



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

# Superintendent's Report



Presented by Devin Dillon, Interim Superintendent

Presented to Board of Directors, OUSD

February 22, 2017

v2

[www.ousd.org](http://www.ousd.org)



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### Our Mission

Oakland Unified School District (OUSD) will build 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.

### Our Vision

OUSD students will find joy in their academic 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.

### I Am Oakland Unified

Our belief is that significant improvement in student outcomes is driven at the school level. Our every action centrally is in the service of one purpose: building quality community schools that prepare students for college, career, and community success.



# Superintendent's Report

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- Language Arts Update
- World Language Update
- Facilities Update  
(Madison Park, Fremont High, Hillcrest Kitchen, Glenview)



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# Language Arts in Oakland

## TK - High School: Lifelong Love of Literacy



Presented by Language and Literacy Team

Presented to OUSD Board

February 22, 2017

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# English Language Art Goals

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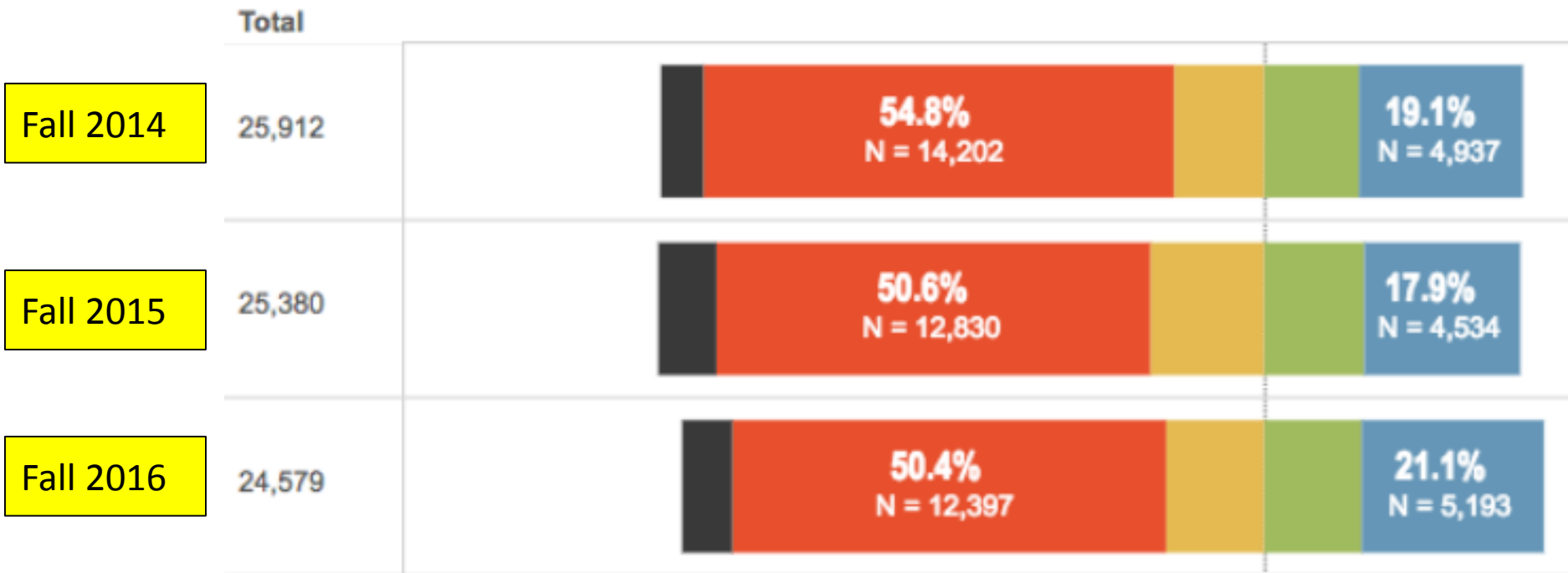
## **Common Core Capacities of Literate Individual**

