



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Superintendent's Report



Presented by Devin Dillon, Interim Superintendent

Presented to Board of Directors, OUSD

March 8, 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

- Workplan 1 Update: Professional Culture
- Workplan Goal 2c: English Language Learners
- Strategic Regional Analysis Update



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Professional Culture Organizational Update

Superintendent's Workplan #1 Update



Presented by Talent, Organizational Effectiveness & Culture and Teaching & Learning

Presented to Oakland Unified School District Board of Directors

March 8, 2017

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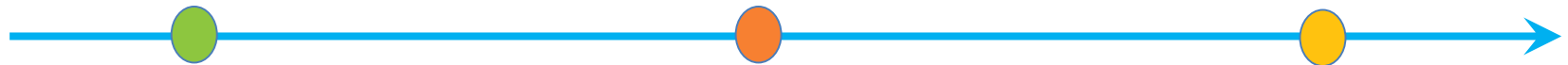


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v1

Pathway to Excellence: Effective Talent Programs

Our work starts with our people and the effectiveness of our organization and our culture are the reasons why people stay. We need to make OUSD the premier employer for educators in the Bay Area. This means we must recruit the best talent, create a system that cultivates their growth, and develop a culture that facilitates high retention of our most effective employees.



Recruiting & Inducting

We will focus on recruiting the best talent and develop efficient systems for supporting their successful transition into their roles in the District.

Supporting & Evaluating

We will make OUSD the employer of choice in the Bay Area by creating conditions for success through effective teams, a culture of professional learning, and the use of observation and constructive feedback.

Leading & Retaining

We will create professional growth opportunities that facilitate the development of all employees as educators and leaders within our system in a way that supports the placement and retention of our most effective employees.

2016-17 Superintendent Workplan

Sub-Goal 1a.

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

Sub-Goal 1b.

Implement plan to rollout **common district values**.

Sub-Goal 1c.

Develop and effectively communicate strategy to **recruit, develop and retain educators** in OUSD.



Sub Goal 1c

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

Impact for 2017

Value Added Talent Division: Improve the Talent Divisions competency, processes and systems to provide effective, efficient results and excellent customer service through the use of technology and systems that drive data-focused decisions.

Recruitment & Retention: Strengthen our workforce by hiring the best talent through effective recruitment strategies, efficient recruitment processes, and attractive compensation packages. Improve employee retention by implementing strategies that are focused on recognizing, rewarding and critical well-being elements promoting a healthy and positive work environment

Talent Development: Support the talent development of our employees through professional and career development while creating an environment where employees of all backgrounds can thrive.

VALUE ADDED TALENT DIVISION

Improve the Talent Divisions competency, processes and systems to provide effective, efficient results and excellent customer service through the use of technology and systems that drive data-focused decisions.



Call Center



Self-Service



Service Standards



Communication Plan

RETENTION & WELLNESS

Improve employee retention by implementing strategies that are focused on recognizing, rewarding and critical well-being elements promoting a healthy and positive work environment



Retention Surveys, Focus Groups and Strategies



Health & Employee Discount Programs



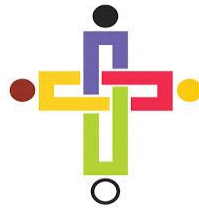
Employee Rewards & Recognition



Onboarding

RECRUITMENT STRATEGY & PROGRAMS

Strengthen our workforce by hiring the best talent through effective recruitment strategies, efficient recruitment processes, and attractive compensation packages



Comprehensive Recruitment Plan with Diversity & Equity at the forefront



Compensation Study



Residency Programs



Student Intern Programs

Sub Goal 1b

Implement plan to rollout common District Values

Impact for 2017

- All employees know, understand and begin to demonstrate District Values
- All employees will report an increased sense of trust within their work group and overall OUSD

Leading Through Our Values



STUDENTS FIRST



We support students by providing multiple learning opportunities to ensure students feel respected and heard.

EQUITY

We provide everyone access to what they need to be successful.



CULTURAL RESPONSIVENESS

We resist assumptions and biases and see the gift of every student and adult.



EXCELLENCE

We hold ourselves to uncompromising standards to achieve extraordinary outcomes.



INTEGRITY

We are honest, trustworthy and accountable.



JOY

We seek and celebrate moments of laughter and wonder.



CORE District Values and Competencies

STUDENTS FIRST:

We support students by providing multiple learning opportunities to ensure students feel respected and heard.

How we demonstrate STUDENTS FIRST at OUSD:

- We see a student-friendly atmosphere that is welcoming and conducive to learning with engaging partnerships between students and staff
- We encourage and acknowledge the use of appropriate pronouns, respectful language and student voice
- We encourage diverse and collaborative work between students and staff
- We are encouraged when we see students participating and leading

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EQUITY:

We provide everyone access to what they need to be successful.

How we demonstrate EQUITY at OUSD:

- We eliminate the predictability of success and failure that correlates with social and cultural factors
- We interrupt inequitable practices, examine biases and create inclusive and just conditions
- We discover and cultivate our unique gifts, talents and interests
- We demonstrate the difference between *equity* and *equality*

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EXCELLENCE:

We hold ourselves to uncompromising standards to achieve extraordinary outcomes.

How we demonstrate EXCELLENCE at OUSD:

- ★ We build shared vision and criteria for excellence and celebrate our successes
- ★ We use a growth mindset to learn from our mistakes
- ★ We persevere and are never satisfied with our results
- ★ We share responsibility for each other's success

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INTEGRITY:

We are honest, trustworthy and accountable

How we demonstrate INTEGRITY at OUSD:

- ▲ We courageously speak and lead from our truth
- ▲ We do the right thing even when it is difficult
- ▲ We meet deadlines, follow-through and account for the results of our actions
- ▲ We hold each other accountable

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CULTURAL RESPONSIVENESS:

We resist assumptions and biases and see the gift of every student and adult.

How we demonstrate CULTURAL RESPONSIVENESS at OUSD:

- We dismantle implicit bias and interrupt inequities
- We cultivate cultural self-identity, humility and curiosity towards other cultures
- We intentionally build relationships across differences
- We elevate diverse perspectives, cultures, languages, identities, abilities, and life experiences

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JOY:

We seek and celebrate moments of laughter and wonder.

How we demonstrate JOY at OUSD:

- ◆ We treat others with kindness and foster genuine relationships
- ◆ We celebrate accomplishments large and small
- ◆ We foster experiences of discovery and curiosity
- ◆ We greet one another with happiness, positivity and warmth

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Values Based Leadership Development Programs

OUSD-XL: Executive Cabinet

1 day, offsite, all Executive Cabinet members. **Focus: How do I lead teams of teams in time of change?**

Designer/Facilitator: Rachelle

LMTE

(Leading & Managing Towards Excellence)

6 days, offsite, over 4 months; training program for anyone wanting to increase leadership capacity. Modules include Project Management, Strengthening Teams, Facilitation and Management vs. Leadership. **Focus: How do I lead my team?**

