



**Superintendent Report to the Board of Education
December 12, 2018**

<p>Vision: All OUSD students will find joy in their academic learning 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.</p>	<p>Mission: To become 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.</p>
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OPENING REMARKS

The purpose of the Superintendent Report is to share progress and updates on our District Priorities: Fiscal Vitality, Quality Community Schools & Organizational Resilience and 12 major goals that are part of the [2018-19 Superintendent Work Plan](#).



Superintendent Work Plan 2018-19



3 District Priorities **12** Major Goals

Quality Community Schools	Fiscal Vitality	Organizational Resilience
<ul style="list-style-type: none"> 1. Student Achievement 2. Blueprint for Quality Schools 3. Outcomes for Students with Disabilities 	<ul style="list-style-type: none"> 4. Budget Development 5. Budget Management & Monitoring 6. Facilities Bond Management 7. Revenue Generation 	<ul style="list-style-type: none"> 8. Central Office Redesign 9. Employee Retention & Improvement 10. Leadership Management & Development 11. Equity/SEL Practices District-Wide 12. Family & Community Relationships

Focusing on these priorities are in service of reaching our mission and vision of creating quality community schools where our students can thrive.



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FISCAL VITALITY

Ensuring a healthy financial district is critical towards providing the necessary resources and services to provide Quality Community Schools in every neighborhood. We continue to work on a comprehensive approach to fiscal management that ensures OUSD garners and deploys financial resources in a manner that is strategic, transparent and aligned to key district priorities. Here are some overarching highlights:

- **Fiscal Vitality Plan Update:**
 - **To stay updated on our financial work and progress**, please visit our Fiscal Vitality website (www.ousd.org/fiscalvitality) to view: Superintendent budget updates, Special Committee on Fiscal Vitality presentations as well as board presentations. If you are interested in obtaining more detailed financial information, please click the [Fiscal Transparency Link](#).

- **Nutrition Services Update:** Recently, our Chief of Staff presented to the Sweetened Soda Beverage Tax Advisory Board requesting their support for funding of a variety of health and wellness programs in our district including monies to support the reinstatement of the supper meal program. The District is waiting for a response from the advisory board potentially within the next few months. We are also doubling our efforts internally to explore potential funding to support the program. Upon securing a funding source for this program the District will make an appropriate recommendation to the Superintendent and the Board for their consideration.

- **Enrollment Update:** Enrollment season launched on 11/5/2018. The ontime window will close on 2/8/19. The Student Welcome purchased and distributed to sites 130 new chromebooks to support sites reach our goal of 100% participation of transition grade students in the enrollment options process. More than 2,300 families have already completed application online, and we continue to have many families visit the welcome center. We also are continuing to respond to hundreds of calls and emails each week through Zendesk; please see our seasonal enrollment metrics [here](#)

QUALITY COMMUNITY SCHOOLS

To ensure that students with the greatest need have access to PreK-12 schools that provide quality academic and social emotional programs, excellent teachers and a nurturing learning environment to ensure that every student is college, career and community ready. Here are some highlights of progress we are making in this goal area:

- **Graduation Rates Increase:** Oakland Unified School District is celebrating the just-released news that the 2017-18 graduation rates show strong progress over the previous year's, which had already shown dramatic improvement.
 - Overall, the District's four-year cohort graduation rate increased 2.8% percentage points to 73.5% from 2016-17's rate of 70.7%. The schools with the highest graduation rates are MetWest High School at 97.6% and Coliseum



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College Prep Academy (CCPA) at 96.9%. CCPA showed an increase of 5.7 percentage points from 2016-17. Those two schools had no cohort dropouts in 2018. The other two schools that have above a 91% graduation rate are Life Academy at 92.6% (which was a 4.9 percentage point increase) and Madison Park Academy at 91.4%. This was Madison Park's second graduating class since becoming a 6-12 school.

- Three of those schools are our combined middle and high schools, with grades 6-12: CCPA, Life Academy, and Madison Park Academy.
- Two more schools have graduation rates close to or above 85%: Oakland Tech at 88.9% and Skyline High at 84.8%. One high school saw by far the best improvement and that's Street Academy, which went from a 33.3% cohort graduation rate in 2016-17 to 63.3% in 17-18. That's an increase of 30 percentage points, or a near doubling of the school's previous rate.

- **Water Quality Update:**

EBMUD is continuing to sample Child Development Centers. The expanded sampling program is a slow process as all samples must be procured prior to any staff or students arriving to the site (generally 4-5 in the morning).

- **School Network Update:** In each Superintendent Report going forward, I will be sharing successes in 1-2 of our School Networks. The successes I share will be related to the work happening in the Networks toward achieving our LCAP goals for all our students.