- They demonstrate independence.
- They build strong content knowledge.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

## **LCAP Goal 3 and Pathway to Success**

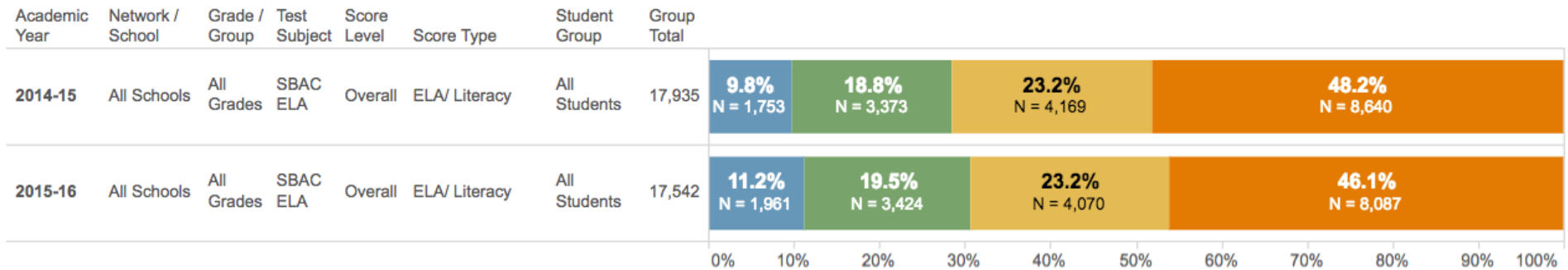
Students are reading at or above grade level.

# Where We Are Now: SRI



# Where We Are Now: SBAC

## SBAC Score Comparisons



**2014-15: 28.6% at or above standard.**

**2015-16: 30.7% at or above standard.**

**Overall Growth: 2.1%**

# SBAC Promising Practice

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**Overall Growth: 2.1%**

**Elmhurst Community Prep Nearly Doubled Their At/Above Standard: from 10.6% - 19.3%**

**They credit:**

- **their use of “document-based” writing assessments (which combine reading and writing) to their growth.**
- **10 total in just English & History.**



# Vision for Literacy-Rich Instruction

**Student Talk**



2.

**“Just Right”  
Reading  
Balanced  
with Complex  
Texts**



3.

**Flexible Small  
Groups**



4.

**3 Types of  
Writing:  
narrative,  
informational  
, argument**



# New ELA Curriculum

K-5 Units of Study (Teachers College, Lucy Calkins)	6-8 EL Education (previously “EngageNY”)	High School
<ul style="list-style-type: none"> <li>● Balance of books reflect our diverse student body (<i>Cendrillon: A Caribbean Cinderella</i>)</li> <li>● Workshop: engagement and personalization</li> <li>● Building additional supports for English Language Learners</li> <li>● Emphasizes high-volume and high-success reading to build life-long readers</li> <li>● 2016 Curriculum Study: Outperformance by 10-20%</li> </ul>	<ul style="list-style-type: none"> <li>● Social &amp; Environmental Justice Themes and Books</li> <li>● Extensive student talk</li> <li>● CASEL “stamp of approval”; <i>working with Social-Emotional Learning colleagues</i></li> <li>● Building additional supports for English Language Learners</li> <li>● 50+ classrooms observed in Fall; 50+ more in January to identify trends and supports needed</li> </ul>	<ul style="list-style-type: none"> <li>● Madison is piloting.</li> <li>● <b>Next:</b> pathway coaches, surveying teachers, curriculum pilot process that includes student, principal, and family</li> </ul>

# Attacking the Reading Gap

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1. Leveled Literacy Intervention (LLI)
  - a. 130 kits at K-5 schools
  - b. 20 at 6-12 schools
  - c. Federal Grant and Research Study 6-12
  - d. Monthly support for 6-12 teachers using LLI; shifting to K-5 focus this spring
2. *Collaboration with AAMA*: literacy campaign to engage parents
3. Early Childhood CCTLs: focus on TK-1

