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# Memo

**To** Board of Education

**From** Jacqueline Minor, General Counsel

**Board Meeting Date** September 10, 2014

**Subject** Approve and Authorize District Response to Civil Grand Jury Report issued in June 2014: "Oakland Unified School District Audits and Financial Update"

**Action Requested** Approve and Authorize District Response to Civil Grand Jury Report issued in June 2014: "Oakland Unified School District Audits and Financial Update"

**Discussion** Attached is the District's response to the Civil Grand Jury Report issued in June 2014. California Penal Code Section 933.05 directs how the District must respond to the Civil Grand Jury Report:  
*One paragraph summary*

- (a) **As to each grand jury finding**, the District shall indicate one of the following: 1) agrees with the finding or 2) disagrees wholly or partially with the finding, in which case the response shall specify the portion of the finding that is disputed and shall include an explanation of the reasons therefor.
- (b) **As to each grand jury recommendation**, the District shall report one of the following actions: 1) the recommendation has been implemented, with a summary regarding the implemented action; 2) the recommendation has not yet been implemented, but will be implemented in the future, with a timeframe for implementation; 3) the recommendation requires further analysis, with an explanation and the scope and parameters of an analysis or study, and a timeframe for the matter to be completed. This timeframe shall not exceed six months from the date of publication of the grand jury report. 4) The recommendation will not be implemented because it is not warranted or is not reasonable, with an explanation therefor.

**Recommendation** Approve and Authorize District Response to Civil Grand Jury Report issued in June 2014: "Oakland Unified School District Audits and Financial Update"

**Fiscal Impact** N/A

**Attachments**

- District Response to Civil Grand Jury Report issued in June 2014



September 11, 2014

Presiding Judge Winifred Y. Smith  
Alameda County Superior Court  
1225 Fallon Street  
Department One  
Oakland, California 94612

The Alameda County Civil Grand Jury  
Ms. Kelly A. McFarland, Foreperson  
1401 Lakeside Drive  
Oakland, California 94612

**Response of the Oakland Unified School District to Civil Grand Jury Report: "Oakland Unified School District – Audit and Financial Update"**

Dear Presiding Judge Smith and Foreperson McFarland:

The Oakland Unified School District (the "District") submits its Responses to the Findings and Recommendations from the 2013-2014 Civil Grand Jury Report, "Oakland Unified School District Audit and Financial Update."

The District commends the Jurors' high level of motivation to perform their work and their seriousness in studying and understanding many of the complex and critical issues facing the District. The Jurors were always professional in their interactions with District officials and employees and mindful of the many challenges the District faces.

We believe this Civil Grand Jury exemplified the effectiveness of a panel of citizens to objectively consider how government operates and then provide thoughtful insight and recommendations to the District.

As we reported last year, the District continues to undergo many significant changes and on April 30<sup>th</sup> of this year, the Board appointed Antwan Wilson as Superintendent. Mr. Wilson assumed the leadership of the District as Superintendent on July 1<sup>st</sup>. In addition to the responses to the Grand Jury's Findings and Recommendations, we are attaching Superintendent Wilson's "Entry Plan."

Respectfully submitted,

  
David Kakishiba, Board President

  
Antwan Wilson, Superintendent

File ID Number: 14-1847  
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## **Response of the Oakland Unified School District to the 2013-14 Final Civil Grand Jury Report: "Oakland Unified School District Audits and Financial Update"**

### **I. Introduction**

#### **A. Current District Operations and State Trustee**

During the 2013-14 school year, the District operated 50 elementary schools, 14 middle schools, serving grades 6-8, 4 elementary/middle schools serving grades k – 8, 6 comprehensive senior high schools, serving grades 9 - 12, 2 middle/high schools serving grades 6 – 12, one alternative middle school, six alternative high schools, one continuation school serving grades 9-12, one alternative high school independent study program, one community day school, and one special education school. During the 2013-14 school year, 33 charter schools operated within the District. Excluding the students in the charter schools, approximately 36,000 students were served in grades Kindergarten through 12. The District employed approximately 4,359 employees, including certificated (credentialed teaching), classified (non-teaching) and management. The District's fiscal year 2013-14 general fund expenditures were approximately \$393.8 million. On April 30<sup>th</sup> of this year, the Board appointed Antwan Wilson as Superintendent. Mr. Wilson assumed the leadership of the District as Superintendent on July 1<sup>st</sup>. A copy of his Superintendent Entry Plan is attached for your review as Attachment 1.