- **Network Focus: Alternative High Schools**

- **GOAL 1: GRADUATES ARE COLLEGE AND CAREER READY:**
 - In the 17-18 school year, graduation rates have increased across alternative education high schools for the second year in a row, with Street Academy nearly doubling its graduation rate increasing from a 33.3% cohort graduation rate in 16-17 to 63.3% in 17-18. The dropout rate has also decreased across all alternative education high schools.
 - In 13-14, only one alternative education school had a pathway. In 18-19, all alternative education schools have developed Linked Learning pathways where students are able to graduate with career technical skills and knowledge, work-based learning opportunities, certifications and dual-enrollment credit.
 - Alternative Education programs went from on average 0% of students participating in dual-enrollment community college courses in 15-16 to on average 24% of students participating and/or earning college credit in 17-18.
 - On average, 80% of students in Alt Ed programs have participated in work-based learning opportunities such as job shadows, career exploration visits, industry mentorships and internships.



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- Dewey Academy celebrated the launch of their Medical Health Lab this week designed to give students hands on experience in the Health field and prepare them for entering health-related internships and apprenticeships.
- OUSD Executive Director of Alternative Education is on a statewide task force to help design a statewide alternative school accountability dashboard scheduled to launch in 18-19 to more accurately assess alternative schools ability to graduate students college and career ready.
- **GOAL 2: STUDENTS ARE PROFICIENT IN STATE ACADEMIC STANDARDS:**
 - Dewey Academy and Ralph J. Bunche Academy have seen a 6.3% and a 4.6% increase of students meeting the standard on the ELA SBAC.
 - Alt Ed Schools have been focusing on developing rigorous, high-quality standards-based instruction integrating in the pathway theme as a means to re-engage students in authentic and relevant learning.
- **GOAL 3: STUDENTS ARE READING AT OR ABOVE GRADE LEVEL:**
 - All Alternative Education principals and Instructional Leadership Teams (ILTs) are participating cycles of inquiries in 18-19 focused on literacy and standards-based instruction integrated into Linked Learning pathways, which included identifying a problem of practice, setting a student outcome goal, participating in learning walks, developing high-quality site-based professional development and analyzing student data to inform practice.
 - Ralph J. Bunche Academy has a 9% increase of students reading at or above grade level from 17-18 to the 18-19 school year
- **GOAL 4: ENGLISH LEARNERS ARE REACHING ENGLISH FLUENCY:**
 - In a partnership between ELLMA and Alternative Education, Rudsdale Continuation expanded in 17-18 to develop an alternative newcomer program to specifically support older (16+) newcomer students after identifying this subgroup as having some of the highest dropout rates in the district. Rudsdale Newcomer will have it's third cohort of graduating students this December.
- **GOAL 5: STUDENTS ARE ENGAGED IN SCHOOL EVERYDAY:**
 - All alternative education schools have robust wraparound supports for students as a means to increase student engagement and attendance, including: advisory structures, low teacher to student ratios, mentorship, case management, mental health supports, student leadership teams, internships, restorative justice and partnerships with local non-profits and industries.
 - Overall, Alternative Education schools have decreased their average chronic absenteeism rate by 7.6% from 17-18 to 18-19.
- **GOAL 6: PARENTS & FAMILIES ARE ENGAGED IN SCHOOL ACTIVITIES:**
 - All alternative education schools have an orientation in which families and guardians are an integral part of the entry process in order to support a successful student transition and to develop strong foundational relationships between the school and the family/guardians.



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- Alternative education schools have starting hosting pathway events aligned to their theme as a means to increase authentic family and community engagement.

- **Blueprint for Quality School Update:**
 - **Blueprint Cohort 1 Update:**
 - Futures and CUES:
 - The SIG/Design Team meeting November 29th at 3:00pm and continued to reviewed SIG expenditures, and shared out their hopes and dreams for the design team work this year. The team also discussed possible program offerings for the schools, and potential campus improvements.
 - Alliance and ECP:
 - The leadership is identifying some schools for the design team to visit and to bring options to the larger school community to consider. The goal being to identify a coherent and high value instructional program of which a defined program or pathway could be a part.
 - The parent leadership team had a meeting on (11/12)and completed a name voting process to correspond with report card and/portfolio conferences.
 - The team also held a townhall meeting with students to gather their feedback on the new name
 - The new name will be presented to the board in January for approval.
 - MetWest:
 - The MetWest design team is continuing to work on integrating more regular student and parent participation in the design process.
 - The school's priority is to develop the year one strategy, including location of the grades and each site, and where the expanded program should be established (for example, do all 9th and 10th graders attend one site and 11th and 12th another or should there be a full 9-12 program at each site)
 - The school is actively recruiting students for the expanded program with a particular focus on informing and recruiting Westlake students to the new school.
 - **Blueprint Cohort 2 Update:**
 - The Superintendent and Chief Academic Officer are having informational meeting with affected principals, the Deputy Chief of Innovation and Network Superintendents to review data and the district's recommendation. They are



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incorporating feedback from school leaders in staff to finalize draft proposals to bring to the board and community in Feb.

- We are currently working on amending our existing Enrollment Policy to provide priority enrollment to students whose current school will be consolidated.

