



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

SUPERINTENDENT WORK PLAN 2016-2017 YEAR-END REPORT Interim Superintendent Devin Dillon



Prepared for the Oakland Board of Education | June 14, 2017

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SUPERINTENDENT SUMMARY

Moving Forward on our Pathway to Excellence



MISSION:

Oakland Unified School District 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.

VISION:

Every Student Thrives!

All 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.

Dear Oakland Board of Education,

I want to thank all Directors, students, teachers, principals and community for your support over the last six months. While the assignment has been challenging, I've been honored to serve the District during such a difficult time. Transition is never easy, but it always results in growth and opportunity. I am confident in the ability of Oakland to succeed and reach the goals set forth in the Pathway to Excellence by 2020. Although I will be moving out of the area, I will keep a close eye on Oakland and root for its success.

As Interim Superintendent I have led very difficult decisions around managing a budget deficit for the current year and anticipated shortfall for next year. Keeping the focus on "students first" has helped me to lead in these uncertain fiscal times. I am confident the District has learned important lessons about systems that have led to the deficit. It is critical for Oakland to rebuild its reserve and move towards fiscal vitality.

Over the last two years as Chief Academic Officer and Deputy Superintendent, Academic Social Emotional Learning and now Interim Superintendent, I have led important work in our District. I am proud of the initiatives I led and supported including the following highlights from the 2016-17 workplan.

Highlights:

- Built capacity of Instructional Leadership Teams (ILTs) to support distributed leadership at the school level and Professional Learning Communities (PLC teacher teams) to plan, deliver, and reflect on instruction
- Defined District shared values and engaged District employees from all levels of the organization in high quality values-based Leadership Development programs.
- Ensured budget reductions were made to current and next school year through a collaborative process keeping "students first" and cuts as far from schools as possible
- Established a School Performance Framework to measure school performance for all District-run schools
- Initiated a process and infrastructure to reinforce the culture of monitoring student progress through Key Performance Indicators (KPI's)

- Developed a process where 100% of school sites have participated in intensive design to develop Linked Learning pathways and use Measure N funding to improve student outcomes in a continuous cycle of improvement. This process includes a robust program of study and site plan that has been publicly vetted by the Measure N Commission
- Created alignment and coherence of school structures to support pathway development through administrative reorganization, improved counseling structures, Site Based Pathway Coaches and Work-Based Learning Liaisons
- Graduation rates, including special education certificates, have increased in both of the past two years-- 3.5% in 2015 and 2.8% in 2016. We now have 5 high schools with graduation rates over 80%: Oakland Tech (87.3%), Life Academy (85.5%) , CCPA (87.5%), MetWest (92.9%) and McClymonds (81%)
- Increased Work-Based Learning Opportunities by more than doubling student paid summer internships, with many local businesses paying for their interns; interns now earn early college credit along with high school credit, all while developing real world job skills
- Expanded wrap-around services for growing number of newcomer students, particularly Unaccompanied Minors. Developed and implemented tools and resources to support implementation of the OUSD Sanctuary Resolution; such as training for all principals, nutrition services, clerical, community school managers and after school coordinators
- Completed first phases of feeder pattern and access analysis, including submission of federal integration grants, community engagements, and enrollment policy recommendations

I am honored to have been a part of the OUSD journey over the last three years and will miss all of you very much. I am confident that Oakland will continue to improve and succeed and become the District we all know it can be.

Respectfully,



Devin Dillon, Ph.D.



“We need equity to achieve equality.”

– OUSD Student

To indicate the District’s progress, goals within each Priority Area are color coded according to the following benchmarks:



Completed



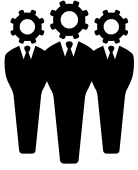
Significant progress,
meeting expectations



Started,
progressing slowly



Started, delayed
significantly



EFFECTIVE TALENT PROGRAMS

FOCUS AREA:

Continue implementation of the Board Priority regarding Effective Talent Programs.

WHY THIS WORK MATTERS:

Investing in our employees' growth and development is the greatest investment we can make. As a school district, we are only as strong as our teachers. Time and focus for educators to strengthen their understanding of standards based practice allowed our teachers to sharpen their practices and learn in teams. We began the year by establishing common District values and developing the leadership and talent of all employee groups. We continue to focus on attracting, recruiting and retaining teachers and leaders for Oakland schools.