Designer/Facilitator: Rachelle

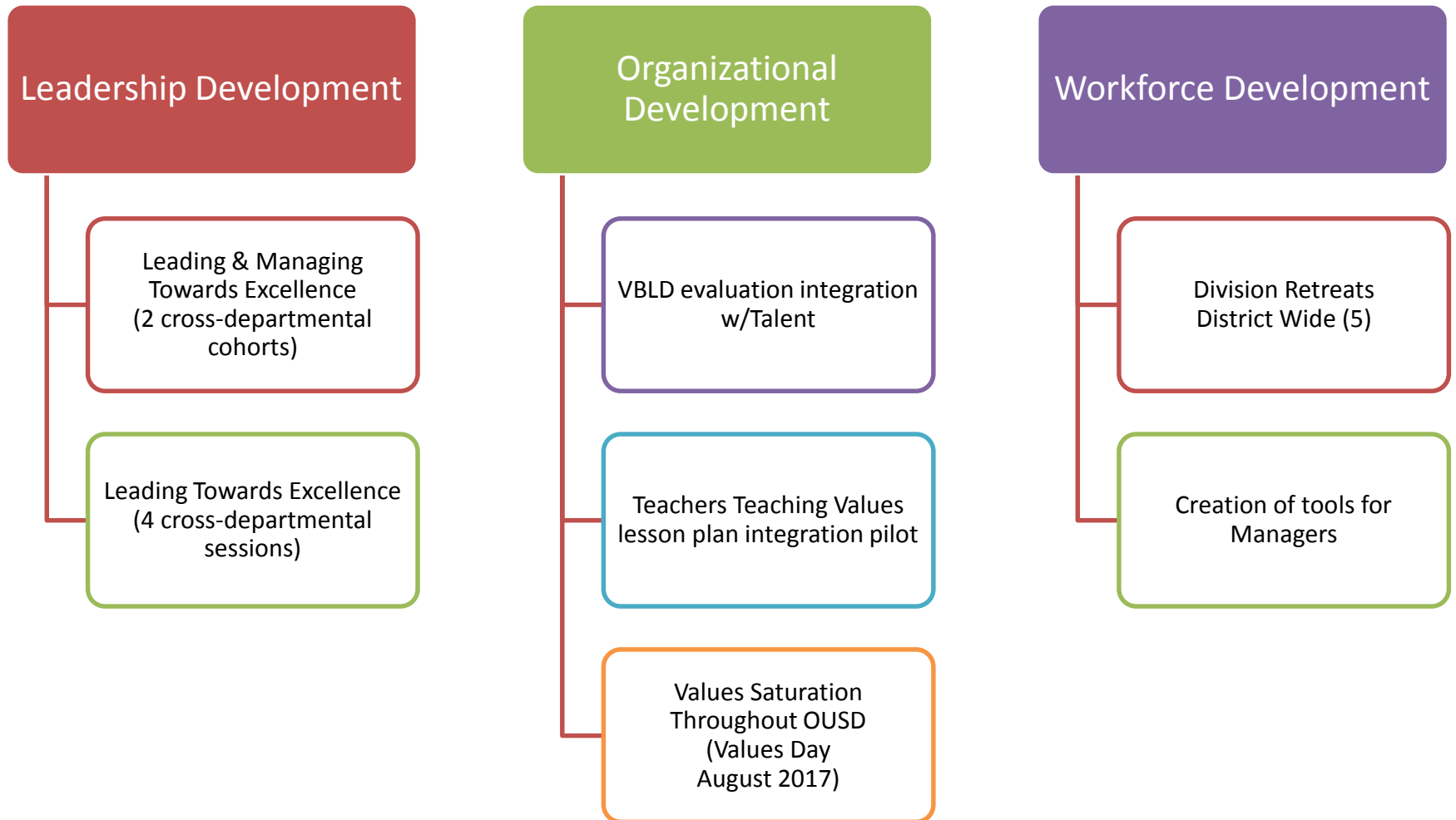
LTE (Leading Towards

4 sessions/year, offsite, First-level workshop dedicated to all employees' leadership. **Focus: How do I lead myself?** Designer: Rachelle/Facilitator: Dabner

Business Units/Team/School Retreats

Programming designed to strengthen teams and business units. **Focus: How does my team model leadership?** Designer/Facilitator: Rachelle

Building and Growing All District Leaders



Sub Goal 1a

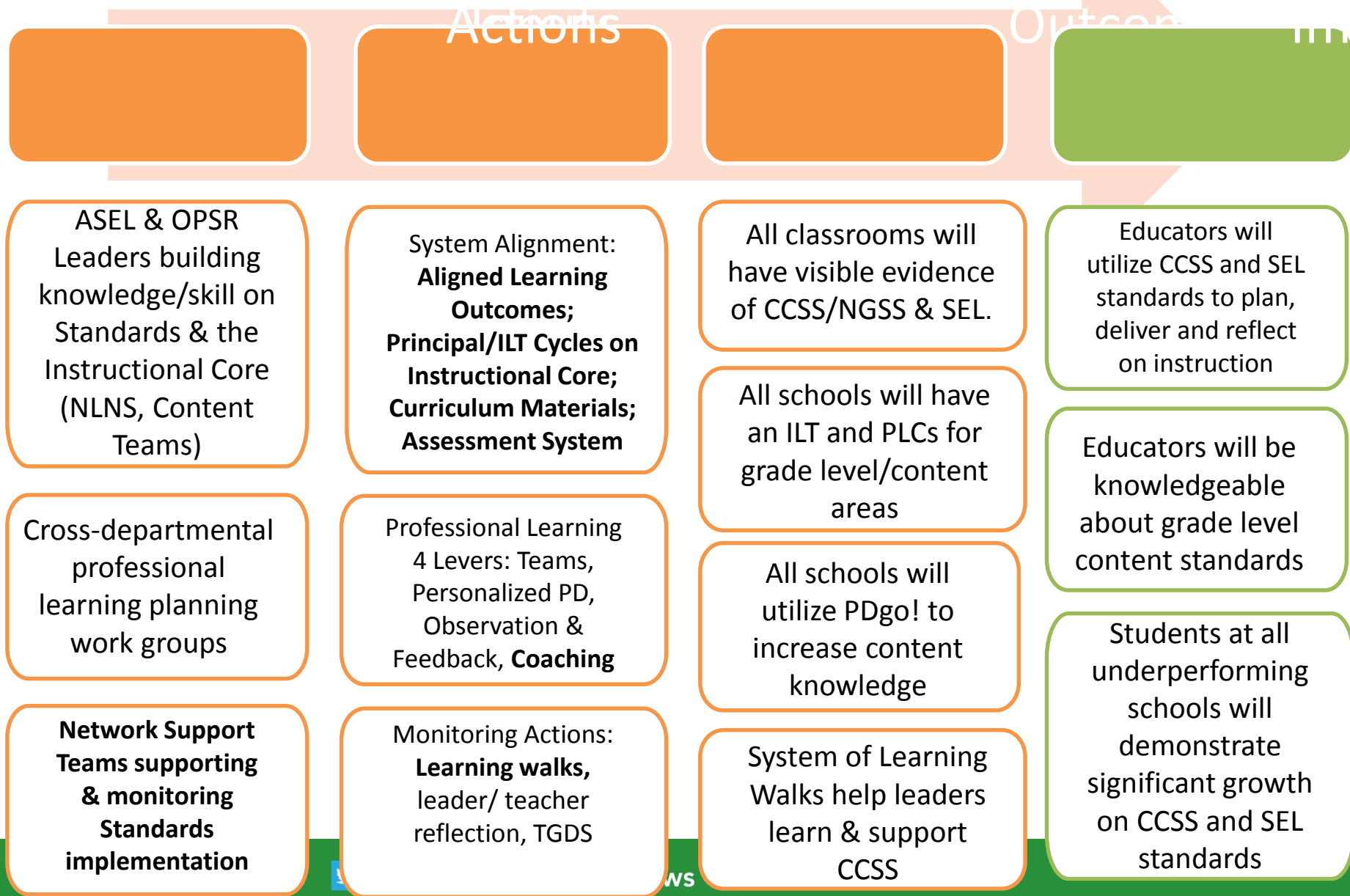
Development in Common Core State Standards and Social Emotional Learning standards

Impact for 2017

- Educators will utilize CCSS and SEL standards to plan, deliver and reflect on instruction, using district curriculum and tools.
- Educators will be knowledgeable about the standards for their grade level and/or content area.
- Students at all underperforming schools will demonstrate significant growth on CCSS and SEL standards that exceeds that of average or above performing schools and brings the school closer to achieving excellence.



1a: Development in Common Core State Standards and Social Emotional Learning standards



Aligned Professional Learning Outcomes, ... organized into inquiry cycles of Principals/ILTs

Cycle 2: Common Core Deep Dive (October/November)

Cycle 3: Assessing Student Learning (December/January)

Cycle 4 -- PLCs: Leveraging the power of teams to improve the Instructional Core

Essential Questions: How can we leverage teachers teams to...

- Plan more rigorous, standards-aligned tasks?
- Assess student learning of standards?
- Improve teacher practice to get results?

