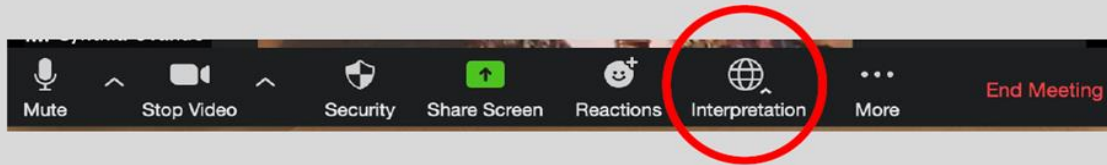# Board Retreat
August 5, 2022

Interpretation / Interpretación / 翻譯

1 ## Go to Controls

Vaya a los controles | 控制項

2 ## Click "Interpretation"

Clic en "Interpretación" | 翻译

✓ Off
English
Spanish

Mute Original Audio

Manage Language Interpretation...

Interpretation
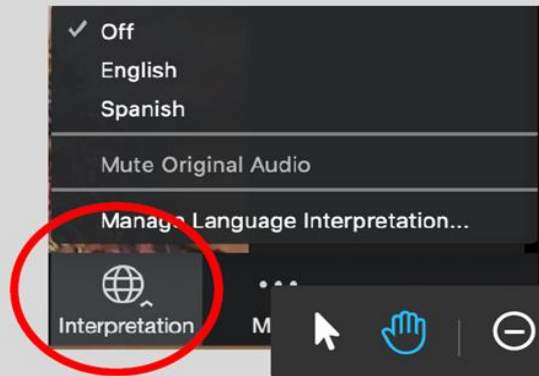
3 ## Choose a Language

Escoja un idioma | 選擇一種語言

Off
✓ English
Portuguese
Spanish

Mute Original Audio
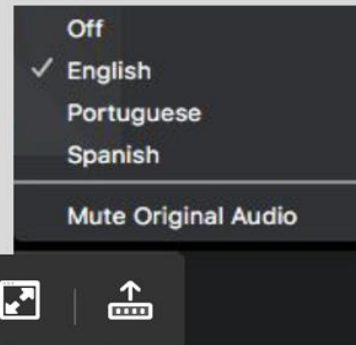
Outcomes

- To have a common understanding and agreement regarding the roles and responsibilities of the Board and Superintendent

- To identify a set of protocols the Board will commit to for each Board meeting and which will serve as general operating procedures; to be adopted and included in Board Bylaw 9323

- To review a draft 2022-23 Board Work Plan and make final edits for the plan to be adopted at an August Board meeting

- To review the proposed amended Board Bylaws 9322 and 9323 and understand the impacts on the board meeting agendas for the 2022-23 school year
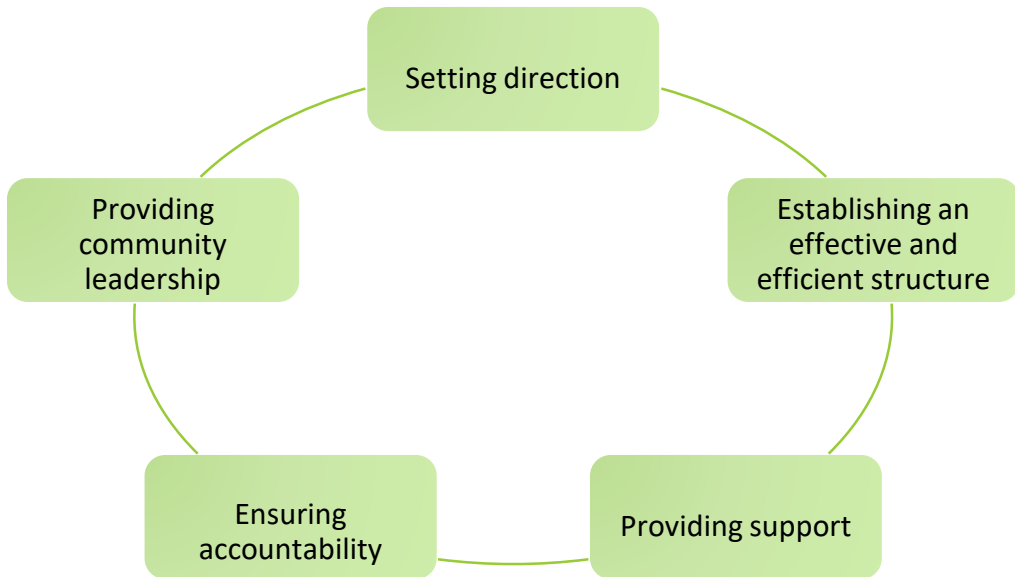
Team Building Activity: Pair Share

