 by their County Office of Education to the CCEE for support via Education Code subdivision (g) of Section 52064.5. The student groups identified for OUSD are African American students, English Learners, and students experiencing homelessness. Since the completion of the Systemic Instructional Review (SIR) report, and in partnership with the Alameda County Office of Education (ACOE), the LEA has been engaging in cycles of continuous improvement. This update will focus on providing updates on the latest improvement cycle from **August 2022 to November 2022**.

District Areas of Focus

The SIR Actions are organized in the themes of Coherence (30 actions), Accountability (18 actions), and Autonomy (10 actions). The team at CCEE is working with the district's Continuous School Improvement Team on the areas of early literacy, A-G course access, graduation rate, middle school math, and joyous schools.

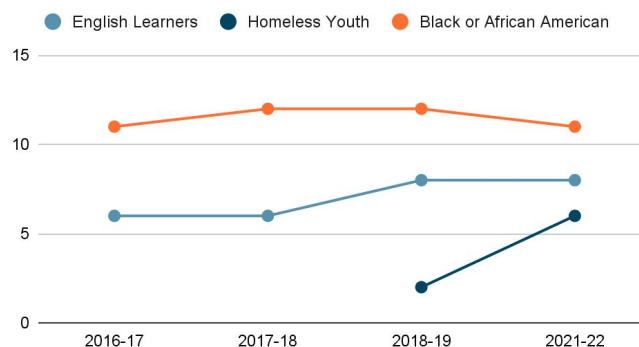
Progress Update

OUSD is actively working on implementing five of the SIR actions focusing on cycles of continuous improvement. CCEE has been working in partnership/collaboration with OUSD and ACOE on supporting OUSD and the Continuous School Improvement (CSI) team.

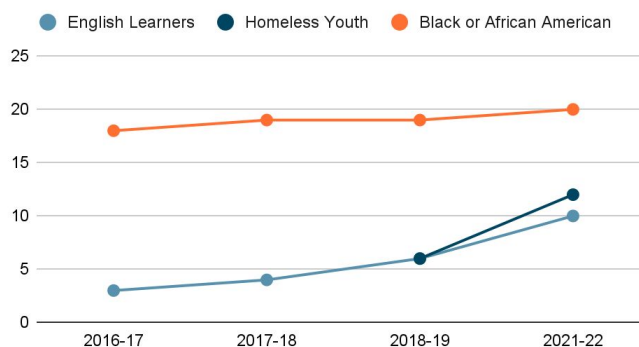
During the Continuous School Improvement Team meetings data is analyzed in the areas of early literacy, A-G course access, graduation rate, middle school math, and joyous schools. Based on the data best practices and areas of improvement are identified and discussed along with any necessary change actions. The team then creates a plan for the next short cycle. Members of the Continuous School Improvement Team host principals bi-weekly to discuss progress and collaborate on any questions.

For next steps, CCEE plans to take a more active role during the CSI meetings in supporting the teams with the Plan, Do, Study, Act process (PDSA) with an intentional focus on ensuring all actions have clarity about how they will impact teacher practice. This effort is to support the members of the team being clear on what needs to happen between the development of the short cycle actions, the new learning necessary for teachers, and any extra support they need to maximize success for students.

% of Students Meeting or Exceeding Math Standard



% of Students Meeting or Exceeding ELA Standard



The tables provide the CAASPP scores for the OUSD student groups identified through Education Code subdivision (g) of Section 52064.5.