# Supporting English Language Learners

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*In collaboration with the Office of English Language Learners and Multilingual Achievement (ELLMA)*

## Not just “ELD Classes”/“Designated ELD”

- a. Develop language within the ELA content--  
“Integrated ELD”
- b. Collaboration with teachers to plan and model  
what it looks like support language

# Building Site Capacity: “Getting Close”

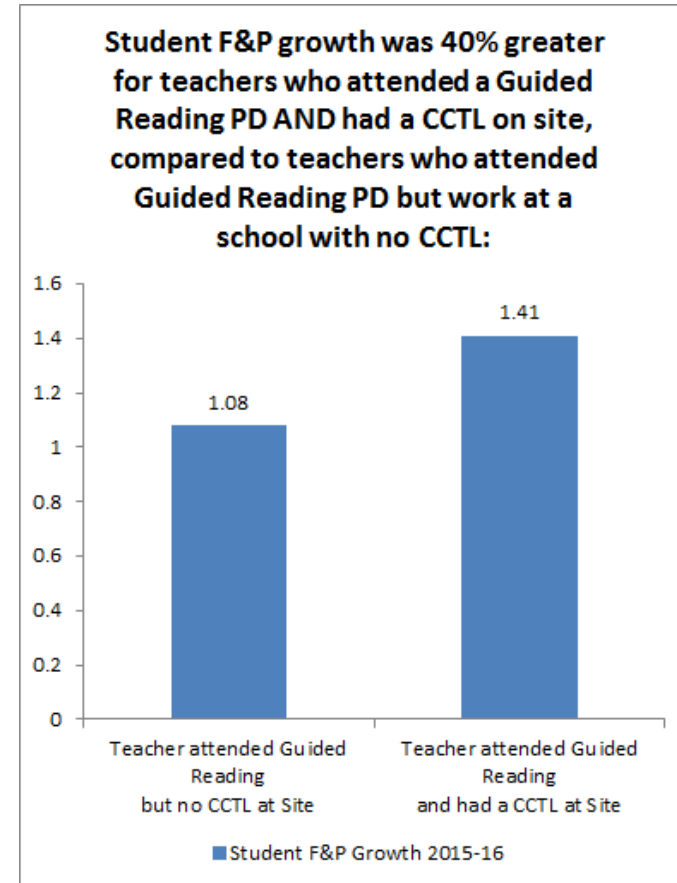
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1. Common Core Teacher Leaders
2. Teacher Leaders
  - a. Collaborative Meetings (small groups)

Challenge: time for their site meetings  
(Professional Learning Communities)

# Common Core Teacher Leaders

1. Having a CCTL is associated with 20-30% more Fountas & Pinnell growth in K-5.
2. PDs on their own do not necessarily yield large changes in teacher practice. This is consistent with longstanding research (Darling-Hammond, 2009) finding:
  - teachers typically need 50 hours of PD to improve; collaborative approaches work best; effective PD is intensive, ongoing, and connected to practice.
  - **Consistent with this research, we find that the presence of a CCTL appears to amplify the outcomes for participants in some PDs**





**EVERY STUDENT THRIVES!**



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# World Language Update



Presented by Nicole Knight, Executive Director  
Katherine Carter, Multilingual Pathway Coordinator  
English Language Learner and Multilingual Achievement

February 8th, 2017

[www.ousd.org](http://www.ousd.org)



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**The limits of my  
language mean the  
limits of my world.”**

Ludwig Wittgenstein



# The Promise of World Language

Increases opportunity in an increasingly global society

Provides cognitive benefits

Fosters empathy

Bridges communities

Builds on our students' assets

# The Seal of Biliteracy



- Issued by the California Department of Education to recognize qualifying students' academic proficiency in 2 (or more) languages
- Affixed on a student's diploma and transcript
- In 2016, awarded to 65 students in Spanish, French, Cantonese, and German
- Supported by our developing Biliteracy Pathway Awards