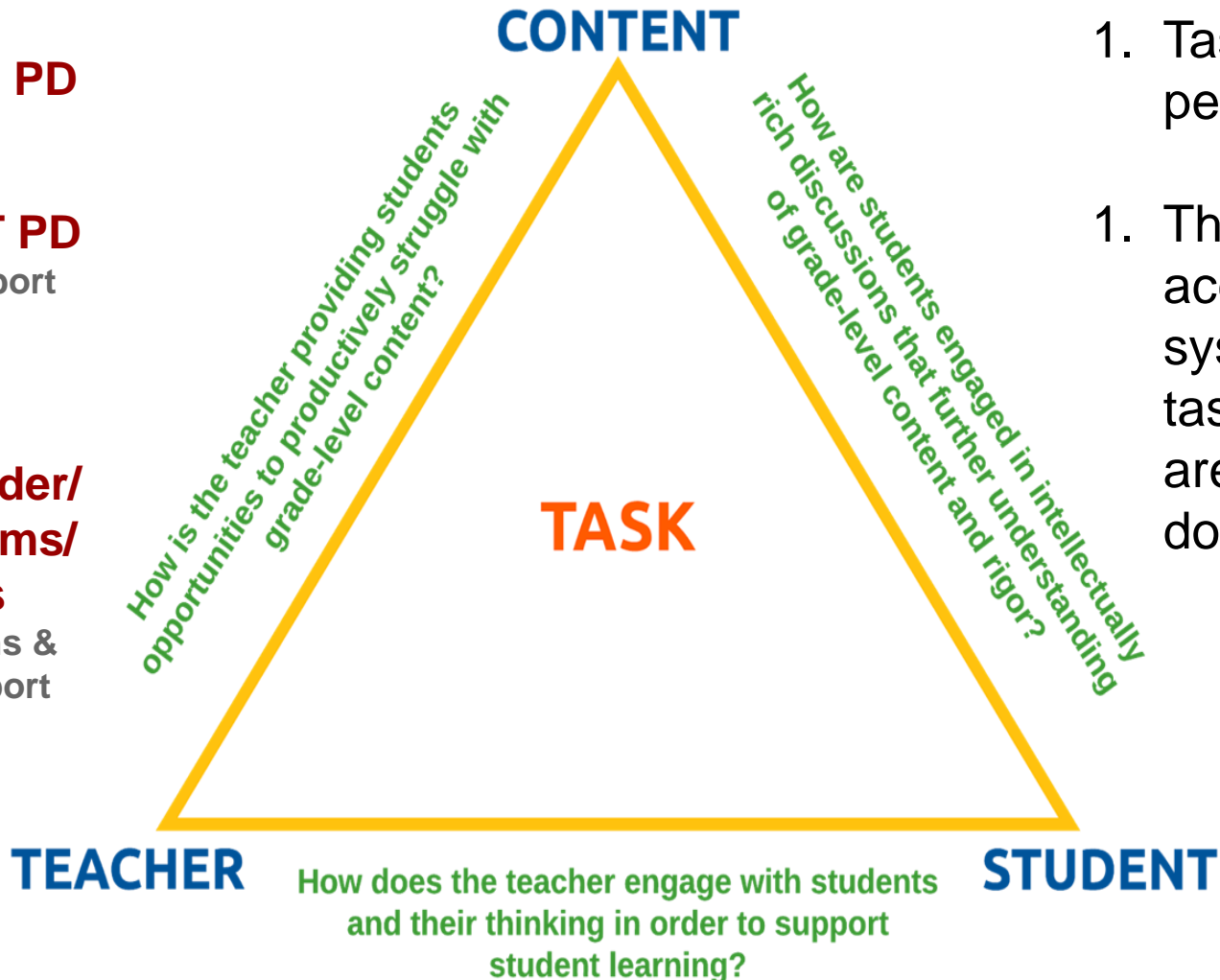
Teaching Practices (TP)	Leadership Practices (LP)
<p>By May 1, teachers will be able to...</p> <ul style="list-style-type: none"> • Collaboratively plan tasks (3B1) aligned to grade-level standards and determining evidence of student success with the task (PLC questions 1 & 2*) • Name the 5 SEL competencies and assess the SEL demands of academic tasks • Align instructional pacing to key standards assessed for the grade-level (SBAC Targets grades 3-8, 11) 	<p>By May 1, all leaders will be able...</p> <ul style="list-style-type: none"> • Support teacher teams in collaborating around the instructional core by planning tasks, writing objectives and analyzing student work. • Establish the SEL conditions so teams are able to collaborate around the instructional core • Observe and monitor curriculum and assessment to ensure teachers address key standards for the grade (SBAC Targets grades 3-8, 11) • Lead teams (e.g. ILT) in analyzing data to determine short-term focus (cycle 4) and long-term (SPSA) priorities.

Focus on the Instructional Core

OPSR/ASEL PD
(NLNS)

Principal/ILT PD
(Network Support
Teams)

**CCTLs/
Teacher Leader/
Teacher Teams/
Teachers**
(Content Teams &
Network Support
Teams)



1. Task predicts performance.
1. The real accountability system is in the tasks students are asked to do.

Monitoring Implementation of Standards and Social Emotional Learning

- School Learning Walks: evidence of the Instructional Core
- Content Learning Walks to collect evidence of teacher practice
- TGDS data
- Teacher, ILT & Principal self-reflection

... driving site & central strategies.

Going Forward: Instructional Teacher Leaders

Learning from Common Core Teacher Leaders ...

- *Acceleration for Targeted Students*
- *Coaching Content for Teachers*
- *Leading/Supporting Learning in Teams*



To expanded Instructional Teacher Leader model

SAME priorities, focused on NEW TEACHERS

- *Support all contents*
- *Help New Teachers with key “foundational competencies”*