In pairs (A and B), take 2 minutes per person and please share the name of a song that best describes your leadership philosophy and why. …

"A" will introduce "B" and "B" will then introduce "A."

Roles & Responsibilities

5 Major Responsibilities

Setting direction

Establishing an effective and efficient structure

Providing support

Ensuring accountability

Providing community leadership

➢ Represent core functions that are fundamental to a school system's accountability to the public.

➢ Signify that authority is granted to the Board of Education as a whole, not each member individually.

➢ These responsibilities are fulfilled by the Board of Education, working together as a Governance Team with the Superintendent to make decisions that will best serve all the students in the Oakland community.

California School Boards Association. (n.d.). Role and Responsibilities.
https://www.csba.org/GovernanceAndPolicyResources/EffectiveGovernance/RoleandResponsibilitiesofSBMs.aspx

Roles & Responsibilities (Not in Priority Order)

➢ Responding to political reforms and mandates

➢ Accepting the slow pace of change

➢ Managing the volume of information

➢ Assuming responsibilities for all students

➢ Facing public education realities

➢ Defining Vision, Mission, and Values

➢ Accessing good data

➢ Setting goals and priorities

➢ Meeting stakeholders needs

➢ Balancing individual demands against the greater good

Team Engagement

Take a moment and review these roles and responsibilities. Rank your top one in order of importance to you.

Share out.

Viewing the Roles

Role of the
Board of Education
(from 25,000 feet
elevation)

Role of the
Superintendent
(from 5,000 feet
elevation)

Role of the
Administrators, Teachers,
and Staff
("boots on the ground")

Avoiding Micromanagement

Micromanaging occurs when one role tries to assume the functions and responsibilities of another.

It typically occurs when a situation, instead of a role, is allowed to determine expertise.

The opposite of micromanagement is the alignment of the three essential roles and their coordination for common ends.

Scenario #1

From time to time, Board Members, may receive a complaint from principal regarding repairs needed on the campus or a slow response to receiving materials or supplies.

In pairs, discuss some issues that come into play in such moments.   What role is appropriate for a Board Member? How should you respond?

Scenario #2

A community member approaches you and tells you they believe a school site staff member is not doing their job and should no longer work at the school.

In pairs, discuss some of the next steps that are appropriate for your role as a Board Member?

Break

Board Work Plan Review

OUSD 3 Year Strategic Plan and Yearly Work Plans

2021-24 OUSD Strategic Plan

(4 Initiatives with three year Student Goals)

Yearly Work Plans identify the Key actions and Deliverables to complete each year. The actions and deliverables should lead to increased outcomes for students each year. Student outcome data should be monitored and the actions and deliverables adjusted accordingly.

Year 1 Supt Work Plan (2021-22)   Year 1 Board Work Plan (2021-22)

DRAFT Year 2 Supt Work Plan (2022-23)   Draft Year 2 Board Work Plan (2022-23)

DRAFT 2022-23 Board Work Plan

Outcome for today: Board Directors provide feedback on the DRAFT deliverables for each initiative in the 2022-23 Board Work Plan. Board Directors will review the progress from the 2021-22 Work Plan to help inform their feedback for the coming year.

Process:

In 2 small groups, review the actions and deliverables for each of the following 2022-23 Supt & SLT Work Plan 5 initiatives.