ACCOMPLISHMENTS:

1A

Support educators in continued development in Common Core State Standards and Social Emotional Learning (SEL) standards at all school sites, with a specific focus on underperforming schools.

- Focused on CCSS and NGSS with an emphasis on “meaningful tasks” at Monthly professional learning for teams at schools and central office
- Completed regular learning walks at schools, focused on implementation of standards
- Focused on yearlong cycles of inquiry with principals resulted in site based improvement based on mastery of the standards
- Built capacity of Instructional Leadership Teams (ILTs) to support distributed leadership at the school level
- Built capacity of Professional Learning Communities (PLC teacher teams) to plan, deliver, and reflect on instruction
- Coached individual teachers and teacher teams by Common Core Teacher Leaders in nearly 30 schools
- Adopted new literacy curriculum, Engage Expeditionary Learning for middle school, grounded in Common Core and Social-Emotional Learning standards
- Revised the OUSD System of Assessment
- Gathered evidence of effective practice, aligned to standards to determine support for teachers

1B

Implement the plan to rollout common District values.

Developed a Theory of Change:

IF employees receive Values Based Leadership Development and workforce training;

THEN employees will experience leadership growth; **AS A RESULT** employee engagement will increase and foster a positive impact on student outcomes:

- Trained 1,505 employees in Values Based Leadership Development
- Provided Workforce Development Training for business units across the organization
 - Team-building, succession planning, strategy implementation;
 - Leadership Development: training for individuals across the organization;
 - Leading Towards Excellence, Leading and Managing Towards Excellence, EXALTE;
 - Organizational Development: Values Implementation across the organization;
 - Student Values Engagement, Teachers Teaching Values, Values Day, Values-Embedded Evaluations
- Supported 90% of employees who participated to demonstrate OUSD Core Values through the development of Social Emotional Learning domains; 25% of all OUSD students to engage with adults who understand and demonstrate Core Competencies related to “Students First”
- Launched a website for OUSD values (www.iamousd.org)

1C

Develop, communicate, and implement a strategy to recruit, develop and retain educators in OUSD.

- Achieved 55% agreement of ALL educators in the Teacher Growth and Development System that it supports a culture of growth and development
- Achieved 80% of the teachers rating their Teacher Growth and Development System observation as very good/good quality
- Revised the Leadership Growth and Development System and the Teacher Growth and Development System for the 17-18 school year based on user feedback
- Revised the Beginning Teacher Support and Assessment support process to meet new California Induction Standards and align to Oakland Effective Teaching Framework and inquiry cycle focus
- Finalized Educator Career Pathway Theory of Action and adopted as organizing principle for educator support and development:
 - Drafted and submitted Teacher and Leader Incentive Fund grant based on a collaborative Teacher and Leader Pathway Model
 - Developed Teacher and Leader Core Competencies were to support a career lattice
 - Designed core competencies to provide guidance on professional learning progression for new teacher and leaders based on our teacher and leader effectiveness frameworks
 - Developed Educator Career Lattice proposal to be part of bargaining

NEXT STEPS:

- Strengthen systems for student assessment and assessment literacy with teachers
- Adoption of Common Core aligned curriculum and training for teachers in order to support rigorous instruction of CCSS
- Expand opportunities for personalized professional learning through use of PDgo!
- Continue to focus on values based organizational effectiveness
- Deepen the focus on new teacher support and development and career lattice implementation for teachers at different stages in their career.

REFLECTIONS:

As a complex, urban district with multiple challenges, we are moving in the right direction to ensure our educators have opportunities to grow. Professional learning is the key to our educators' success. By creating common tools to measure effectiveness, we have started to engage in conversations about what it means to be effective as a teacher or a leader in OUSD. The work of being an educator means you are constantly improving and we have found that it is best done in relationship, whether that be as part of a Professional Learning Community or as a member of the Instructional Leadership Team.

The integration of academics and Social Emotional Learning is foundational to students experiencing joy in their learning experience. Our talent strategy needs to include a deep commitment to new teachers and ongoing support for more veteran teachers. Adopting common values and beginning the process of becoming a values-based organization is critical to our work of ensuring that Oakland is a great place to learn, work and lead.



“Great teachers - like great leaders - focus on real relationships, courageous connections, and outstanding outcomes”.

– OUSD Leader



Completed



Significant progress, meeting expectations



Started, progressing slowly



Started, delayed significantly



QUALITY COMMUNITY SCHOOLS

FOCUS AREA:

Continue implementation of the Board Priority in developing Quality Community Schools.