From May 30, 2003 to June 29, 2009, all or a portion of the functional areas of the District's operations were governed by a State Administrator (the "State Administrator") appointed by the State Superintendent of Public Instruction (the "State Superintendent") pursuant to special state legislation ("S.B. 39") enacted in response to the District's request for emergency financial assistance from the State during the 2002-03 fiscal year. On June 30, 2009, the District Board of Education regained full control of all functional areas of District governance. Upon the return of control of District governance to the Board of Education, the State Superintendent appointed a trustee for the District (the "State Trustee"). The State Trustee serves at the pleasure of, and reports directly to, the State Superintendent, until (1) the Emergency Apportionment Loan is repaid, (2) the District has adequate fiscal systems and controls in place, and (3) the State Superintendent has determined that the District's future compliance with the Recovery Plan is probable. The State Trustee is empowered to stay or rescind any action of the Board of Education that, in the judgment of the State Trustee, may affect the financial condition of the District. Carlene Naylor currently serves as the State Trustee. Ms. Naylor worked as Associate Superintendent for the Alameda County Office of Education from 2004 - 2010.

## **B. History of District Annual Audits Under S.B. 39**

S.B. 39 also directs the California State Controller's Office (the "SCO" or "Controller") to conduct the annual financial Audits of the District until such time as the State Superintendent determines that the District is financially solvent.

*State Controller's Fiscal Year 2003-04 Audit.* The SCO completed the Audit report for Fiscal Year 2003-04 on November 15, 2005. The Controller did not express an opinion on the District's financial statements or accompanying schedule of revenues and expenditures. The Controller identified 58 findings. The District appealed 15 of the apportionment-significant findings representing approximately \$7.5 million. As a result of the appeals process, the District resolved all findings and was found to have an Audit liability of \$887,029, which the District paid.

*State Controller's Fiscal Year 2004-05 Audit.* The SCO completed the Audit report for Fiscal Year 2004-05 on October 26, 2006. The Controller did not express an opinion on the District's financial statements or accompanying schedule of revenues and expenditures. The Controller identified 58 findings. The District appealed three of the apportionment-significant findings representing approximately \$7.9 million, and as a result of the appeals process, the District was found to have an Audit liability of approximately \$642,000.

*State Controller's Fiscal Year 2005-06 Audit.* The SCO completed the Audit of the District's Fiscal Year 2005-06 financial reports on July 23, 2008. The Controller did not express an opinion on the financial statements or accompanying schedule of revenues and expenditures. The Controller's findings represented potential financial liabilities of approximately \$25 million. The District appealed these findings, and as a result of the appeals process, the District's Audit liability was reduced to \$305,000.

*State Controller's Fiscal Year 2006-07 Audit.* The Controller issued an Audit of the District's Fiscal Year 2006-07 financial reports on October 20, 2009. The Controller did not express an opinion on the financial statements or accompanying schedule of revenues and expenditures. The Controller made findings in its report representing potential financial liabilities in the amount of approximately \$2.1 million. The District appealed and after hearings, the District's liability was reduced to \$153,000.

*State Controller's Fiscal Year 2007-08 Audit.* The Controller issued an Audit of the District's Fiscal Year 2007-2008 Financial reports in August 2011. The Controller did not express an opinion on the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District for the Fiscal Year ending June 30, 2008. The Controller identified many findings totaling \$14.8 million in fines and disallowances. The District appealed 8 of the significant findings and as a result of the appeal, the District's Audit liability was reduced to \$1.5 million.

*Fiscal Years 2008-09 and 2009-10 Audit.* Based on an agreement with the State Controller's Office to skip the Audits for Fiscal Years 2008-09 and 2009-10, no Audit has been conducted for these fiscal years.