Guiding Questions: (Take notes on this Google doc for your group's feedback)

1. What's extra important to focus on for this year in each initiative?
2. What are the top 1-2 deliverables for each initiative (how to have fewer deliverables instead of add more)?

Board 2022-23 Work Plan

2022-23 Board Work Plan Initiatives

- Initiative 1 **Ensuring Strong Readers by the Third Grade**
- Initiative 2 **Supporting Empowered Graduates**
- Initiative 3 **Creating Joyful Schools**
- Initiative 4 **Growing a Diverse and Stable Staff**
- Initiative 5 **Creating a Sustainable and Thriving District**

Initiative #1 Strong Readers: Student Outcomes

LCAP Goal 1: All students graduate college, career, and community Ready.

GOAL	MEASURE	BASELINE	2021-22 EOY	2022-23 EOY Target	TARGET
Superintendent's Dashboard Early learners are achieving	Increase the percentage of K and 3rd graders reading at mid/above grade level on Spring i-Ready assessment	GrK: 38.9% Gr3: 31.0% *(2021-22)*	GrK: 38.9% Gr3: 31.0%	GrK: 44.9% Gr3: 37.0%	+12pp (6 per year for two years) by 2024
Progress Monitoring Measures	PK: Phonological awareness; letter/word knowledge TK/K: Letter names, Phonological awareness Grades 1-3: Reading at/above on i-Ready (+10pp)	–	K 85.7 (May) Gr3: 31.0% (Dec) Gr2: 29.5% (May) Gr 1: 32.7% (May)		PK: 80% TK/K: 80% Grades 1-3: +10pp

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

GOAL	MEASURE	BASELINE	2021-22	2022-23 EOY Target	TARGET
Superintendent's Dashboard English Learners are gaining English proficiency	Increase the English Learner (EL) reclassification rate	13.2% *(2018-19)*	Available Sep 2022	19.2%	+9pp (3 per year for three years) by 2024
Black, Latinx, and foster youth are reading at grade level.	Decrease the percentage of grade 6-11 students in targeted groups reading multiple years below grade level on Spring Reading Inventory.	Black: 41.9% Latinx: 50.1% Foster: 44.0% *(2018-19)*	Black: 35.5% Latinx: 43.9% Foster: 31.8%	Black: 35.9% Latinx: 44.1% Foster: 38.0%	-9pp (-3 per year for three years) by 2024

Initiative #1 Strong Readers: Actions & Deliverables

Draft 2022-23 Actions	Draft 2022-23 Deliverables
Review Early Literacy outcomes two times a year	Adoption of Foundational Reading Skills curriculum.
Prioritize resource allocations are in place to support the student goals for ensuring strong readers	

2021-22 Initiative 1 Board Plan Deliverables	Status
No deliverable was included in this initiative in the 2021-22 Board Work Plan Other work completed (not in the work plan) - Adopted the plan for the Early Literacy Block Grant - Adopted a TK Curriculum to support literacy instruction	NA

Empowered Graduates: Student Outcomes
LCAP Goal 1: All students graduate college, career, and community ready.

GOAL	MEASURE	BASELINE	2021-22	2022-23 EOY Target	TARGET (CHANGE BY 2024)
Superintendent's Dashboard Middle grade students are prepared for high school	Increase average distance from standard on smarter balanced/SBAC state assessments in 8th grade Mathematics	-104.4 *(2018-19)*	(Available Sept))	-94.4	+15 (5 perf year for three years)
OUSD graduates are A-G ready	Increase the A-G completion rate with a grade of C graduates who complete HS in 4 years and those who completed HS in 5 or more years.	4-year: 57.6% *(2020-21)*	Available Oct 2022	4-year: 61.6%	+6pp (2 per year for three years_
Working Group Measures Middle School Students Proficient in Interim Math Assessments.	% of students in 6th, 7th, & 8th grade scoring Proficient on Interim Math Assessments.		Fall: Gr6: 18.2% Gr7: 19.7% Gr8: 8.7% Early Spring: Gr6: 15.4% Gr7: 7.4% Gr8: 7.9%		

