



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

# Superintendent's Report



Presented by Devin Dillon, Interim Superintendent

Presented to Board of Directors, OUSD

April 12, 2017

v4

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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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- Goal 3a: 2017-18 LCAP/ Budget Development
- Goal 3c: Human Capital Data Management System
- Academic Update: History/Social Studies



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# LCAP Update



Dr. Kyla Johnson-Trammell

4/12/17

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# 2016-17 LCAP Annual Update Submitted

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- ❖ Draft submitted to Alameda County Office of Ed on **March 27**
- ❖ Six Goal Areas with updated outcome data and description of what we are actually doing and spending this year (S&C)
  - ❖ **Goal 1:** Graduates are college and career ready.
  - ❖ **Goal 2:** Students are proficient in state academic standards.
  - ❖ **Goal 3:** Students are reading at or above grade level.
  - ❖ **Goal 4:** English learners are reaching English fluency.
  - ❖ **Goal 5:** Students are engaged in school every day.
  - ❖ **Goal 6:** Parents and families are engaged in school.



# LCAP & the California School Dashboards

- ❖ California State Dashboards publicly released on **March 15** with performance on 4 of 6 new State Indicators: **Academic, Graduation, English Learner Progress, and Suspensions.** Dashboards for Chronic Absence and College/Career Preparation will be released in **Fall 2017.**
- ❖ Dashboards for all California districts & schools
- ❖ Performance measured by combined Status and Change
- ❖ Gaps identified for student groups of 30 or more
- ❖ OUSD highlights: **Suspension = Green, Graduation = Yellow, Academics (ELA/Math) = Yellow/Yellow, English Learner Progress = Orange**



# LCAP Shift from Planning to Performance

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- ❖ In each Goal area, LCAP must address how programs and services are addressing the gaps for student groups that are performing well below the all-student average on the new state indicators.
- ❖ Based on California School Dashboard data, our 2017-20 LCAP must focus on **closing gaps for targeted groups**:
  - **Graduation** (Students with Disabilities, English Learners, Latino, Pacific Islander, and White students)
  - **Suspensions** (African American, American Indian students)
  - **English Learner Progress** (English Learners)
  - **Academic** - Math (Students with Disabilities, English Learners, African American, and American Indian students)
  - **Academic** - ELA (Students with Disabilities, English Learners, Socio-economically Disadvantaged, African American, American Indian, and Filipino students)



# California School Dashboard: OUSD Equity Report

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		11	2
English Learner Progress (K-12)		1	1
<a href="#">Graduation Rate (9-12)</a>		8	5
<a href="#">College / Career</a> <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
<a href="#">English Language Arts (3-8)</a>		11	6
<a href="#">Mathematics (3-8)</a>		11	4
<b>Local Indicators</b>	<b>Ratings</b>		
Basics (Teachers, Instructional Materials, Facilities)	N/A		
Implementation of Academic Standards	N/A		
Parent Engagement	N/A		
Local Climate Survey	N/A		





# LCAP Timeline

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- ❖ Complete LCAP draft due to Alameda County Office of Education (ACOE) by **April 21**
- ❖ ACOE reviews draft LCAP with OUSD team on **May 3**. Shift to lens of how OUSD is addressing student outcome gaps on state indicators for targeted student groups
- ❖ Final LCAP and Budget to Board in **June**
- ❖ California School Dashboards updated in **Fall 2017** for four of six state indicators. Districts identified for levels of support. If needed, support provided by the County Office.

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## BUSINESS AND OPERATIONS PORTAL Progress Update Superintendent Work Plan 3c, Finance and Talent System



Presented by :

Vernon Hal, Senior Business Officer

Dr. Carey Hawkins Ash, Esq., Deputy Chief, Strategy & Implementation

Gloria Gamblin, Interim Chief Financial Officer

Tara Gard, Deputy Chief of Talent

Susan Beltz, Chief Technology Officer

Guillermo Echeverria, Deputy Chief, Continuous Improvement & Project Management

April 12, 2017

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# AGENDA

- EXECUTIVE SUMMARY
- BACKGROUND
- EXPECTED OUTCOMES
- PROGRESS SUMMARY
- EMPLOYEE TESTIMONIALS



*Portal to a more efficient OUSD*

System overview session with ESCAPE TECHNOLOGY (ESCAPE), March 7, 2017



Members of OUSD Staff, Alameda County Office of Education and vendor (ESCAPE)



# EXECUTIVE SUMMARY

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The goal of Superintendent Work Plan 3c is to build-out and implement a reliable financial accountability system that can support the rollout of a robust human capital data management system. We are providing a progress update. This is for information only and to request feedback.

## How will we achieve this goal?

1. Business Operations Portal (ESCAPE / IFAS Replacement) -
2. Applicant Tracking / Employee Onboarding

## What is the project status?

- Project is on track (budget, scope and schedule).