*State Controller's Fiscal Year 2010-11 Audit.* In November 2011, the District entered into an Agreement with the SCO to perform a financial and compliance Audit of the District for the 2010-11 fiscal year. The expressed purpose of the Audit was to allow the SCO to express an opinion as to whether the District's financial statements are fairly presented and in conformity with generally accepted accounting principles. The Audit commenced on November 7, 2011 at a cost to the District of \$400,000. The SCO issued the Fiscal Year 2010-11 audit in May 2013. District staff has been told by the SCO Staff that even if 100 per cent of the District's revenues were audited, SCO would not express an opinion as to whether the District's financial statements are fairly presented and in conformity with generally accepted accounting principles. The Controller identified many findings totaling \$15.6 million in fines and disallowances. The District appealed the findings and that appeal is currently pending before the Education Audit Appeals Panel ("EAAP").

*Fiscal Year 2011-12 Audits.* As noted above, the State of California, which has the legal responsibility to conduct annual audits of the District, has not conducted a full financial audit of the District in ten years. Due to the serious consequences to the District of not having a financial audit, the District's Board of Education in the spring of 2013, directed the District staff to issue a RFP for auditing services for 2011-12 and 2012-13. The contract for audit services was awarded to Vavrinek, Trine, Day & Co (VTD). The financial audit by VTD for the 2011-12 fiscal year is underway. However the SCO continues to audit the District and continues to have the obligation under SB 39 to conduct the State required annual audit of the District. SCO's State compliance audit of the District is underway; the District has been told by SCO that the draft of the 2011-12 Audit report is likely to be available in late September 2014.

**SUMMARY OF OUSD ANNUAL AUDITS UNDER S.B. 39**

<b>Fiscal Year</b>	<b>Date Audit Completed</b>	<b>Fines/Penalties Assessed by SCO</b>	<b>Paid by OUSD After Appeal to EAAP</b>
2003-04	Nov 2005	\$7.5 M	\$887,029
2004-05	Oct 2006	\$7.9 M	\$642,000
2005-06	July 2008	\$25 M	\$305,000
2006-07	Oct 2009	\$2.1 M	\$153,000
2007-08	Aug 2011	\$14.8 M	\$1.5 M
2008-09	Skipped	—	—
2009-10	Skipped	—	—
2010-11	May 2013	\$15.6 M	Appeal pending
2011-12	Expected fall 2014	—	—
2012-13	Not commenced	—	—

### **C. Impact of No Financial Audit**

Because of the lack of current audits, the rating agencies have withdrawn their rating of the District (i.e., the District currently has no credit rating).

Many large investment funds cannot invest in bonds without audits or ratings – it falls outside their investment criteria. One major investment bank, JP Morgan, resigned its appointment to serve as the District’s underwriter because it felt it could not meet its regulatory responsibilities selling bonds without a current audit. Thus the pool for bond investors is much smaller for the District’s bonds.

Fewer investors means there is less demand and the investors can charge higher interest rates. Those investors who can purchase non-rated bonds will do their own analysis to figure out what interest rate they need to charge for the credit quality. The weaker the credit, the higher the interest rate they need to charge.

This additional cost to the taxpayers of Oakland due to selling general obligation bonds, such as Measures B and J, without ratings is quantifiable. The District sold \$31 million of non-rated bonds in March 2012. The interest rates were, on a weighted average basis, 1.4% higher than an “A” rated bond. Arguably, the District’s bonds should be rated “AA”, which would make the difference even greater. The 1.4% over the repayment of the bonds ends up being an additional \$6 million that Oakland taxpayers have to pay because of the non-rated, no audit situation.

Also, higher interest rates create another problem for the District. By having so much more of the tax levy going to interest, there is less available for bond principal. Bonds authorized under the 55% voter approval rules (“Proposition 39”) cannot be issued once the repayment rate reaches \$60 per \$100,000 of assessed values. We are currently at that limit for Measure B as a result of higher interest costs on the bonds that have been issued and a few years of flat and declining property values. The taxpayers are paying for the extra interest costs rather than for bond principal, which could have been used for projects. We anticipate this will change as property values increase again.

### **D. Board of Education Decision to Retain Independent Audit Firm**

In June 2013, Board of Education directed the Staff to issue a Request for Proposal (“RFP”) for auditing services for the District for fiscal years 2011-12 and 2012-13. The RFP required that 1) the firms submitting proposals specialize in Annual Audits of school districts, 2) the audits conform to the State Controller’s Office Standards and Procedures for Audits of California K-12 Local Educational Agencies, and 3) the audit firm selected by the District be from the SCO approved list.