Empowered Graduates: Actions & Deliverables

Draft 2022-23 Actions	Draft 2022-23 Deliverables
Review middle school, high school and college readiness student outcomes two time a year	1. Review staff analysis on impacts of existing efforts in high school to implement mastery based grading and whether or not to adopt any changes to the grading policy with the goal of increasing A-G completion.
Prioritize resource allocations are in place to support the student goals for ensuring empowered graduates	1. Adopt the new vision for alternative education and adult education: including decisions on a long-term location for Bunche Academy and on whether to move forward with creation of an alternative education hub.

2021-22 Initiative 2 Board Plan Deliverables	Status
● Revisit and adopt changes to the District's grading policy and other possible policies to improve our A-G completion rate.	In Progress- no changes recommended for adoption. See report from Superintendent on next steps
● Decide whether to place a successor ballot measure to Measure N on the November 2022 ballot.	Complete
● Adopt the new vision for alternative education and adult education, and decide whether to move forward with creation of an alternative education hub.	In Progress

Joyful Schools: Student Outcomes

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

GOAL	MEASURE	BASELINE	2021-22 EOY	2022-23 EOY Target	TARGET
Superintendent's Dashboard: Students attend school every day.	Reduce chronic absenteeism rates (missing 10% or more of school days) for all students	17.3% *(2019-20)*	44.6%	16.3%	-1.5pp (-0.5 perf year for three years)
Schools are inclusive of all students	Reduce the out-of-school suspension rate and student expulsions for Black and SWD	Suspension Black: 7.1% Suspension SWD: 6.8% Expulsion Black: 18 Expulsion SWD: 2 *(2019-20)*	Suspension Black: 8.3% Suspension SWD: 6.2% Expulsion Black: 12 Expulsion SWD: 1	Suspension Black: 5.1% Suspension SWD: 4.8% Expulsion Black: 14 Expulsion SWD: 0	Suspension: -3pp (-1 per year for three years) Expulsion: -6 (-2 per year for three years)
Students and families are connected to schools	Increase the number of schools with at least 70% of students and parents who feel connected to their school	50 schools *(2020-21)*	Available August 2022	54 schools	+6 (+2 per year for three years)
Black Thriving Students & Families Indicators Empowered & Engaged	% of school staff responds to Black parent needs in a timely manner. % of school staff welcomes Black parents' suggestions. % of Black families are encouraged to be an active partner in educating students.	80.6% of families reported responses in a timely manner 82.7% of families reported that staff welcomes their suggestions 82.5% of families encouraged to be an active partner *(2018-19)*	Available in August 2022		

Joyful Schools: Student Outcomes, cont'd

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

GOAL	MEASURE	BASELINE	2021-22	TARGET
Black Thriving Students & Families Indicators Safe & Sense of Belonging	% of teachers give Black students a chance to take part in classroom discussion or activities (ES, MS, & HS). % of Black families think teachers have at least quite a bit of respect for students	67.2% of students reported positively 76.4% of Black families reported positively *(2018-19)*	Available in August 2022	
Love & Affirmed	% of Black MS & HS students agree that class lessons include culturally relevant examples. % of Black MS & HS students know who they are and where they come from	46.2% of Black students agree 48.7% of Black students reported that they know *(2018-19)*	Available in August 2022	

Joyful Schools: Actions & Deliverables

Draft 2022-23 Actions	Draft 2022-23 Deliverables
Receive a proposed model and budget from the George Floyd Design Team	1. Review recommendations and adopt an ongoing budget for prevention and crisis response for police-free schools
Receive a Plan for key strategies to support the Black Thriving indicators from the Black Students and Families Task Force	1. Adopt a revised Measure Y Spending Plan
Receive Measure Y project implementation updates two times a year.	1. Review recommendations and adopt a Black Students & Families Thriving Plan; including a budget and metrics for implementation.
Leverage community partnerships to address basic needs and increase access to high quality enriching experiences.	1. Review Recommendations and adopt a Quality Community Schools Road Map in alignment with the Strategic Plan

2021-22 Initiative 3 Board Work Plan Deliverables	Status
Review and update the Alternative Safety Plan to include recommendations from the George Floyd Safety Design Team.	In Progress
Consider adoption of recommendations from Black Students Thriving Task Force	In Progress, indicators were presented to the board

Diverse and Stable Staff: Staff Outcomes

LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.