# Current State of World Languages in OUSD

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## New Textbook Adoptions

2016-17 SY - **Spanish** and **Spanish for Spanish Speakers** (EPH)

2015-16 SY - **Chinese** and **French**

## Leadership and Support

World Language teacher leader provides support & coordination  
Monthly Professional Learning Community (PLC) Sessions of World  
Language teachers  
Summer Professional Learning Institutes



# Current Middle School Programs

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**Spanish:** Hillcrest, Bret Harte,  
Edna Brewer, Montera

**Spanish in Dual Immersion  
context:** MLA

**Spanish for Spanish Speakers:**  
Bret Harte





# Current High School Programs

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**Spanish:** CCPA, Castlemont, Fremont, Life Academy, Madison, McClymonds, Met West, Oakland High, Oakland Tech, Skyline, Street Academy

**Spanish for Spanish Speakers:** Castlemont, Fremont, Life Academy, Madison, Oakland High, Skyline

**AP Spanish:** CCPA, Fremont, Oakland High, Skyline

**Cantonese & Cantonese for Cantonese Speakers:**  
Oakland High

**French:** McClymonds, Oakland High, Oakland Tech, Skyline

**AP French:** Oakland Tech

**AP French Lit:** Skyline

**Mandarin:** Skyline

**AP Chinese Language:** Oakland Tech, Skyline

**Italian:** Oakland Tech



# Looking Ahead

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## Programs

Develop 5-year Multilingual Master Plan

Begin language offerings earlier

Fully develop PK-12 dual language pathway

Leverage G1 funding to increase middle school programming

Increase language offerings in high school and integrate into Linked Learning Pathways

## Curriculum and Instruction

Introduce Language Assessments for placement

Expand Bilingual Pathway Awards and Seal of Biliteracy

Continue to expand global educational models such as International Baccalaureate (IB) and ISSN (Asia Society)



# Support Needed



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Lift up the language resources  
in our community

Prioritize funding and  
resources for world language  
programming K-12

Support models that foster  
global education

Recognize and celebrate our  
students who earn Biliteracy  
Pathway Awards & the Seal of  
Biliteracy





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# Facilities Update Madison Park Business and Art Academy Expansion Project



Presented by Joe Dominguez,  
Deputy Chief Facilities Planning & Bond Development

February 22, 2017

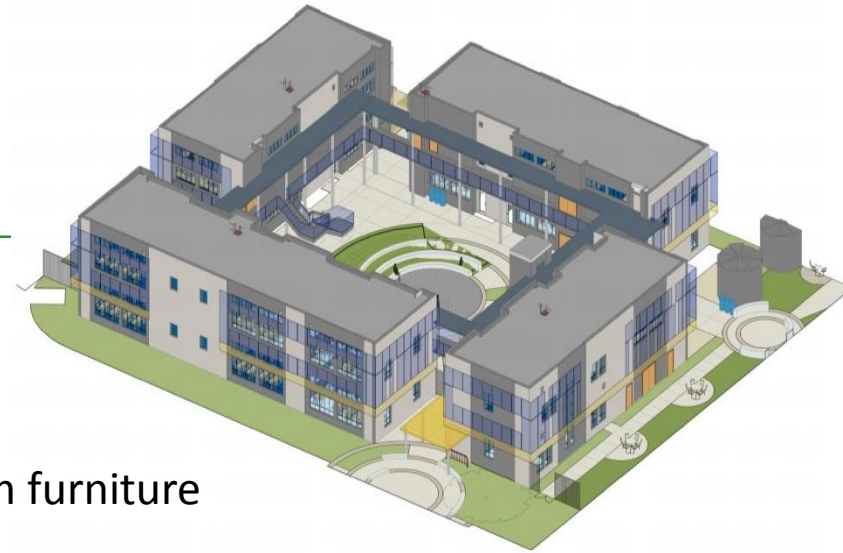
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# Overview