The District’s Board made this decision because there had not been a full financial audit of the District since the State Controller assumed responsibility for conducting the District’s annual audits. As previously noted, the State Controller’s Office is required to conduct the annual financial audits of the District until such time as the State Superintendent determines that the District is financially solvent. However, since the SCO completed the first audit of the District under S.B. 39 in November 2005 (the Fiscal Year 2003-04 audit), the SCO has stated it cannot

express an opinion on the District's financial statements or accompanying schedule of revenues and expenditures. Again in the 2010-11 Audit, issued by the SCO on May 17, 2013, the SCO stated it is unable to express an opinion on the District's financial statements. The District's Board believed under these circumstances, it was imperative that the District obtain an independent and objective assessment of the District's financial health and internal controls.

The responses to the RFP by auditing firms also clearly demonstrate the excessive fees the District is planning for the annual audits under S.B. 39. The fees for a full annual audit for 2011-12, including compliance, submitted by the three firms responding to the RFP were as follows:

VTD	\$249,000
Vicenti, Lloyd Stutzman	\$222,250
Christy White	\$153,925

The District annually pays the State Controller \$400,000 for the annual audit.

## **II. Oakland Unified School District Responses to the Grand Jury's Findings**

### **Finding 14-16: Oakland Unified School District's failure to complete audits in the past has harmed the District financially.**

#### **District Response Finding 14-16**

The District agrees with this finding. As noted above, under S.B. 39, the District's annual audits are conducted by the State Controller's Office. The financial impact on the district has been (1) additional resources have been allocated for audit support (including the higher-than-usual fees charges by the State Controller's Office); (2) audit findings with financial implications were not identified in a timely manner and thus not corrected in time to be avoided in the following year; and (3) the lack of audits has resulted in higher costs of borrowing in the bond market. As the Grand Jury noted, the additional cost of not having audits has been substantial. Because of the lack of current audits, the rating agencies have withdrawn their rating of the District (i.e., the District has no bond or credit rating). The District's financial advisors have estimated the additional cost to Oakland taxpayers may be over \$29 million. With the 2011-12 audit nearing completion, the District expects to begin the 2012-13 fiscal year audit as soon as possible, with the goal of having a current audit sometime in 2015.

### **Finding 14-17: Oakland Unified School District failed to collect, maintain, and submit accurate records for audit purposes.**

#### **District Response Finding 14-17**

The District partially agrees with this Finding. While the District's recordkeeping has been less than ideal, the District's records have been sufficient to meet all financial obligations of a \$500 million annual enterprise. Many of the "deficiencies" identified by the SCO have been overturned by the California Department of Education or the Education Audit Appeals Panel on appeal. Also, during the past five years, the district has undergone separate audits by the State Department of Education and the annual audits required by taxpayer authorized bond measures

(e.g., Measures B and J). The District's records have been sufficient for other auditors, including external auditors who have reviewed the District's bond program expenditures, to render opinions and determine that the District is in compliance and has maintained sufficient records. The District continues to improve its recordkeeping processes, and anticipates the quality of its records, for audit purposes, will exceed industry standards in time.

#### **Finding 14-18:**

#### **Oakland Unified School District's failure to have accurate Average Daily Attendance figures caused the district financial harm.**

#### **District Response Finding 14-18:**

The District partially agrees with this Finding. The District takes accurate accounting of Average Daily Attendance very seriously. We recognize that the state of California funds school districts based on student attendance, also known as Average Daily Attendance (ADA). ADA is calculated by dividing the total number of days of *student attendance* by the number of *days of school taught* during the same period. When ADA drops, revenue dips accordingly.

The District has an Attendance Office that tracks and reports on student chronic absences and employs strategies at every school to support the increase of attendance. Some of the strategies include: home visits with parents, attendance needs assessment, educating students and families about the connection between attendance and academic achievement, providing schools with additional care staff to support students who miss school because of chronic illness such as asthma and diabetes.