TSLIP Grant Proposal: Focusing on Support for our Highest-Need Students



Educator Residencies



Competency Based Coaching

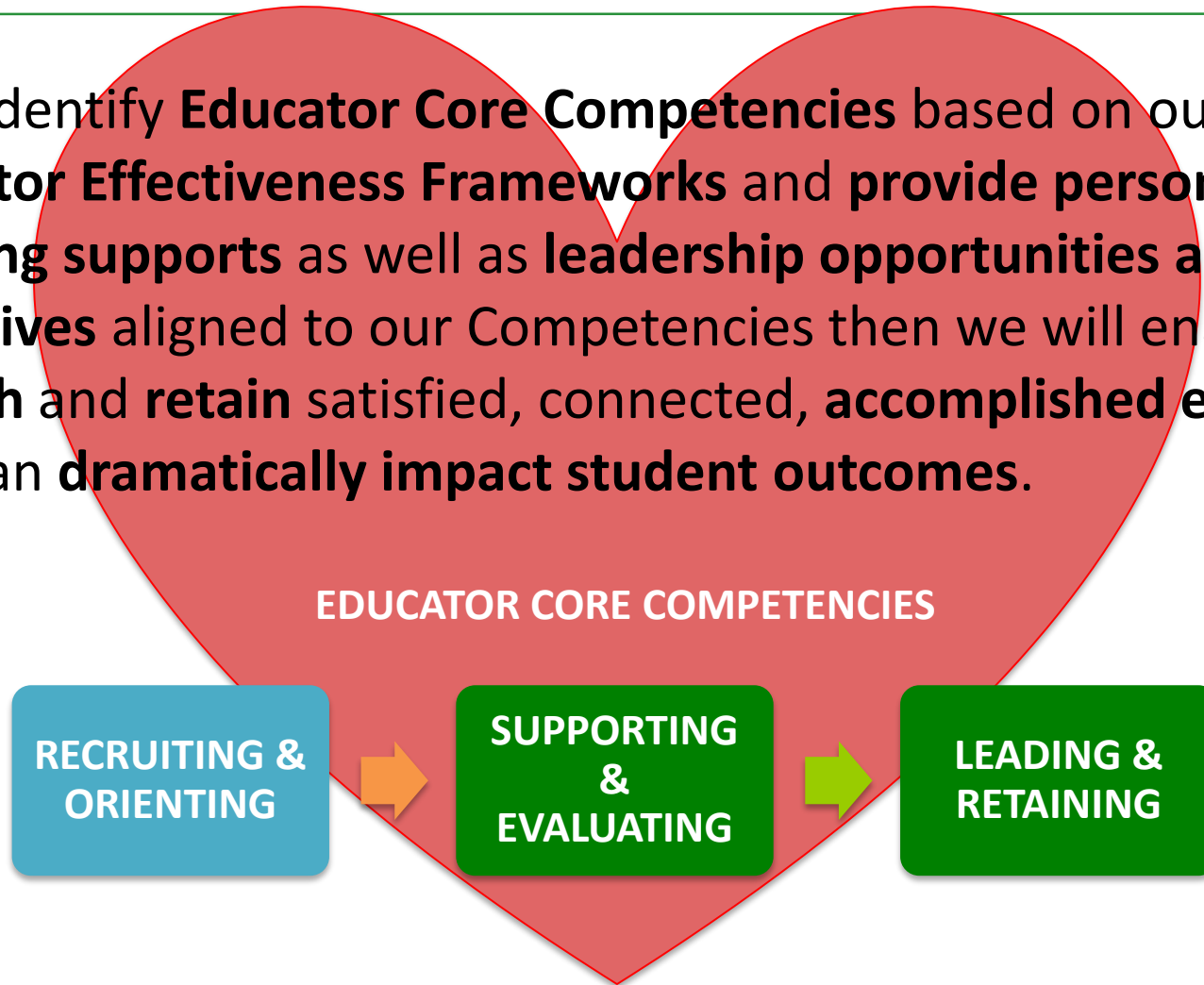


Educator Career Lattice

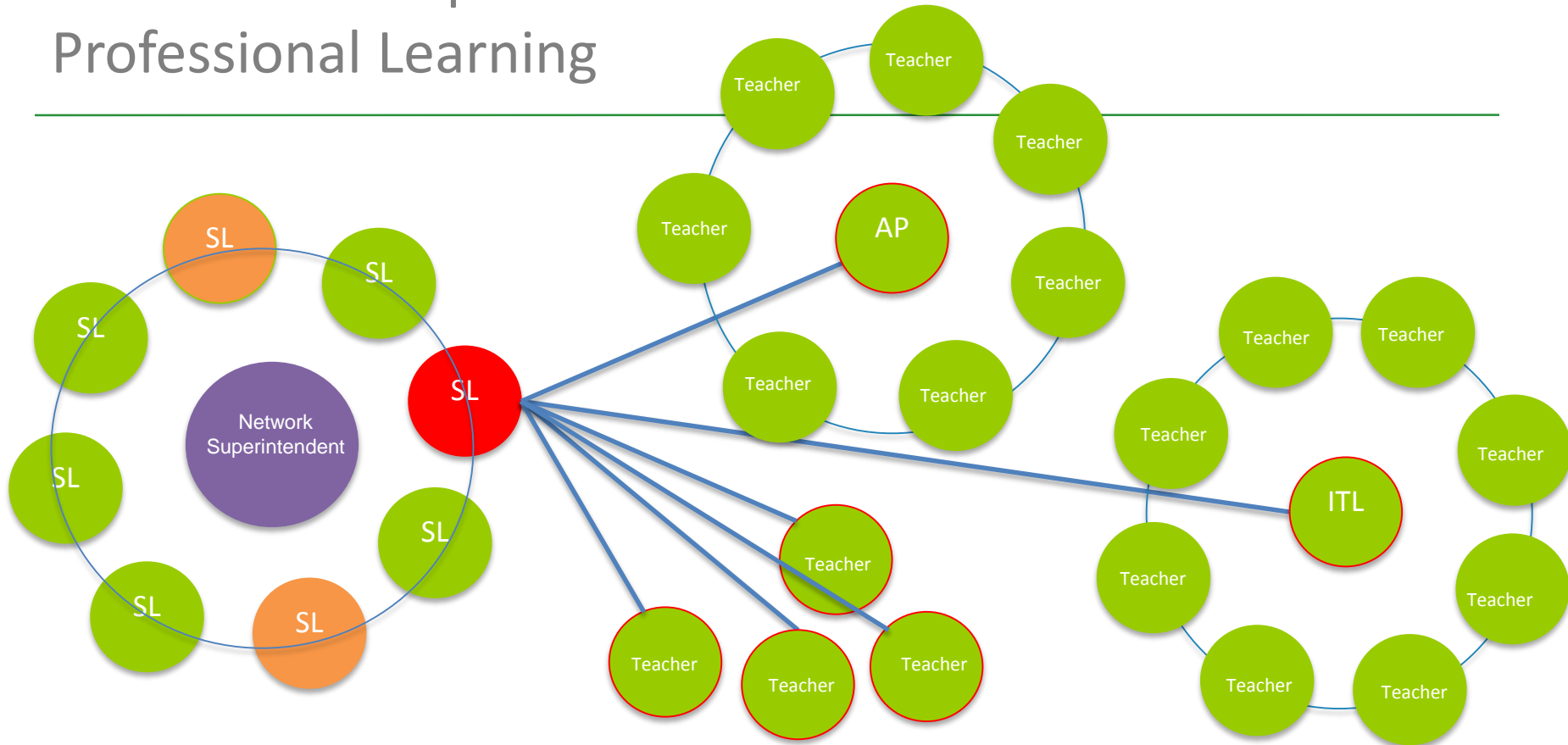
OUSD leadership considers the **highest leverage programs** to be ones that focus on building our **educator pipeline**, supporting the development of our **new educators** and **providing incentives and career opportunities** that support the **retention our accomplished educators**. The grant will target support for educators in our highest-need schools, where our historically underserved student populations (foster youth, ELL, high-poverty) are concentrated.

TSLIP Grant Proposal: Theory of Action

If we identify **Educator Core Competencies** based on our **Educator Effectiveness Frameworks** and provide **personalized learning supports** as well as **leadership opportunities and incentives** aligned to our Competencies then we will enable **growth** and **retain** satisfied, connected, **accomplished educators** that can **dramatically impact student outcomes**.

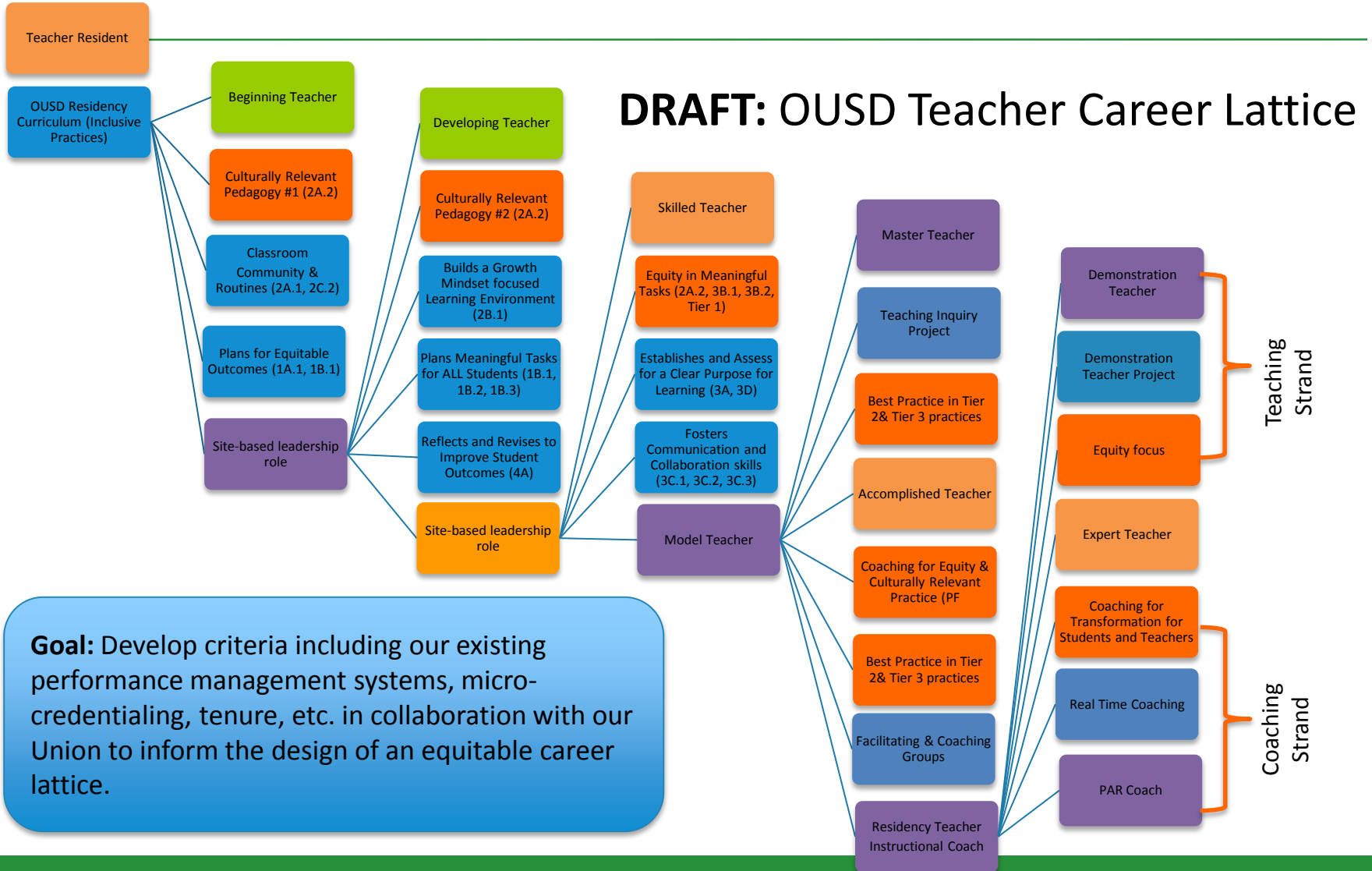


TSLIP Grant Proposal: Job Embedded Personalized Professional Learning



Goal: Provide every educator the opportunity to experience growth through personalized professional learning support including the four levers of professional learning. In OUSD Core Competencies through site based coaching by reducing the ratio of coach/admin to teacher

TSLIP Grant Proposal: Educator Career Lattices



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Appendix

TSLIP Grant Proposal: Leader Career Lattice

DRAFT: OUSD Leader Career Lattice



What can Bridges do for OUSD?

