

# 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 **December 2022 to February 2023**.

## District Areas of Focus

The SIR Actions are organized in the themes of Coherence (30 actions), Accountability (17 actions), and Autonomy (2 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.

One of the areas the Continuous School Improvement Team is focused on is aligned with the district's priority of early literacy. This focus is resulting in growth in early literacy. Please see the graph to the right, which illustrates the Individual Growth and Development Indicators (IGDI) for Oakland Unified's youngest scholars.

The Joyous Schools Continuous School Improvement Team subgroup is looking into suspension rates at schools showing disproportionality among different student groups. The team is going to schools that are successfully eliminating these disproportionalities to learn the most effective practices. These practices will be shared with the team to develop an action plan for schools that could benefit from this learning.

CCEE plans to continue to actively support the Continuous School Improvement Team (CSI) with the Plan, Do, Study, Act (PDSA) process, focusing on ensuring that all actions have clarity about how they will impact teacher and school leader practice. This focus on supporting the team will help them to develop a clear understanding of what needs to happen between the development of short-cycle actions, new learning necessary for teachers and leaders, and any extra support needed to maximize student success.

OUSD Cycle 2 Individual Growth and Development Indicator (IGDI)  
% of students meeting benchmark