## What has been completed since December 2016?

1. **Business Operations Portal (ESCAPE /IFAS Replacement)** - Gathered requirements; identified key system interfaces and process workflows; completed process workflows; provided multiple updates across the organization.
2. **Applicant Tracking / Employee Onboarding** – Implemented Applicant Tracking System; completed system design, setup and testing for employee onboarding system.

## What are our next steps?

1. **Business Operations Portal (ESCAPE /IFAS Replacement)** - Continue requirements, system and process design. Continue communicating progress to key stakeholders.
  2. **Applicant Tracking / Employee Onboarding** - Continue system setup and testing for launch of employee onboarding system.
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# BACKGROUND

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- OUSD has used Sungard's Integrated Finance and Accounting System (IFAS) as its primary operating system since January 2004. Sungard required OUSD to upgrade IFAS in November 2015. Performance and stability are more inconsistent since the upgrade
- As a result, staff in multiple operational departments are working extended hours as the system takes a longer time to enter and review data or are experiencing delays and errors, which reduce their trust in the system. All these issues impact the level of service provided to schools and central office
- The Business Operations Portal was launched in 2015/2016. with our updated intranet and gives all employees one single place to go for their interactions with financial, payroll and human resources services. However, it is the Portal's underlying support system (IFAS) that must change
- The system selection process started in April 2016 and the Board of Education approved the contract with ACOE and ESCAPE TECHNOLOGY in October 2016.
- The new system (ESCAPE) is an integrated solution, comprised of finance, budget, accounting, payroll and human resource systems and will include all applications necessary to be effective

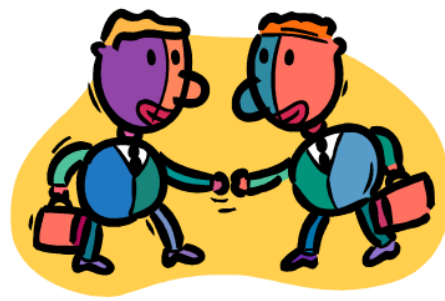




# EXPECTED OUTCOMES OF NEW SYSTEM

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- Improve customer service
- Increase efficiencies
- Improve data sharing
- Improve accountability
- Improve end-to-end process visibility





# PROGRESS SUMMARY

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## 1. Business Operation Portal (ESCAPE/IFAS replacement)

- Project status:** Green: on track with budget, scope and schedule.
- Accomplishments:** Gathered requirements; identified key system interfaces and process workflows; completed process workflows for existing business processes; provided multiple updates across the organization.
- Upcoming activities:** Continue gathering requirements, developing and designing electronic and process workflows. Continue communicating progress to key stakeholders.



## 2. Applicant Tracking / Employee Onboarding

- Project status:** Green: on track with budget, scope and schedule.
- Accomplishments:** Implemented Applicant Tracking System; completed system design, setup and testing for employee onboarding system.
- Upcoming activities:** Continue system setup and testing for launch of employee onboarding system.







# EMPLOYEE TESTIMONIALS

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Below are some employees testimonials after attending new system sessions:

*“Processes will be online instead of paper and manual”*

*“A major feature/benefit of ESCAPE is the ability to upload documents and attach them to requisitions which expedites the approval process. It will allow us to be more efficient (less paper, faster response). It will allow us to focus on other areas of support!”*

*“The ESCAPE system will allow us to provide documentation for audits faster and reduction in paper and manual processes.”*

*“I am very excited about the ESCAPE system. It really seems like the way to address almost all concerns surrounding the day to day work for most clerical staff!”*

*“Having ESCAPE customized features for OUSD and seeing all of the options makes the ordering process much easier. I believe this will make the task of ordering and getting customized reports much more efficient.”*

*“The performance and speed in processing requests will be much better. Generating reports will take seconds (ESCAPE) instead of minutes or hours (in IFAS)”*

*“Many things that now are in multiple screens (IFAS) will be on one screen (ESCAPE)”*

*“It will provides access to supervisor information so we can know reporting structures. This will save us a lot of time”*

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# History-Social Science in Oakland



Presented by Language and Literacy Team

Presented to OUSD Board

April 12, 2017

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# History-Social Science Then

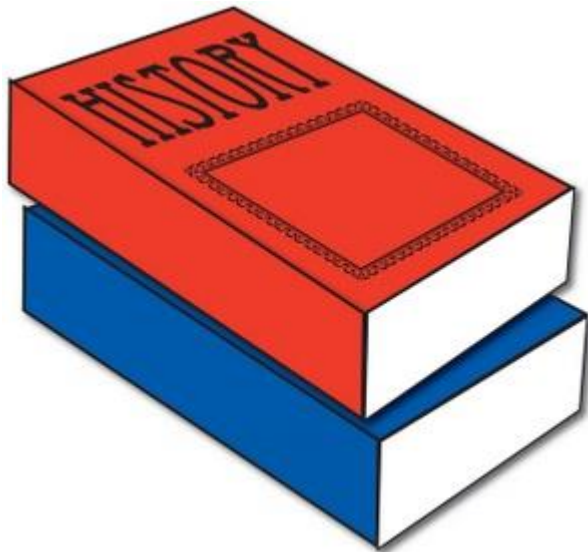
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Memorizing dates, names, and places