Students and teachers are interacting around high quality, standards aligned tasks. Teachers are able to collaborate with peers to plan tasks and analyze student work and experience with the tasks. The tasks are inspiring to students, culturally relevant, engaging, etc. The tasks serve as an exemplar for curriculum planning aligned to CCSS and NGSS.



TSLIP Grant Proposal: OUSD Bridges Theory of Action

IF...

Site Leaders & Teachers teams and are given TIME to deeply engage in understanding, planning and reflecting in shared high- quality learning tasks

THEN...

There will be Improved understanding of the use and importance of standards-aligned, cognitively-demanding tasks.
AND
School communities of practice engaged in norm-setting and collaborative learning about rigorous, meaningful learning tasks

IMPACT...

Student will be engaged and successful in JOYUS, RICH and RELEVANT learning experiences



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ELL Roadmap Update

March 8, 2017



Presented by Nicole Knight
Executive Director, English Language Learner & Multilingual Achievement

Presented to Oakland Board of Education

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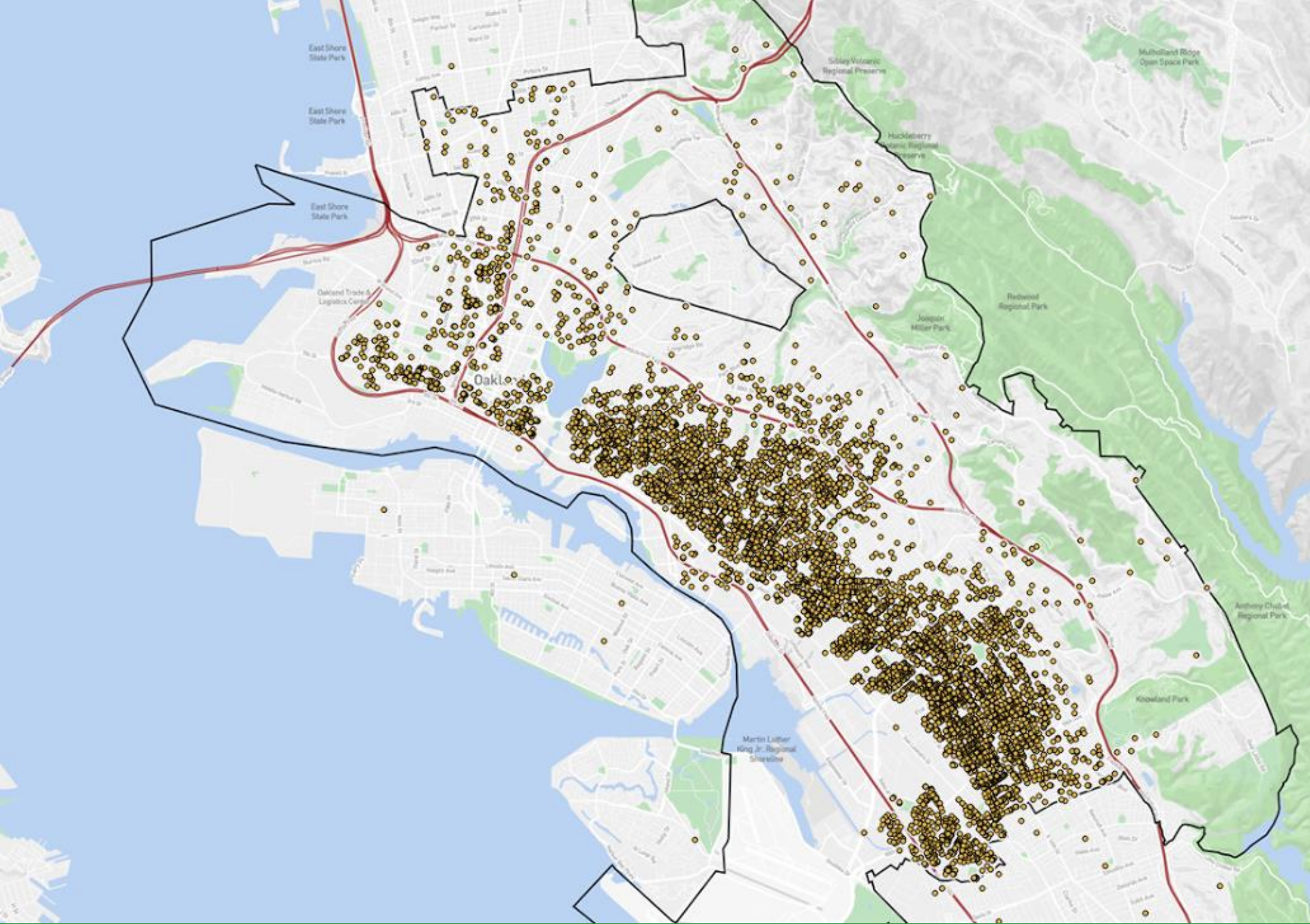


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Introducing Sohrab from
Afghanistan, 4th grader at
Garfield

If you know two languages, it's good. Here, you can't talk with Afghan people. At school, you can speak English. I try to make a Spanish too. I make friends. I say, "What's this mean? What's this mean? What's 'por qué'? Did you know 'por qué' means 'why'?"





PRIORITY #1

ADVANCE QUALITY INSTRUCTION

2016-17 Focus Area:

Deepen understanding and implementation of Designated and Integrated English Language Development (ELD)

Over 200 teachers at 14 schools have received ELLMA-supported Professional Learning on Designated and Integrated ELD

Launch of Foundational Teacher Courses on Content & Language Integration for ELLs



PRIORITY #2

MEETING THE NEEDS OF THE WHOLE CHILD

2016-17 Focus Area:

Year-long sequence for ELL families on reclassification
Provide a safe and inclusive environment for our immigrant families

Year-long sequence of modules on reclassification for families

Student Services Team provide culturally responsive case management and support of newcomer families

Implementation of Sanctuary Resolution



PRIORITY #3

EXPAND & ENHANCE ROBUST LANGUAGE PROGRAMS

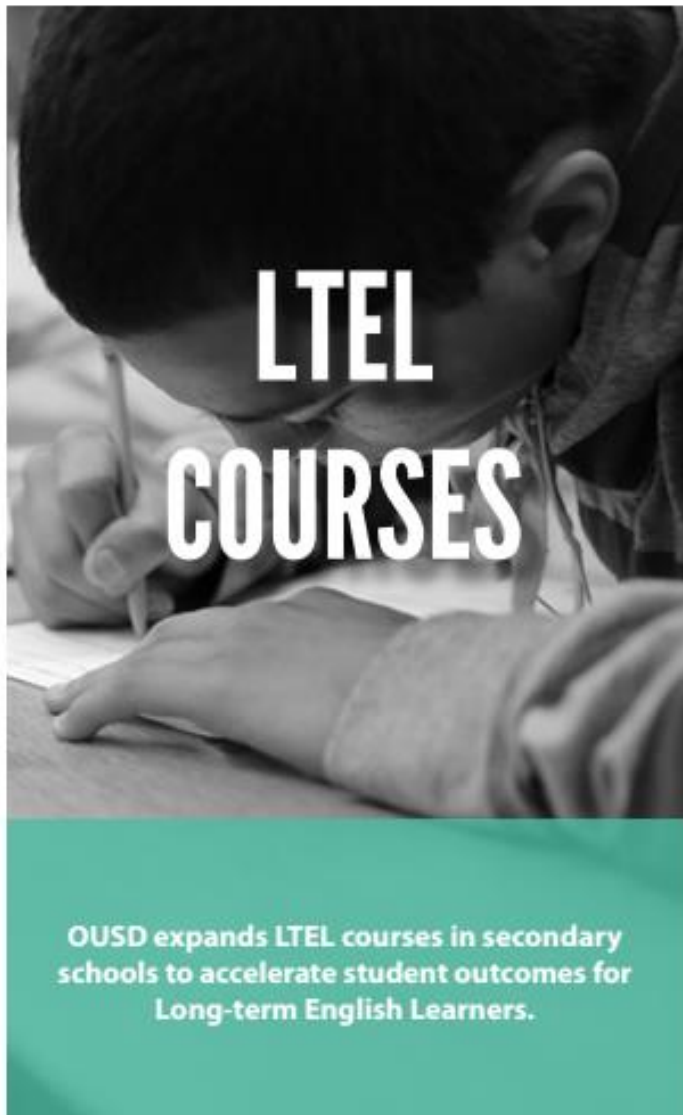


OLAS: Oakland Language Immersion Advancement in Science

Highlighted as a promising practice in
Education Trust - West

Dual Language Design Work at MLA,
Greenleaf and our first stand-alone Dual
Language middle school, Oakland SOL