Based on the 20<sup>th</sup> day count of students enrolled in 2013-14, District enrollment (excluding authorized charter schools) was 36,805. The District operates schools on a 180-day instructional calendar for students. The 2013-14 average daily attendance percentage is 95.2%.

The SCO Audit for 2010-11, which was issued in May 2013, included a disallowance of \$815,557 in ADA due to discrepancies in attendance accounting and reporting. (See, Findings 11-31, 11-32, and 11.33, 11-34, 11-35 and 11-36 from the 2010-11 SCO Audit Report). The District notes that the Findings in the 2010-11 SCO Audit issued in May 2013 were too late to influence corrective action for the 2011-12 and 2012-13 Audits.

Upon receipt of the 2010-11 Audit, the District established the Quality Attendance Review Team to ensure corrective actions were taken to interrupt any future findings beginning 2013-14 school year. The corrective actions taken include:

1. Annual training for school site leaders (principals & assistant principals) on attendance management.
2. Mandatory training for attendance clerks on attendance coding and recording
3. Development of an **Attendance Management for School Leaders Pamphlet** designed to establish attendance best practices.
4. Quarterly attendance reviews with corrective action plans (if necessary). The reviews include:



- **Attendance Management & Monitoring**- systems, infrastructure, and structures on site for taking & submitting daily student attendance and weekly attendance reports
- **Attendance Accounting**- maintaining proper records, notes, coding
- **Attendance Reporting**- proper processing and submitting of statistical reports
- **Independent Study Contracts** – completing independent study contracts, correcting & submitting classwork for credit, maintaining proper records, of contracts and student work, and issuing instructional credit
- **Continuation Education & Master Independent Study Contracts**- completed and maintained.

**Finding 14-19: Vacancies in key financial management/leadership positions has negatively affected Oakland Unified School District’s financial situation.**

**District Response Finding 14-19**

The District agrees with this finding. Both turnovers and vacancies have been a challenge for the financial management of the District. The District has recently hired a Chief Financial Officer, with significant experience in finance, California public education, and a longstanding relationship with the District. In addition, an Executive Director for Budget position has been approved and will be filled shortly.

**Finding 14-20: Too many under-enrolled schools strain resources**

**District Response Finding 14-20:**

Oakland has more schools per student than any other district in Alameda County and any other comparable district in the State. The District is faced with a multi-tiered problem: 1) The district operates too many schools for too few students; 2) the District operates too many under-enrolled schools and too many very small schools not otherwise designed to be small and 3) the District does not provide a quality program with adequate services to meet student and family needs in every Oakland neighborhood.

One of the consequences of too many schools is low teacher pay. Other districts can pay teachers much higher salaries. In fact, Oakland pays the lowest teacher salaries on average in Alameda County, and has among the lowest salaries in the State. The District typically has difficulty attracting and retaining qualified teachers, which leads to high teacher turnover and forces students in some schools to have teachers who are not prepared for the challenges of urban, public education.

Although over the last 10 years, the City has lost 30 percent of its school aged population, the District has about the same number of schools as it had in 2005. How did this happen? There were three major causes: 1) Thousands of families left Oakland during the last decade and the City's population shrank; 2) there has been a significant increase in the number of charter schools; and 3) in 2000, the Board of Education adopted the New Small Autonomous Schools Policy, which resulted in the incubation of forty-nine new small schools.

The following two charts graphically depict the fiscal and academic challenges of many schools:

### OUSD School Enrollment

- **19** schools with **under 200** students
  - **24** schools with **between 200-299** students
  - **33** schools with **between 300-399** students
  - **9** schools with **between 400-499** students
  - **16** schools with over 500 students
- \*some schools may be small by design.*

SCHOOL DISTRICT	# SCHOOLS	ENROLLMENT**
Long Beach Unified:	<u>89</u> schools	86,000 students
Sacramento Unified:	<u>85</u> schools	48,000 students
San Bernardino Unified:	<u>74</u> schools	53,00 students
Garden Grove Unified:	<u>67</u> schools	47,000 students
Santa Ana Unified:	<u>60</u> schools	57,000 students
Stockton Unified:	<u>59</u> schools	38,000 students
Mount Diablo Unified:	<u>55</u> schools	34,000 students
San Jose Unified:	<u>52</u> schools	32,000 students
Riverside Unified:	<u>49</u> schools	42,000 students
Fontana Unified:	<u>45</u> schools	41,000 students
Moreno Valley Unified:	<u>38</u> schools	36,000 students
Clovis Unified:	<u>36</u> schools	38,000 students
<b>OUSD</b>	<b><u>85</u> schools</b>	<b>36,400 students</b>