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## Project Scope:

- Expand from grades 9-10 to 9-12
- New 30,464 square foot classroom building
- 14 classrooms equipped with new classroom furniture
- 2 science laboratories
- 4 student restrooms will feature low water flow fixtures
- 6 administrative offices and increased staff work space, including a break room, conference room, work room and staff restrooms
- Exterior assembly area for student activities
- Renovation of kitchen shared by MPA and James Madison Middle School
- Renovation of parking lot

**Project Budget:** \$27M Measure J, \$650K Fund 35

**Project Schedule:** Kitchen Winter 2017, Expansion Summer 2018

# Update

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- Kitchen
  - Construction was at 35% before the winter break
  - PCOs have impacted January 2017 completion, with a recovery schedule pending
- Expansion
  - DSA resubmittal was anticipate in December, with backcheck in January.
  - Length of DSA review pushed construction completion from 2017 to 2018

# Update

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- New Lease Leaseback legislation will require Phase 2 to go through a new procurement process which will extend the project delivery date. The JV is being informed of the details this week.
- Budget Tracking
  - Reported on December 13, 2016, \$4.9M of the \$27M budget has been utilized.
- Communication
  - Ongoing Community Engagement Meetings (Dr. Taylor, Ray Bermudez, Will Newby)



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# Facilities Update: Fremont High School New Construction Project



Presented by Joe Dominguez,  
Deputy Chief Facilities Planning & Bond Development

February 22, 2017

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# Initial Project Overview





# Initial Project Drivers

Component	Driver	Notes	Estimate
<b>Field and parking</b>	increase size and amenities to allow for home games and eliminate reliance on Curt Flood field	work on field would be after new gym is open but a section of the parking layout could be done earlier	\$7
<b>Gym</b>	build a new gym and demolish old gym for better field and parking layout	if Bldg B modernization forces trailers to stay on site, then work on gym would be after Bldg B reopens	\$20
<b>New Academic Wing</b>	build a new wing to improve the learning environment and eliminate modular trailers	the fastest shovel project would be a modular 2 story, detached wing	
3 story attached	- 3 story attached: to best align with academic program	currently at 50% Schematic Design	\$25
2 story detached	- 2 story detached: for speed of implementation	currently have a modular option	TBC
<b>Bldg B - systems modernization</b>	upgrade HVAC and electrical systems to align the learning environment with the new wing	the scope and cost of the modernization is still to be determined, but reports are continuing to be received from site requesting attention	\$10
<b>Bldg B - seismic</b>	address deficiencies (undetermined if voluntary or required by DSA)	the scope and cost of the upgrade is still to be determined, and DSA review is not clear on whether this will be required	\$10
<b>Library - seismic</b>	address deficiencies	the scope and cost of the upgrade is still to be determined	\$7
<b>Wellness</b>	provide improved space for community services	a business plan balancing the capital and operating sources is not available	\$5

# Scope Options within Initial Budget

Component		Estimate	Options		
			A	B	C
			Broad improvements	First shovel	Learning environments
Field and parking	\$7		✓	✓	
Gym	\$20		✓	✓	
New Academic Wing					
	3 story attached	\$25	✓		✓
2 story detached	TBC			✓	
Bldg B - systems modernization	\$10				✓
Bldg B - seismic	\$10		<i>assuming not required by DSA</i>	<i>assuming not required by DSA</i>	✓
Library - seismic	\$7				✓
Wellness	\$5		✓	as fits in current budget	as fits in current budget
			at 50% SD		need mod and seismic design and estimates