Multilingual Pathway Working Group by
June, will develop a 5-year roadmap of
multilingual programs in our city,
including but not limited to Dual
Language Programs



Long-term ELL Courses

Currently at 10 sites, an increase of 7
Preparing schools with 20 or more LTELs
without courses to offer in 17-18

IES Grant-Funded Study for 17-18

Academic Language Intervention for 4th
and 5th grade ELLs at 5-10 sites

Middle School LTEL Reclassification

Goal of 25% / Preliminary March
Reclassification is 16% (Round I of II)



Newcomer Mid-year Expansion

Over 250 high school newcomers have enrolled since Day 20 leading to full capacity. Mid-year expansions at O'High, Castlemont, Fremont, and site TBD

Rudsdale Newcomer Alternative Program at Lakeview Campus to open in 17-18

Designed around the needs of older newcomer high school students

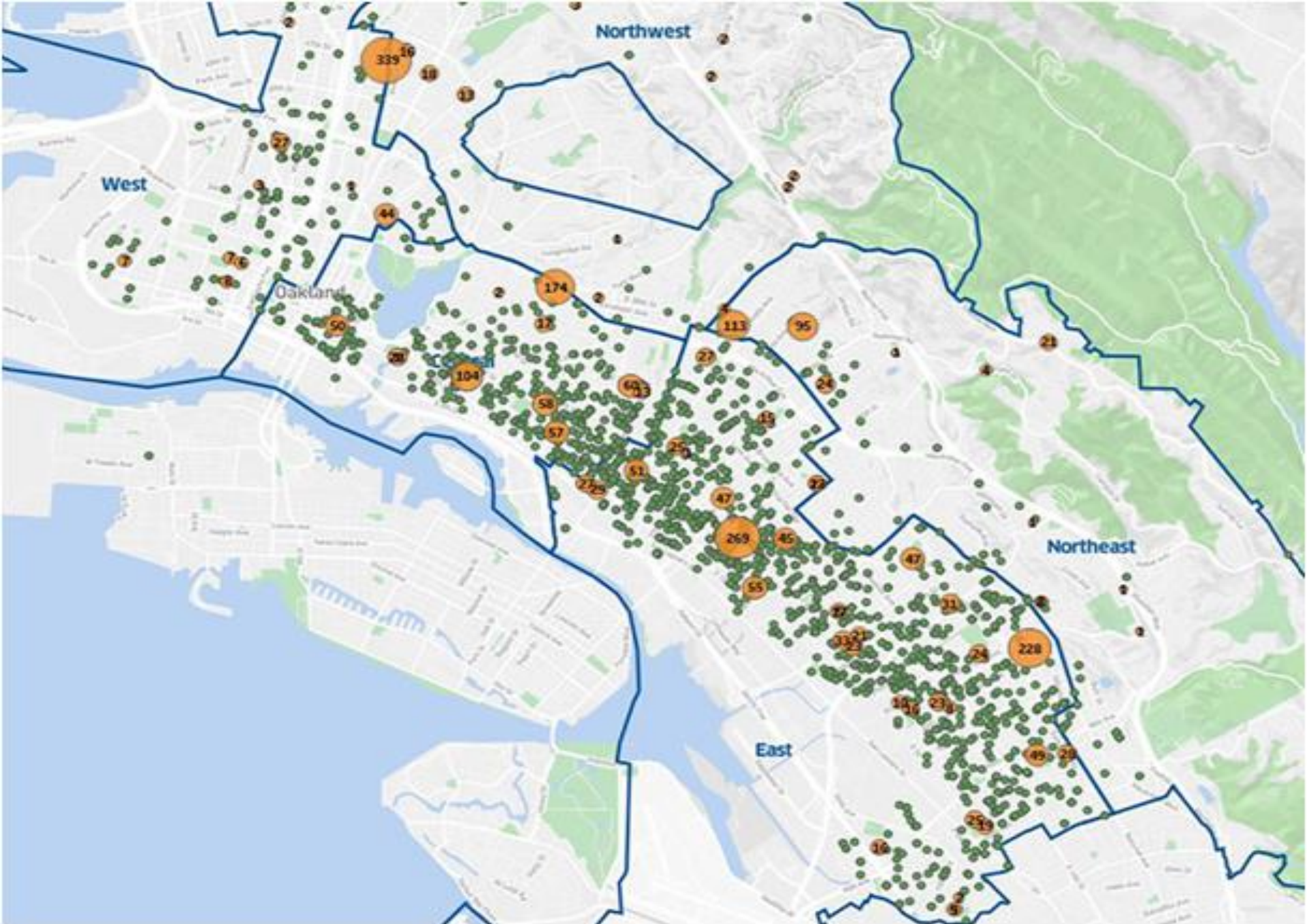
Recruitment, Development and Retention of Newcomer Teachers

Established newcomer teacher pipeline through Reach Institute beginning 17-18
Foundational and inquiry-based professional learning offerings
Haas Grant-supported self-care work

Appendix Slides on Influx of Newcomer Population



Oakland High
Newcomers
Make the
Honor Roll

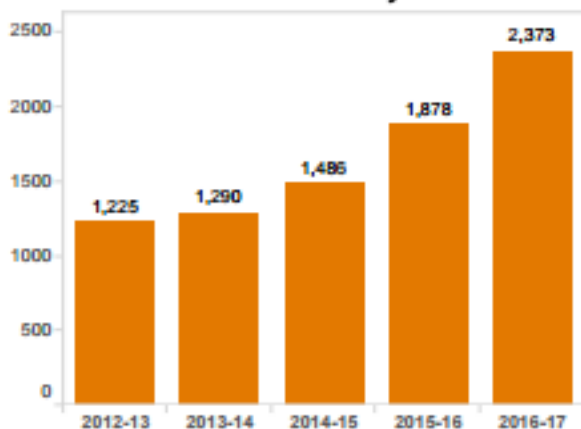


3-YEAR NEWCOMER DEMOGRAPHICS

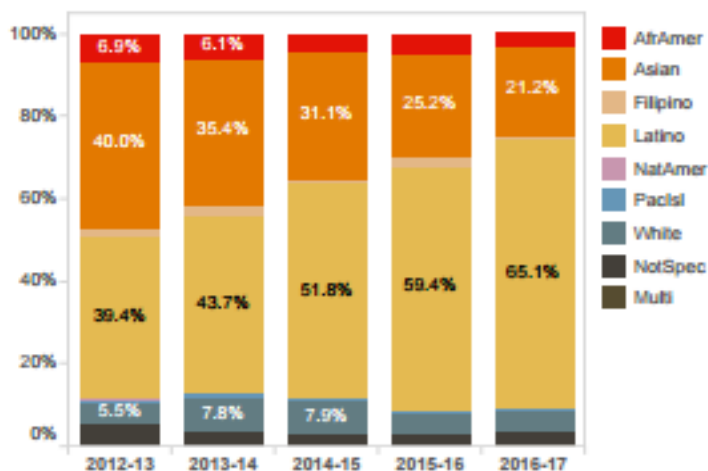
Oakland Unified School District - January 2012-13 to January 2016-17

For this report, a Newcomer is defined as a foreign born student who has been in the United States for less than 3 years and speaks a language other than English at home. For grades TK-2, the number of years is based on US entry date. For grades 3-12, the number of years is based on US school entry date.

Total Number of Newcomers by Academic Year



Ethnicity



Birth Country

Only the top 15 birth countries are listed below.