ORGANIZATIONAL RESILIENCE

The bedrock of an effective organization is people. To promote organizational resilience we must continuously invest in building the capacity of staff as we work towards creating a high quality school system. Here are some highlights of progress we are making in this goal area:

- **Retention & Recruitment Update:**

- We were awarded a \$50K CTC Capacity Grant to build a Special Education residency in collaboration with Loyola Marymount and charter partners, and are beginning to work diligently to apply for the Residency expansion grant in January 2019.
 - We are awaiting news on our STEM residency proposal in partnership with UC Berkeley, CSU-East Bay, and Trellis, and expect to hear news in mid-December. We interviewed in a panel of our partners with the CTC on 12/4/18, and are keeping our fingers crossed!
- We were awarded \$45K from the Haas Sr. Foundation to continue the important work of the after school to teacher pipeline.
- We are applying for several other funding sources to boost our ability to attract and retain Talent, including the Local Solutions Grant from the State for Special Education, an exploratory grant from the New Schools Venture Fund to figure out how to continue the good work of the Maestr@s Program, and a deep investment in Middle School Talent through Salesforce.
 - Additionally, we are working to secure private investments to supplement our work to build a Teacher Residency for SpEd and STEM teacher candidates, as we are building the infrastructure from the ground up in Oakland.
- UC Berkeley is intentionally working to re-craft their teacher credential programs to more directly build a pipeline of diverse teachers for urban education in OUSD. We hosted a launch event with Dr. Travis Bristol entitled “Sustaining Teacher Diversity” on December 6 to discuss critical issues related to recruitment and retention work for teachers of color.
- As a reminder, the 2018 Employee Retention Survey Results are now live and publicly available [here](#).
- **New Teacher Staffing Process:**
 - **Early Contracts** - Per Alma Group’s recommendation Early Hiring has begun this year targeting diverse talent in hard to staff subject areas (Spanish, Math, Science, & Special Education).



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- **Article 12** - In early December, Principals will receive an annual memo detailing the New Teacher Staffing Process which will include training materials, updates, and timelines.
- **Recruitment Events** - In early December, advertising of upcoming Recruitment events will be shared via our OUSD website, District-wide correspondences, social media posts, and direct email/call campaigns to current/former candidates.
- **Incentives to attract top diverse talent:**
 - **Teacher/Employee Housing Options**
 - **Landed** and Extra Yard for Teachers, in partnership with the Mayor's office, hosted a Community Resources pop-up event for Financial Wellness for Local Teachers and School Staff. Over 100 OUSD employees were in attendance.
 - **Roomily** (a housing match service) has launched and is piloting their services with OUSD. Go [here](#) for more information on an Oakland Technical High School parent providing housing for current teachers.
 - **Signing Bonus** - pursuing a signing bonus for Special Education which in the past helped us to open the school year with single digit vacancies.
 - **Monthly SpEd Credential Information Sessions & Free Weekly Informal Test Prep** - providing a Professional Learning Community for potential candidates to support each other, ask questions, and share wins.
 - **Employee Profiles** - Highlighting current employees' positive experiences and sharing their inspiring stories throughout the district and the wider community.
- In an effort to **Grow Our Own talent into a Certificated/Classified Pipeline District-Wide**, in addition to the efforts aforementioned, we are also focusing our efforts on:
 - **OUSD Alumni:** College Track has funded Interns (OUSD and College Track Alum returning to OUSD) who are recent College Graduates to intern in the Talent Division, Tech Services, Restorative Justice departments with the intention that at the end of the internship the interns will secure employment with OUSD. The goal is to scale this internship district-wide with various departments. Our current intern who was a former Westlake middle school student and is now working with Westlake students through Restorative Justice said "Working with Westlake students is always a high. They're very insightful. It makes me happy and hopeful to be with them. They are already so great and can get even greater."
 - **Substitutes:**
 - Hosting monthly Guest teacher interviews and providing 1:1 coaching for current substitutes to grow into permanent roles. For example Hector Hernandez was a Substitute Clerk and has recently secured a permanent position as a Spanish Bilingual Receptionist.



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- Launched a formal process for Temporary Statutory Permit Leave for temporary teachers which provides the district (1) a group of trained temporary teachers to cover for leaves and (2) a way to keep current emergency permit teachers developing while they meet necessary CTC requirements.
- **OUSD Parents:** Hosting information sessions for parents to secure employment throughout OUSD. Partnering with OUSD parents to cultivate potential candidates and provide housing (e.g. Montera Middle School parents helping to fill a Spanish teacher vacancy via phone calls and Oakland Technical High School parents providing temporary and permanent housing for international teachers).

CLOSING REMARKS

We are collectively responsible for the narrative of OUSD. While we must hold each other accountable and address areas where we must transform the system, it is equally important that we take the time to share the good news--in public forums and in our day to day interactions-- about the incredible work happening in our schools and across our district on a daily basis.