WHY THIS WORK MATTERS:

The vision of creating Quality Community Schools is aspirational and incorporates many aspects. The foundation of a community school is continuous improvement grounded in teams of educators working together. Our District's focus on creating Linked Learning pathways at high school and feeder patterns across our city, dovetails with our continued focus on meeting the needs of our English Language Learners. All of these are important elements of quality community schools, yet insufficient on their own. The Facilities Master Plan has evolved into the Blueprint for Quality Schools, which will inform the District's school portfolio management going forward. This will be our roadmap for quality and plan of action for moving forward and accelerating our vision of every student thriving.

ACCOMPLISHMENTS:

2A

Support all schools in the development of Professional Learning Communities and continuous school improvement practices - including continual support to those schools engaged in the Intensive School Support process.

- Developed Professional Learning Community Inquiry Guide tools to support teams
- Engaged 100% of schools in quarterly Instructional Leadership Summits
- Built capacity of principals to provide feedback to teachers and to plan adjustments in their instructional site plans through the Principal Learning Walk process
- Focused on building team capacity at sites during professional learning
- Improved monitoring and support of Instructional Leadership Teams and Professional Learning Communities
- Established a School Performance Framework measuring school performance for all District run schools.
- Designed and planned a common performance framework for district run and charter run schools aligned to the new CA state performance dashboard
- Initiated a culture, process, and infrastructure to reinforce the culture of monitoring student progress through Key Performance Indicators (KPI's)
- Sent KPI reports to 500+ recipients; 78% of users are satisfied or Very Satisfied with the weekly KPI communication, 28% were neutral.

2B

Continue to support all high schools to create Linked Learning pathways using Measure N and other designated funds to increase pathway engagement, intensity and rigor, and to accelerate the development of intensive individualized supports for students.

- Engaged 100% of school sites in an intensive design process to develop Linked Learning pathways and use Measure N funding to improve student outcomes in a continuous cycle of improvement. This process includes a robust program of study and site plan that has been publicly vetted by the Measure N Commission
- Increased Linked Learning pathways to 33 pathways, creating enrollment opportunities for students that are proportional to the high skilled/high wage future employment trends of key industry sectors in health, computer science and education
- Achieved 71.4% of 10th graders enrolled in Linked Learning pathways with plans to have 90% of 10th students in pathways in the 2017-18 school year
- Created alignment and coherence of school structures to support pathway development through administrative reorganization, improved counseling structures, site based pathway coaches and Work Based Learning Liaisons

- Achieved 50% high school student completion of a Graduate Capstone that measures student performance using common core aligned rubrics that ensure improved research, writing and oral presentation quality
- Designed “On Track to Graduation” Dashboards that allow pathway teams and site leaders to effectively diagnose student needs
- Received 100% renewal of WASC accreditation this year for all sites reviewed, including Community Day School, Sojourner Truth, Madison Park, MetWest, Oakland International and Fremont High School

Improved Student Outcomes::

- Increased graduation rates, including special education certificates in each of the past two years-- 3.5% in 2015 and 2.8% in 2016. We now have 5 High Schools that have graduation rates over 80%: Oakland Tech (87.3%), Life Academy (85.5%) , CCPA (87.5%), MetWest (92.9%) and McClymonds (81%)
- Increased Work Based Learning Opportunities by more than doubling student paid summer internships, with many local businesses paying for their interns; interns now earn early college credit along with high school credit, all while developing real world job skills
- Increased over 300% in the number of Dual-Enrollment classes offered over the past 2 years with 83% of students passing with a C or better
- Launched Oakland Promise Future Centers at Oakland High, Life Academy, CCPA and Castlemont resulting in 10% increase in student FAFSA completion rate, \$3 M in student scholarships, and a significant increase in the number of students applying to four-year colleges

2C

Support all schools in implementation of the District’s Equity Policy, specifically as it relates to outcomes for African American, Latino, English Language Learner, and Special Education students.



“Equity for me is about putting my full self into it every single day. You have to put your heart into it, not just work for a paycheck. You can’t fake it, the kids can tell.”