**Finding 14-21: The large number of charter schools comes at a high financial cost to the Oakland Unified School District.**

#### District Response Finding 14-21

The District partially agrees with this finding. The District loses revenue when a child leaves District schools. The District has authorized charter schools to operate in Oakland since 1992. Between 2001 and 2007, the District saw a spike in charter school

authorizing, primarily during the period of State Administration. In 2007, the District redesigned its authorizing practices; establishing clear standards of quality, consistent review processes, and increasing the rigor of its charter renewal evaluations. As a result the number of charter schools that were not renewed based on academic performance, fiscal insolvency or a combination of increased.

One key factor in the continued growth of charter schools in Oakland is the increase in County authorized charter schools operating within Oakland (on appeal based on the District's denial decisions, or based on petitions submitted to the County directly for approval).

It should be noted that charter schools also contribute to the District. The District's Charter School Office, which provides day-to-day oversight of the charter schools authorized by the District, is 100 percent funded by 1 percent of charter school ADA revenue; 14 charters occupy District owned sites and pay a facility fee; charters that receive special education services from the District pay a contribution toward the special education "encroachment" (which is now called the District's "special ed contribution"); charters pay a contribution toward reduction in the State loan; and some charters procure additional services from the District, such as professional development for teachers and staff, new teacher support, participate in the District's lunch program, and use the District's Custodial Services.

### **III. Oakland Unified School District Responses to the Grand Jury's Recommendations**

#### **Recommendation 14-17: The Oakland Unified School District must satisfactorily complete its financial audits.**

##### **District Response Recommendation 14-17**

The District is doing what it can, within its control to implement this recommendation. The District expects that the 2011-12 Audit will be completed in the fall of 2014. The District has two consultants and an internal auditor who focus solely on audit work. A weekly meeting with all staff involved in the audit ensures that all requests by the auditors are tracked and action is taken. After the 2011-12 audit is complete, the independent auditor retained by the District will immediately begin the 2012-13 Audit, with the expectation that the 2013-14 audit will be completed in 2015.

#### **Recommendation 14-18: The Oakland Unified School District must improve their financial and reporting systems, including strengthening procedures surrounding the collection and maintenance of records.**

##### **District Response Recommendation 14-18**

The District is implementing this recommendation. The District is in the process of consolidating the requirements for document collection and retention and evaluating options for storage, including possible digitization of documents.

**Recommendation 14-19: The Oakland Unified School District must fill key financial staffing vacancies.**

**District Response Recommendation 14-19**

The District agrees with this recommendation. The District recently hired two highly qualified candidates to fill vacancies in the budget department. We have advertised for and will soon fill a position in payroll, accounts payable, and purchasing. We have also begun the search for an executive director for budget.

**Recommendation 14-20: The Oakland Unified School District must take steps to eliminate under enrolled school situations.**

**District Response Recommendation 14-20:**

The District agrees with this recommendation.

**ATTACHMENT 1**

**SUPERINTENDENT ANTWAN WILSON**

**ENTRY PLAN**



OAKLAND UNIFIED SCHOOL DISTRICT  
Superintendent Entry Plan | Antwan Wilson



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*



Dear Oakland Community,

On April 30, 2014, I was presented with a tremendous honor and great responsibility. On that date, I accepted the opportunity to be the Superintendent of the Oakland Unified School District (OUSD) and with this the responsibility of helping the District realize its vision for the city's public schools. Oakland is a city rich in diversity, culture, and civic involvement that deserves a strong education system to prepare young people for success in school and in life. I am excited to work with our educators, students, families, and other stakeholders toward the day in Oakland when **"Every Student Thrives!"** This simply means that while attending quality schools *"all students graduate from high school as caring, competent, critical thinkers and fully informed, engaged, and contributing citizens prepared to succeed in college and career."*



I embrace this vision for the OUSD! It is one that resonates with me because it speaks to the hopes and desires we should have for every student. Such hope and the opportunity to be influenced by some positive role models with high expectations for my success surely contributed to me being here in this position today. Coming from a background where hard work and dedication in pursuing an education was my only chance at upward mobility, I understand how essential our school system is to the lives of our students and their overall development. I will do my best to lead in a way that brings urgency to our efforts on behalf of students and families. The work we do is too important to be satisfied with not having a strong school district.