# Scope Option (A)

current scope given to Architect

Current design is 50% Schematic Design

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- No seismic work to any building
- No work in any other buildings on site
- Wellness Center -3,300 sq ft (modular building)
- New gym/field stadium
- New parking lot/site work/plaza remodel
- New 3 –story academic building making opening in Bldg B for accessible pathway to new building (may trigger seismic upgrade from DSA)
- Construction timeline 2017-2019

# Scope Option (B)

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- No seismic upgrades to any building
- 2-story building (not attached to existing bldg B - possible modular bldg)
- New gym/field
- Minor site work –small parking lot
- Wellness Center 3,300 sq ft
- Shorter Schedule (Winter 2017 to Fall 2019)

# Scope Option (C)

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- Seismic upgrade to Bldg B (classroom building) and Bldg C (library/admin)
- Complete renovation of Bldg B
- Smaller wellness Center (less than 2,000 sq ft)
- New 3 story academic building (accessible to bldg B)
- Longer schedule (starting construction 2017-2020)

# Budget

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- Option A- \$57.5 million (with understanding of seismic upgrades to all existing buildings be the first project coming out of new bond)
- Option B- \$57.5 million (with understanding that the seismic upgrades to all existing buildings and community garden be the first project coming out of new bond)
- Option C- \$57.5 million (the seismic upgrades could be in excess of \$15 million. With understanding the seismic upgrade to student union and new gym/field be the first project coming out of new bond)

# Recommendation

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- Facilities is recommending Option C
  - The community has asked for the system upgrades.
  - The 3 story design provides greatest academic capacity.
  - We strongly feel that we can't complete our necessary work without triggering a seismic upgrade per Division of State Architect.
  - The campus would be functional and resilient in interim to next funding for remaining projects.

# Next Steps

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- Receive direction on program option.
- Present at community meeting January 4, 2017.
- Revisit design and approvals schedule applicable to directed option, and complete EIR.
- Define the scope for systems modifications and seismic upgrades, and secure cost estimates.
- Confirm availability of Curt Flood field.
- Select delivery method, and if lease-leaseback then integrate into upcoming Board resolution.





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# Facilities Update: Hillcrest Finishing Kitchen Project



Presented by Joe Dominguez,  
Deputy Chief Facilities Planning & Bond Development