—OUSD Employee

Equity:

- Engaged the community in support for the Office of Equity and key initiatives
- Developed key resources (toolkit for African American Girls and Young Women, Office of Equity Reader, Kingmakers of Oakland)
- Completed a summary of 10 Equity Related Reports for OUSD that helped inform recommendations for Administrative regulations to Board Policy
- Developed quality programs for equity implemented at sites; such as Manhood Development Classes and the Khepera Academy at the high school level

English Language Learners:

- Provided professional learning opportunities in alignment with the ELA/ELD Framework to 778 unique OUSD teachers in order to better prepare our educators to meet the needs of diverse language learners
- Expanded wrap-around services for growing number of newcomer students, particularly Unaccompanied Minors. Developed and implemented tools and resources to support implementation of the OUSD Sanctuary Resolution; trained all principals, nutrition services, clerical, community school managers and after school coordinators

- Strengthened six existing dual language programs and prepared to open 2 new dual language programs in 2017-18 to expand multilingual pathways in OUSD
 - Continued to support the development of 5 elementary, 7 middle, and 4 high school newcomer programs to meet the demand of increasing newcomer enrollment and prepared to open a new Alternative Education model for newcomers at Rudsdale
- Supported LTEL courses at 10 sites to implement English 3D curriculum and accelerate outcomes for LTELs
- Adopted ELL Master Plan aligned to new State standards and guidelines to provide policy, guidance, and direction to ensure that consistent and coherent services are provided to all ELLs in OUSD. Developed and piloted ELL Review tools at 4 schools to engage, support, and hold schools accountable for implementing cycles of continuous improvement in service of their ELLs

Special Education:

- Provided professional learning on creating Individualized Education Plans and small group instruction for support staff
- Offered Behavioral Training through online platform
- Provided training from Stetson and Associates to work with individual school sites to increase inclusive practices
- Rolled out SpEd Dashboard Communication Plan
- Submitted revised Coordinated Early Intervention Services plan
- Engaged with SPED Community Advisory Committee (CAC) to guide and inform an updated SELPA
- Re-organized the Special Education Department with priority focus on school site resources:
 - Requested a Proposal for Non-Public School creation within OUSD
 - Created systems for tracking pay and position control of employees
 - Researched Alameda County Districts to inform OEA contract discussions
 - Reduced reliance on outside agencies

2D

Support all schools, neighborhoods, and communities to create pathways and feeder patterns in every Oakland neighborhood.

- Executed school portfolio recommendations for school configurations, consistent with Quality School Development policy at Sankofa Academy (consolidate middle grades), Lafayette /MLK Jr. Elementary (merge), Elmhurst Campus (maintain), Oakland SOL (open), Rudsdale Newcomer (expand)
- Established consistent Strategic School Decision weekly process to incorporate school performance, strategic regional analysis, and operational viability. 94.1% of weekly surveys listed as “Time Well Spent”
- Completed first phases of feeder pattern and access analysis, including submission of federal integration grants, community engagements, and enrollment policy recommendations
- Expanded Measure N support structures to increase quality implementation of Measure N plans

2E

Update the Facilities Master Plan (real assets including the Educational Leadership Complex) and present to the BOE a strategy to maximize the use of all of OUSD real estate assets, where school programs and real assets are clearly aligned to improve student outcomes.

Enrollment Projections:

- Completed enrollment peer review
- Enrollment projection analysis progressing to meet year end completion

Condition Assessment:

- Completed school site infrastructure assessments; field work ~80% complete
- Provided infrastructure feedback

Ed Adequacy Assessment:

- Finalizing 21st century Ed Adequacy Specs to support the Pathway to Excellence Strategic Plan
- School site assessment (educational program, relationships and collaboration, safety and Security, instructional technology, furnishings and equipment) to be completed by end of June

NEXT STEPS:

- **Deepen the use of data to inform continuous school improvement** by engaging Professional Learning Communities and Instructional Leadership Teams in ongoing data literacy learning.
- **Integrate core instructional practices** with instructional pathways at high school in order to ensure coherence.
- **Develop the Blueprint for Quality Schools** with continuous community engagement in order to ensure alignment of strategy around feeder patterns and high quality options for all students.
- **Implement models having the greatest success with English Language Learners** in OUSD and elsewhere and replicate best practices to ensure ELLs are graduating with the skills needed for success in college and career.
- **Continue to focus on the needs of African American students** and develop the equity work further to ensure students furthest from the sphere of success are achieving despite systemic and societal challenges.
- **Expand focus of Equity** to ensure Latino students are thriving.
- **Access for Students with Disabilities** to receive a high quality education in the least restrictive environment with the appropriate level of support.