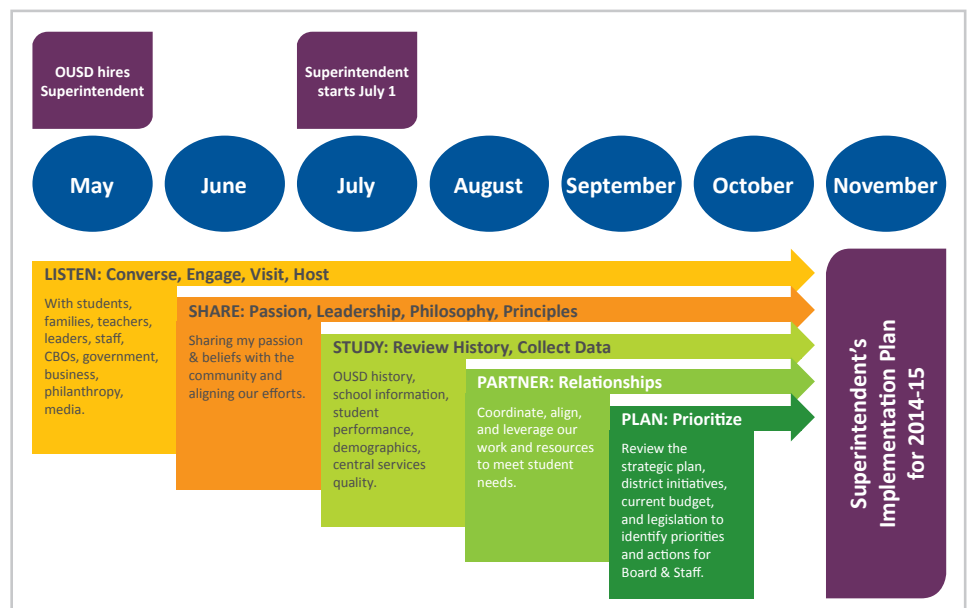
As Superintendent, I must also ask our stakeholders some critical questions:

- *How close is OUSD to achieving our vision?*
- *Will we get there following our current path?*
- *Are we satisfied with the outcomes we have achieved?*
- *If not, what changes do we need to make in order to succeed?*
- *How can we make them as quickly and efficiently as possible?*
- *How do I demonstrate my commitment to put the needs of all students first?*

By answering these questions with careful examination and relentless honesty we can improve in a way that is worthy of our children and allows every student to reach his or her potential. The Board and I share the belief that we can achieve our vision if all Oakland students:

- Attend a safe, clean school with a healthy and supportive school environment;
- Acquire the knowledge and skills required for success in college and career, as well as their daily lives;
- Receive effective instruction in every classroom, every day;
- Are taught by teachers and school leaders who work collaboratively to improve their daily practice; and
- Benefit from a school district that is accountable for quality in every aspect of the organization.

My role is to assess the obstacles that stand between OUSD and its vision, identify and prioritize the resources that will help us overcome them, and oversee their successful implementation in the service of schools and students. This document provides a look at how I will tackle the job during my first 100 days and how we'll build a framework for a school system that provides high quality education for all students, regardless of background, and destroys the idea of demography as destiny. The end result will be to present a priority framework for implementing our strategic plan. This priority framework will clearly state the goals, priorities, and strategies we will uplift from the Community Schools, Thriving Students strategic plan.



# Entry Plan Goals

The entry plan is designed to lay the groundwork for a school district that distinguishes itself by:

## ■ Supporting people

- ★ Establish a culture centered on teaching and learning and align resources to close achievement gaps and ensure all students are college and career ready.

## ■ Improving Effectiveness and Responsiveness

- ★ Develop an efficient, service-oriented culture that demonstrates high performance as measured by public standards and benchmarks.