February 22, 2017

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# Overview

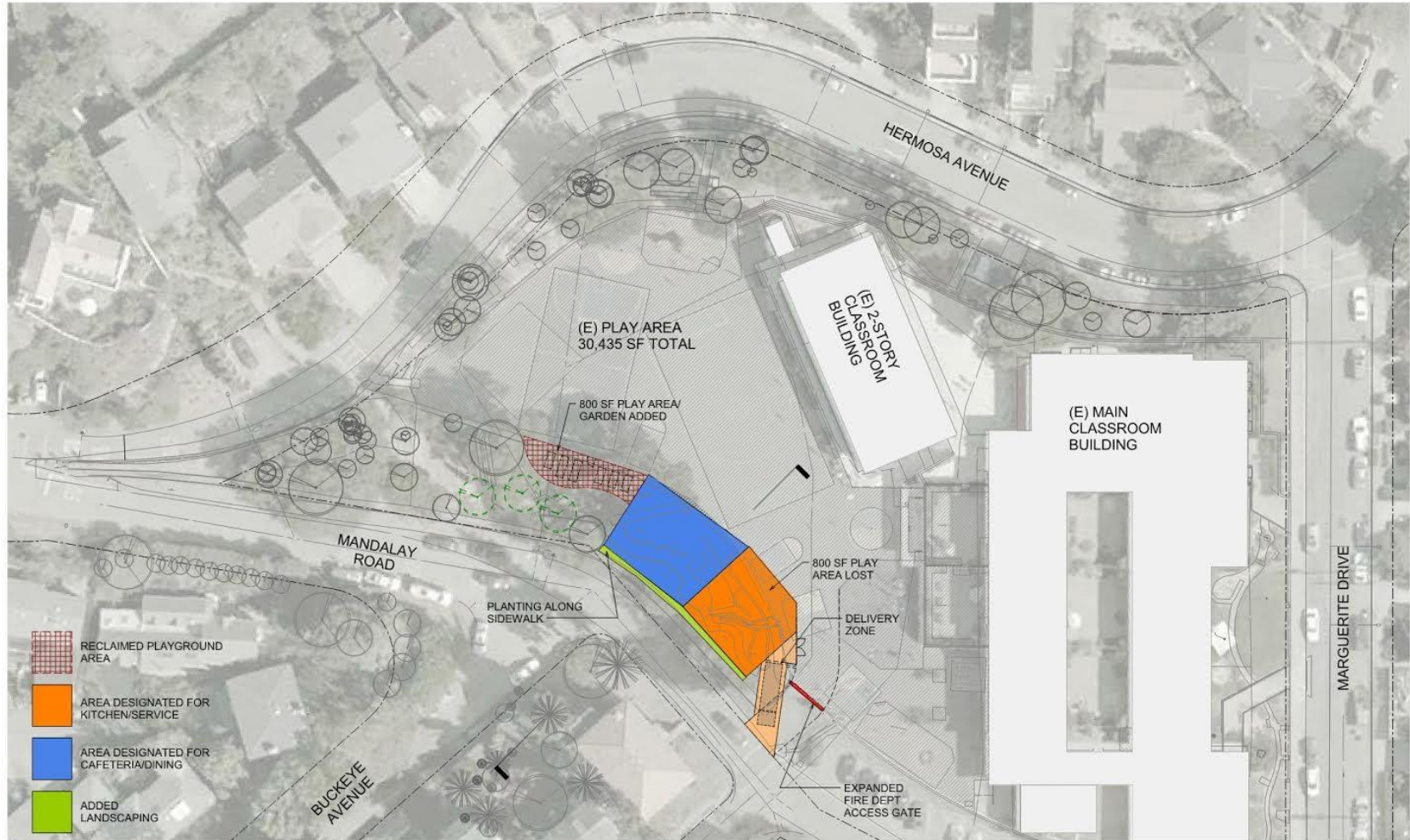
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**Project Scope:** Constructing a new standalone cafeteria building (5,000 SF) with a fully equipped finishing kitchen containing a service line of hot food, salad bar and milk coolers. Hot food will be cooked, prepared and served in the new kitchen. Currently the multipurpose room is a makeshift kitchen serving pre-packaged food.

**Project Budget:** BOE approved planning funds (Measure 7)

**Project Schedule:** Pending internal review design/planning

# Site Plan



HILLCREST FINISHING KITCHEN

SITE PLAN - Option 3

DATE: 9/17/2016 OAKLAND UNIFIED SCHOOL DISTRICT

SCALE 0 20 40 60

# Update

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## Hillcrest Kitchen

- Finalized project scope
- Implemented CEQA services
- Completed conceptual layout
- Finalizing cost estimates/budget
- Monthly community engagement meetings



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# Facilities Update: Glenview New School Construction



Presented by Joe Dominguez,  
Deputy Chief Facilities Planning & Bond Development

February 22, 2017

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# Overview

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## **Project Scope:**

New construction will feature the existing main entry and accompanying façade, a repaved front yard, ADA compliant stair lift from street to main entrance, and a new Multi-Purpose Room.

## **Project Budget:**

\$43 million (Measure J Bonds)

## **Project Schedule:**

DSA turnaround and new LLB legislation Construction 8/2019

Estimated complete summer 2019 pending bid date

# Concept



# Update

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## ACTIVITIES

- Confirmed that the Increment 3 drawings, once approved by DSA, will be incorporated in the RFP for the new LLB procurement, so that the proposals will include a full GMP, to minimize any delay to the schedule

## Upcoming:

- Early Feb for removal of unhealthy trees
- March target for DSA approval
- Lime treatment to stabilize soil