Birth Country	2012-13	2013-14	2014-15	2015-16	2016-17
GUATEMALA	184	205	320	504	797
EL SALVADOR	118	146	205	292	407
MEXICO	139	153	175	195	206
CHINA	215	194	148	144	158
YEMEN	105	129	142	164	228
HONDURAS	26	46	85	117	128
VIET NAM	79	64	57	58	68
AFGHANISTAN	10	10	63	72	89
PHILIPPINES	28	33	30	46	34
MYANMAR	38	41	27	25	15
ETHIOPIA	31	28	28	27	31
THAILAND	29	33	27	26	14
ERITREA	21	19	20	44	26
NEPAL	34	15	9	9	11
MONGOLIA	17	12	9	11	10

Home Language

Only the top 15 home languages are listed below.

Home Language	2012-13	2013-14	2014-15	2015-16	2016-17
Spanish	432	492	679	874	1,112
Other Non-English (...)	224	224	298	413	242
Arabic	118	156	163	194	257
Cantonese	191	170	123	117	123
Vietnamese	77	64	54	55	67
Mam (Guatemalan)					326
Mandarin (Putonghu...)	34	33	32	30	39
Filipino (Tagalog or ...)	28	32	29	46	30
Tigrinya	22	22	21	49	30

OUSD High School Newcomer Enrollment & Capacity

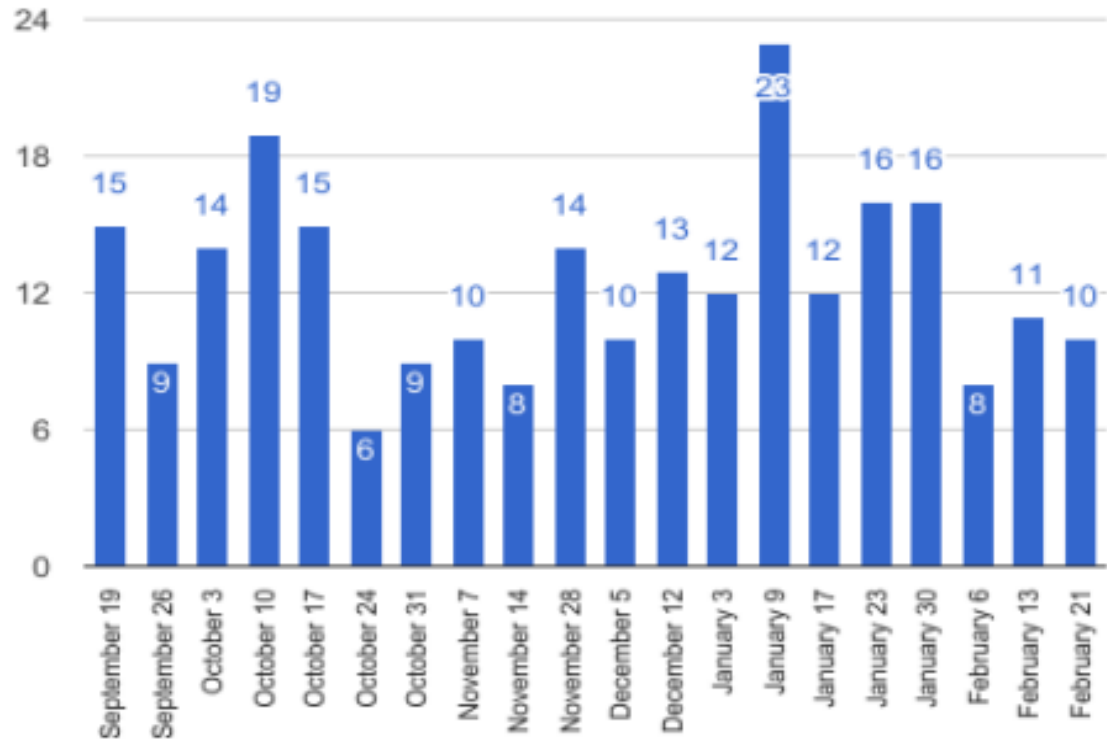
SINCE DAY 20

250

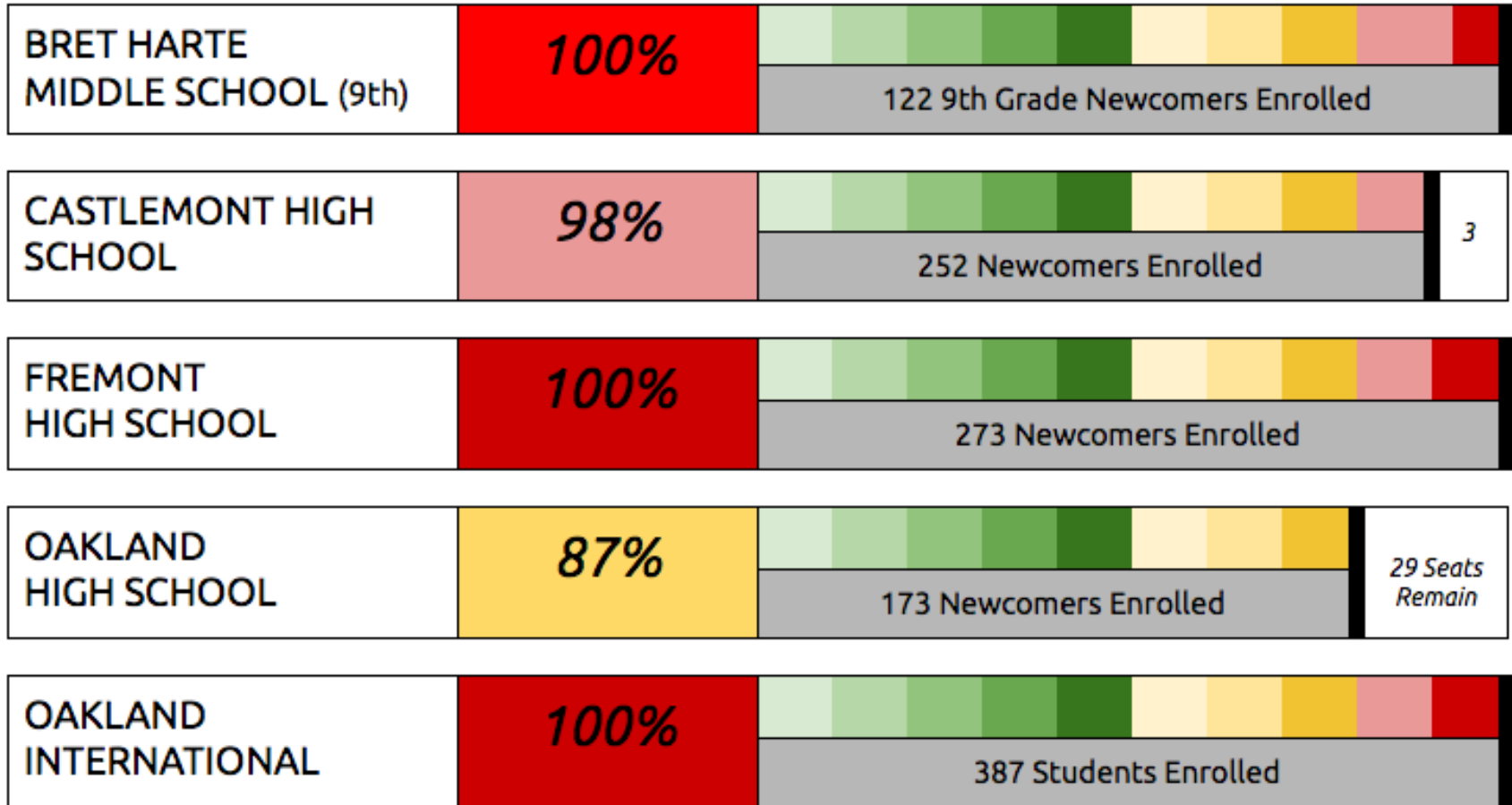
NEW HIGH SCHOOL
NEWCOMERS HAVE
ENROLLED, AN
AVERAGE OF