## ■ Solidifying District Priorities

- ★ Reduce “priority clutter” and focus on strategies determined to have the greatest positive impact on equity and student outcomes — this includes prioritizing quality schools and creating communities of exemplary professional practice.

## ■ Organizing Departments and Resources

- ★ Reorient spending and resource allocation based on their relationship to school-site need, accelerate increased student outcomes, and support the efforts of our educators by building a positive overall culture.



# Entry Plan Objectives

In order to prepare for these goals, I will:

**Listen** — Converse with students, parents, teachers, principals, staff, community leaders, elected representatives, business members, philanthropists, activists and journalists to hear their perspectives on OUSD and how to improve Oakland schools. This includes visiting school sites, visiting community organizations and events, and hosting opportunities for stakeholders to interact with me and district leaders throughout the city;

**Share** — Present my leadership story, education philosophy and core principles. This is important as it will invite others to understand what fuels my passion for young people to succeed. It also gives others permission to bring their passion to this work in an “aligned” effort to raise the prospects for Oakland students;



**Study** — Review the history of the Oakland Unified School District and collect data on local schools, student performance, demography and District service levels;

**Partner** — Build relationships with our teachers, leaders, and parents, and also working with other stakeholders to meet the needs of our students; and

**Plan** — Review the current strategic plan and District initiatives to identify priorities, develop action items for staff, guide the work of the Board of Education and prepare for the 2014-15 budget and legislative agenda.



# Entry Plan Goal Actions

- **Supporting People:** Establish a culture centered on teaching, learning, and service to students, and align resources to close achievement gaps and ensure all students are college and career ready.

## ACTIONS

- ★ Assess OUSD's expectations for the academic success of all students and commitment to meeting the needs of its various students.
- ★ Review OUSD's professional development practices and capacity to meet the training needs of teachers, principals, central office staff, and families.
- ★ Review current and upcoming work on the teacher and school leader evaluation pilot programs.
- ★ Establish organizational norms for open and effective communication.
- ★ Connect with educators and staff in schools and centrally to understand their work.
- ★ Visit schools and observe instruction and operational systems.

- **Improving Effectiveness and Responsiveness:** Develop an efficient, service-oriented culture that demonstrates high performance as measured by public standards and benchmarks.

## ACTIONS

- ★ Establish a protocol to review the instructional, business, and operational practices of the District for evidence of effectiveness in meeting the needs of teachers, leaders, and all District staff, boosting their efforts to deliver superior service resulting in increased student outcomes and improved equity.
- ★ Evaluate District on boarding materials, handbooks, budget, financial materials, audits, grants, and student and employee information systems.
- ★ Implement protocols at Board meetings that prioritize the accomplishment of key tasks necessary for moving the work forward more efficiently.

- **Solidifying District Priorities:** Reduce "priority clutter" and focus on strategies determined to have the greatest positive impact on equity and student outcomes.

## ACTIONS

- ★ Engage with instructional teams, school leaders, teachers, and families to discuss our instructional priorities and outcomes, as well as the support we provide to assist educators with efficacy and mastery.
- ★ Strategize with Business and Operational Leadership teams, as well as external stakeholders to discuss district systems, performance metrics, and top priorities.
- ★ Develop a plan to communicate district priorities, create shared district values, and progress monitoring of our strategic plan implementation.

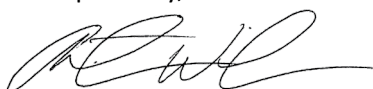
- **Organizing Departments and Resources:** Reorient spending and resource allocation based on relationships to school-site needs and student outcomes.

## ACTIONS

- ★ Identify key staff to assist with transition.
- ★ Establish regular meetings with executive staff and school leaders and develop clear understanding of responsibilities, standards and practices.
- ★ Review central office structure for operational efficiency and alignment with student and family needs and adjust as necessary.

The course we are charting is an ambitious one, but nothing less will produce the results we need for our young people. In Oakland, as elsewhere, the absence of consistency and lack of equitable opportunities exist in disheartening proportion. As a community we must work from the fundamental belief that our students deserve the best. I look forward to the days ahead!

Respectfully,



Antwan Wilson, Superintendent