REFLECTIONS:

In Oakland, the definition of quality schools includes many elements. It is impossible to talk about Equity without considering the needs of Special Education students. It is difficult to focus on the language development needs of English Language Learners without also thinking about the feeder patterns at play in our District of choice schools. All of these pieces and more feed into a complex web of community schools with varying quality throughout the city.

In order to ensure that every child has access to a high quality school, the District must begin to think about these bodies of work as interconnected and seek the synergies between departments, rather than operating as agencies with distinct agendas, departments with their own theories of action. Rather than each department having their own blueprint or roadmap, we need to work towards coherence and having one plan for improvement with all leaders pulling together in the same direction. While it was challenging to get there with the massive bodies of work associated with goals in this area, it is necessary in order to move the work forward with coherence going forward.



*“I came for a dream,
my parents came for a dream.
I think that ALL of us here came
for a dream.”*

-OUSD ELL Student



Completed



Significant progress,
meeting expectations



Started,
progressing slowly



Started, delayed
significantly



ACCOUNTABLE SCHOOL DISTRICT

FOCUS AREA:

Continue to create and implement equitable, efficient, and transparent systems to support an Accountable School District.

WHY THIS WORK MATTERS:

In order for students to be successful, school districts must have efficient and transparent systems for business operations. Fiscal and talent systems need to operate smoothly and transparently. When these systems are not effective, it is felt throughout the system and takes the focus away from the important work of improving instructional quality for the children and families we serve.

DELIVERABLE PROGRESS

3A

Present a fiscally sound budget for the 2017-18 school year for approval to the Board of Education that aligns budget development and LCAP community engagement process (Board Policy 3100).

- Made Budget reductions to current year and next school year through collaborative process keeping “students first” and cuts as far from schools as possible
- Ensured LCAP community engagement process and Parent Student Advisory Committee recommendations informed budget prioritization process

3B

Continue to refine and customize the web based budget tool for public use that displays real-time budget data and clearly displays all revenue streams and expenditures as they relate to District priorities.

- Revised version of budget tool to incorporate district priorities in the form of LCAP Action Areas. Prototype demonstrated at Board meeting in January
- Modified Financial system (IFAS) to hold LCAP action areas for all expenditures Processes to capture LCAP fiscal data in future years, and our future financial system (ESCAPE) underway

3C

Build-out and implement a reliable financial accountability system that can support the rollout of a robust human capital data management system.

- Replaced current system (IFAS) with New Business and Operations System (ESCAPE), will replace and be the operating system's backbone to the District's Business Operations Portal
- Achieved completion of phase one of the project which is the gathering inputs for system design and setup (business process workflows, key system interfaces identified)
- Designed and implemented a robust applicant tracking and employee onboarding system, in order to recruit talent and create a more engaging employee experience

NEXT STEPS:

- **Continue to refine fiscal systems to align to Local Control Accountability Plan** goals and action areas.
- **Rebuild the required reserve** and begin to build additional reserves.
- **Create tools and systems** for ongoing monitoring of fiscal health and transparency.
- **Continue to transition to the new Business and Operations System, Escape**, to ensure efficiency and transparency of finances and other key business functions.

LESSONS LEARNED:

The second half of the school year was marked by the challenges associated with a budget shortfall and making reductions for the next school year. While this work took center stage in our District and with many of our community partners, it highlighted important cracks in our foundation. We uncovered decisions that were made with students at the center in the fall that resulted in challenging cuts that were required in the spring. This year marked the peak of the Local Control Funding Formula that had been growing in previous years and increasing services to students.

Given all of the challenges associated with our fiscal outlook and the public demand for increased transparency, what followed was a perfect storm. In order for OUSD to truly be a full service community school district, it must get its fiscal systems in order. At any given time, we must ensure our records are accurate, that we have sufficient reserve to offset any unexpected expenses and we are not overspending our budget. These foundational aspects of our operations are critical to the ongoing health and operation of our District.



“We strive for excellence for our kids. You have to have integrity; otherwise you can’t expect it from your students. You have to be culturally responsive in order to understand them”

– OUSD School Site Employee



Completed



Significant progress,
meeting expectations



Started,
progressing slowly



Started, delayed
significantly

STAY CONNECTED WITH OUSD,
AS WE CREATE A FULL-SERVICE
COMMUNITY DISTRICT WHERE
EVERY STUDENT THRIVES!



COMMUNITY
NEWSLETTER


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COMMUNICATION

**From the Desk of
the Superintendent**

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