GOAL	MEASURE	BASELINE	2021-22	TARGET (CHANGE BY 2024)
Superintendent's Dashboard: All teachers at all schools are prepared and successful.	Increase the one-year teacher retention rate	Black teachers: 86.2% Latinx teachers: 85.0% *(2020-21)*	Available Sep 2022	+1.5pp (0.5 per year for three years)
Working Group Measures	Black & brown applicants for teaching positions	Black applicants: 177 (18%) Latinx applicants: 149 (15%) *(2019-20)*	Black applicants: 182 (13%) Latinx applicants: 176 (13%) *(2021-22)*	
	Black & brown new hires for teaching positions	Black new teachers: 27 (13%) Latinx new teachers: 55 (26%) *(2019-20)*	Black new teachers: 38 (15%) Latinx new teachers: 66 (26%) *(2021-22)*	
	Comparison data of teacher demographics to student demographics	Black students: 23% Black teachers: 20% Latinx students: 44% Latinx teachers: 16% *(2019-20)*	Black students: 22% Black teachers: 20% Latinx students: 45% Latinx teachers: 18% *(2021-22)* Comparison by Site	

Diverse and Stable Staff: Actions & Deliverables

Draft 2022-23 Actions	Draft 2022-23 Deliverables
Review Staff recruitment and retention outcomes two time a year	1. Adopt contracts for all 7 labor unions
	1. Adopt a remote/hybrid working policy for central office staff

2021-22 Initiative 4 Board Work Plan Deliverables	Status
No deliverable was included in this initiative in the 2021-22 Board Work Plan Other work completed (not in the work plan) -	

Creating a Sustainable and Thriving District

Draft 2022-23 Actions	Draft 2022-23 Deliverables
Progress Monitor Phase 1 Welcoming Schools and Plan for Phase 2 Welcoming Schools/Redesign of schools	1. Review proposed amendments and adopt revisions to Board Policy 3150
Receive regular reports on the implementation of the Community Schools Grant	2. Adopt a New Board Orientation Plan
Develop a plan for orienting new board members	3. Approve recommendations for vacant property that eliminates blight in the community and generates additional revenue
Evaluate the many initiatives and departments in the district and commission study to compare OUSD to similar districts to identify structural issues that shift resources away from direct support of instruction	4. Adopt a balanced budget by June of 2022

2021-22 Initiative 1 Supt Work Plan Deliverables	Status
Review and consider Citywide Plan recommendations from staff, and continue to monitor outcomes of Citywide Plan decisions.	Completed
Adopt revisions to budget policies and funding formulas.	In Progress: Adopted the revised funding formula, did not adopt revisions for BP3150
Receive report on one time funds and return on investments, and consider possible budgetary allocations for 2022-23 that will allow the District to make progress on comprehensive student supports, including social-emotional learning, academic interventions and reducing chronic absence for the 2022-23 school year, as well as a report on how the District will ensure access for students with disabilities to academic and SEL supports.	Completed
Adopt and monitor budget development calendar in Fall of 2021, including consideration of a plan to conduct a fiscal systems audit and pay off the state loan, as well as reviewing the past allocation of one-time funds and approving a plan for remaining pandemic relief grants.	Completed
Approve a balanced budget with necessary ongoing reductions by June of 2022.	Completed
Review recommendations and adopt potential changes to district enrollment policies, including implementation of the Enrollment Stabilization Policy and modifications to the Open Enrollment Policy.	In progress; reviewed recommendations but decided to postpone changes to the policy

Lunch Break

Board Protocols

Board Protocols

The purpose of these protocols is to provide a basic set of professional standards by which the Board and the Superintendent are to function as a team. There is no intention to abridge the rights and obligations of Board Members to oversee the operation of the organization, nor to interfere with the Superintendent with his/her role as the Superintendent of OUSD.