Textbook and lecture-based learning

CST/STAR testing with multiple choice questions

Building of sugar cube castles or missions



# The History Writing Task:


A “History Now” practice

8th Grade Mid-year HWT

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History Writing Task  
8th Grade  
Mid-year 2016-17

Which choice offered the best chance for survival for the Cherokee in the 1830's:  
to accept new tribal lands and move west,  
or  
to resist the government by staying in their original territory?




Student Name:  
School Name:  
Teacher Name:  
Room #: Class

OUSD\_HWT\_08\_01\_Ow 2016-17

10th Grade Spring History Writing Task

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History Writing Task  
10th GRADE  
Spring 2016-17  
The Rise of the Nazi Party



Major Ridge of the Cherokee

Student Name:  
School Name:  
Teacher Name:  
Room #: Class Period:

OUSD\_History Writing Task\_10th\_Spring 2016-17

STUDENT VERSION

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## 1. Content

grapple with significant questions such as “who gets to be an American,” “what responsibilities does the government have to citizens” and “why would ordinary Germans support Hitler”



## 2. Inquiry

consider perspective and bias to assess the reliability of a source

deciding which arguments are supported by evidence



## 3. Literacy

read and interpret complex primary and secondary sources  
write evidence-based arguments using academic language



## 4. Citizenship

deliberate with peers on open-ended questions

examine social, political, and economic issues from the past that still have relevance today



# History Program Initiatives 2016-17

What has the central History team been doing in order to support these shifts across the district?

## Support Teacher Leadership of Site-Based History Professional Learning

- Professional development for History Teacher Leaders to spread common best practices and establish peer relationships that support high expectations for teachers and students
- Monthly 1:1 coaching of History Teacher Leaders to provide differentiated support for organizing their meeting time and using student work to drive teacher learning and planning

## Support History Writing Tasks (HWTs)

- Developed and refined by cohorts of teachers since 2002
- Being implemented voluntarily at 17 of 21 middle schools and 12 of 16 high schools
- Used to drive teacher planning, and to adjust instruction based on student data

## Coordinate partnerships with local universities/organizations and internal initiatives to continually bring our history program up-to-date with current scholarship and pedagogy

- ORIAS, UCB History-Social Science Project
- Ethnic Studies, FAIR Act, ELL Supports

# Elmhurst Community Prep:

## An Exemplar



**History Writing Tasks + Strong History Professional Learning =  
Student SBAC Growth**

- 5 units a year in which students practice HWT skills
- Shared goals for student skill development among history teachers
- Four teacher inquiry cycles in which student work is analyzed for strengths and areas for growth
- Weekly lessons that address areas for growth

ELA SBAC	2014-15	2015-16	Change
ECP	10.6%	19.3%	+8.7% (92% growth)
District	28.6%	30.5%	+1.9% (6.6% growth)

# Challenges under current model

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## **Uneven use of HWTs**

- Not all sites commit
- Sites don't always hold time to score/analyze student work

## **Teacher Leaders carry a heavy load**

- Most are new to facilitating other adults

## **Outdated curriculum + limited professional development**

- Current curricular materials do not support “history now”
- Limited opportunities to teach teachers the new framework
- History-social science is de-emphasized at many K-5 sites and a few 6-8





## Lessons Learned from UC Berkeley & Other Districts

1. Teachers need a lot of support to shift to student inquiry
2. One-shot professional development is less effective than ongoing, regular PD
3. Supporting strong teachers to be leaders at their sites around the new History Framework

## Proposal for 2017-18

1. PD on new Framework - release days by grade 2X/year
2. Continue developing history teacher leadership to facilitate site-based learning
3. Adopt curriculum aligned with framework shifts and state content standards, with history Teacher Leaders
4. Strengthen History Writing Tasks district-wide
5. Continue partnerships and internal initiatives



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# History-Social Science Now:

## Deeper Learning through...

### 1. Content



“students engage with questions and topics of disciplinary significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues”

### 2. Inquiry



“students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn”

### 3. Literacy



“it is the particular kind of reading and writing involved in history-social sciences that will be most relevant to students’ daily lives as they mature and learn to craft argumentative essays in college or develop the skillset necessary for careers now and in the future”

### 4. Citizenship



“we want out students to perceive the complexity of social, economic, and political problems...to take an active role as citizens and know how to work for change...to understand the value, the importance, and the fragility of democratic institutions, [and] to recognize their responsibility as members of the global community”