General Sample Protocols

1. Every action by a Board Member should be directed toward improving the educational program for students.
2. Every Board Member will exhibit behavior that is honorable, honest, and dedicated to the success of the students and staff of the district.
3. Each Board Member is dedicated to making all other members successful.
4. Each Board Member is to be treated with dignity and respect.
5. Board Member Commitment will include:
   a) Participate fully in the discussion of issues
   b) Listen respectfully to all views and opinions
   c) Respect each individual's opinion
   d) Accept and live with the majority action of the Board
   e) Exhibit patience and tolerance with each other

Board Members Sample Protocols

6. Irritations will not be allowed to fester.

7. Board Members will define and understand the difference between administration and policy-making and respect the roles of each other.

8. Board Members will not make statements which could be interpreted as having full Board agreement during the public segment of the Board meeting.

9. No individual Board Member will make or appear to make a decision which appropriately should be made by the entire Board.

10. An individual Board Member will not use the media as a personal forum, unless it is clearly indicated that the opinion is personal and not representative of the Board majority position.

Board Members Sample Protocols (cont.)

11. Each Board Member will make every effort to attend all Board meetings.

12. All discussions taking place in Closed Session will remain confidential.

13. Prior disagreements on decisions will be deemed to be closed after action is taken.

14. Board Members will ensure opportunities for all to comment.

15. Board Members will seek compromise and consensus as appropriate and avoid outside division or manipulation of Board Members.

16. New issues will be referred to the Superintendent.

Superintendent Sample Protocols

17. Staff is the responsibility of the Superintendent who will bring recommendations to the Board for action.

18. Individual requests for reports, surveys, projects, etc., will be directed only to the Superintendent and responses will be directed to the entire Board.

19. Any complaint or concern made to a Board Member by the community is to be referred directly to the Superintendent who shall provide information and a response back to the Board Member in a timely manner, and to the entire Board if appropriate.

20. Board Members are to be informed in a timely manner of any incident to which they may be called upon to answer or explain.

21. Questions regarding Board agenda items are to be communicated to the Superintendent prior to the Board meeting and the Superintendent will respond in a timely manner.

Superintendent Sample Protocols (cont.)

22.Any concern reported to the Superintendent by a Board Member is to receive the appropriate priority and resolution of the matter will be communicated to all of the Board if so warranted.

23.The Superintendent is to communicate all significant administrative actions to the Board.

24.Unsubstantiated rumor and information from anonymous sources are not to be pursued except by and in the judgement of the Superintendent, in consultation with the Board.

25.No individual Board Member is to come between the Superintendent and his/her staff and members in an attempt to undermine the Superintendent.

26.Board members, as time permits and after first informing the Superintendent, are encouraged to visit school sites and attend school functions, but will avoid interrupting instruction or interrupting employees at work.

27.Legal and personnel matters will be confidential.

Selection of Protocols

Which protocols would you like to include in a draft?
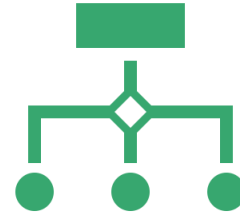
Are there any new protocols you would like to include?

Next Steps

The agreed upon board protocols from today will be included in the revised Board Bylaw 9323 and brought to the board for adoption at an August Board meeting.

Break

Board Bylaws & 2022-23 Agenda Format

Board Engagement

- Review the impact of the following Board Bylaws on the 2022-2023 school year:
    - BB 9322 Agenda/Meeting Materials
        - Order of Business
    - BB 9323 Meeting Conduct
        - Specific Revisions

Public Comment & Questions

EVERY STUDENT THRIVES!

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

www.ousd.org   @OUSDnews