13

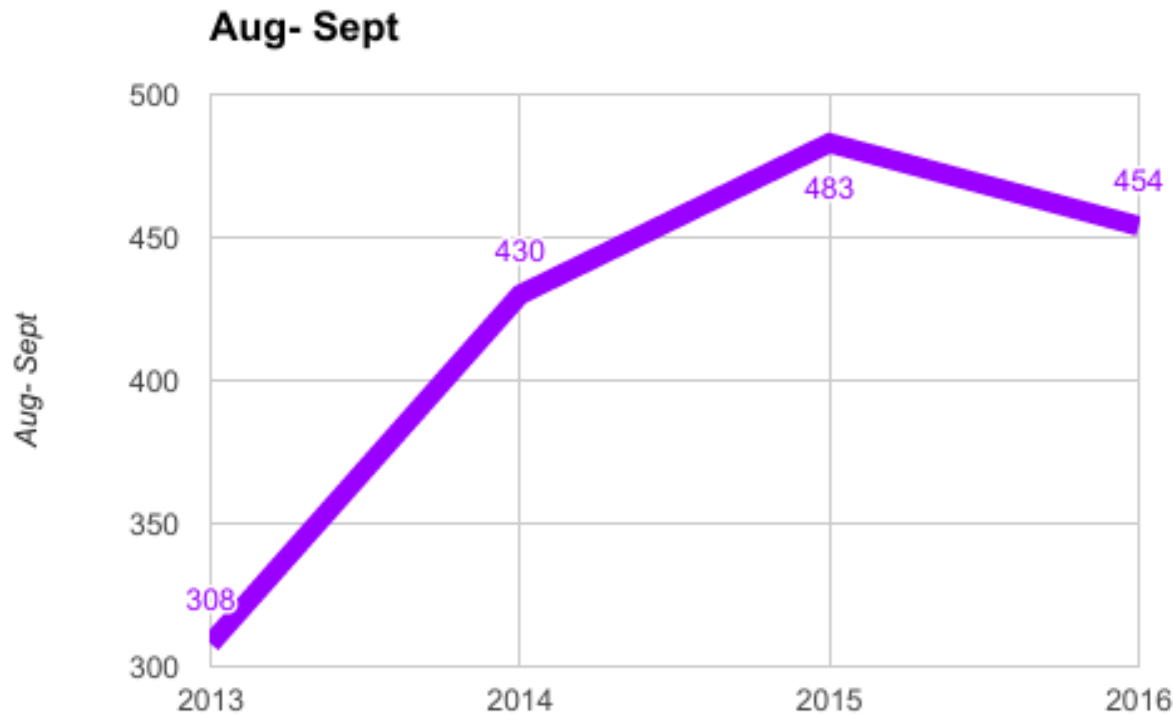
STUDENTS EACH
WEEK.



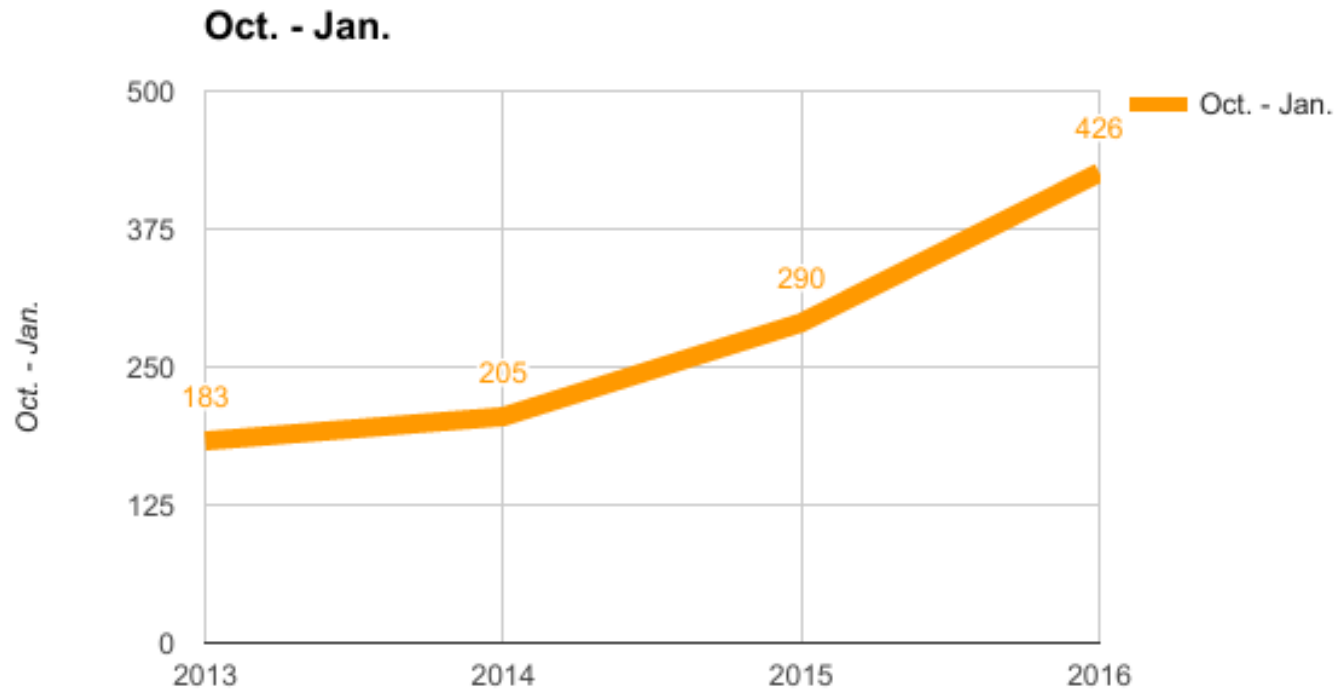
Current High School Newcomer Capacity



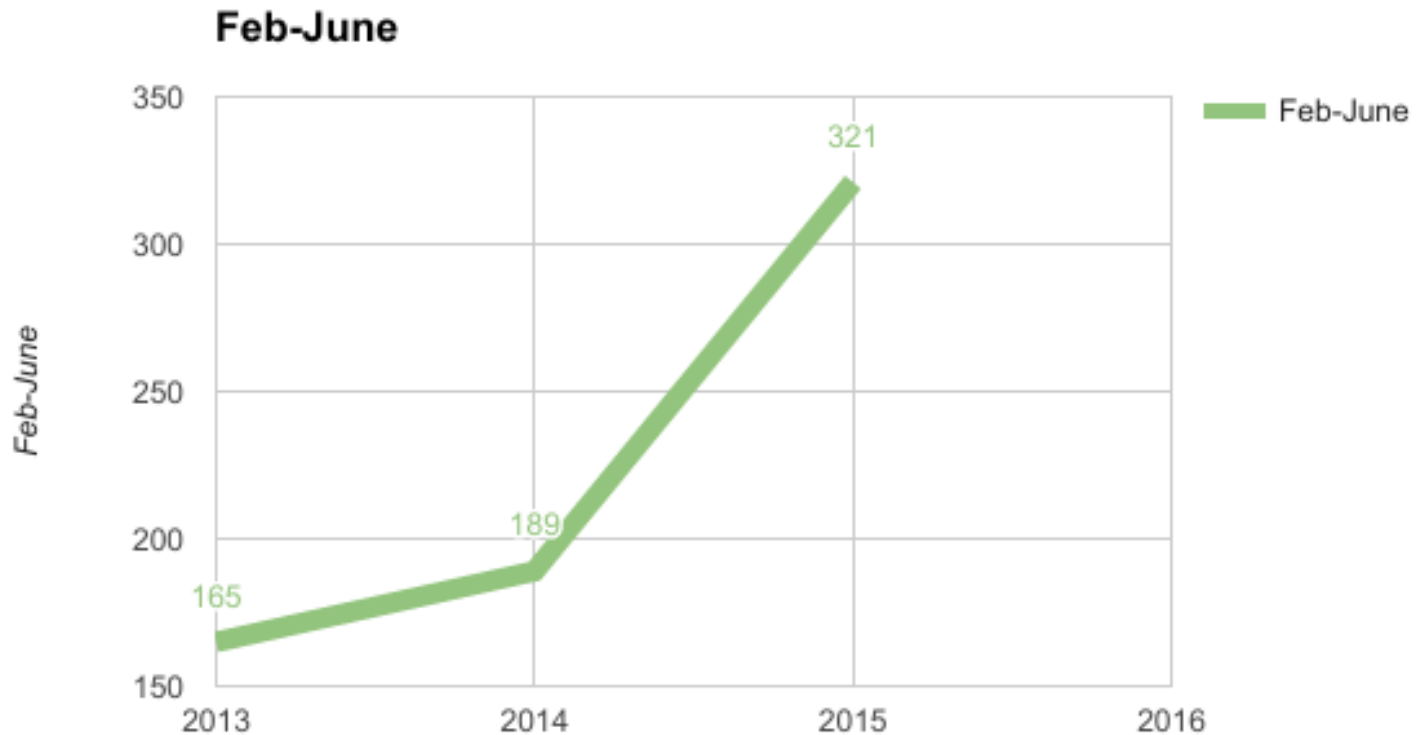
Pre-20 Day Newcomer Enrollment 2013-16



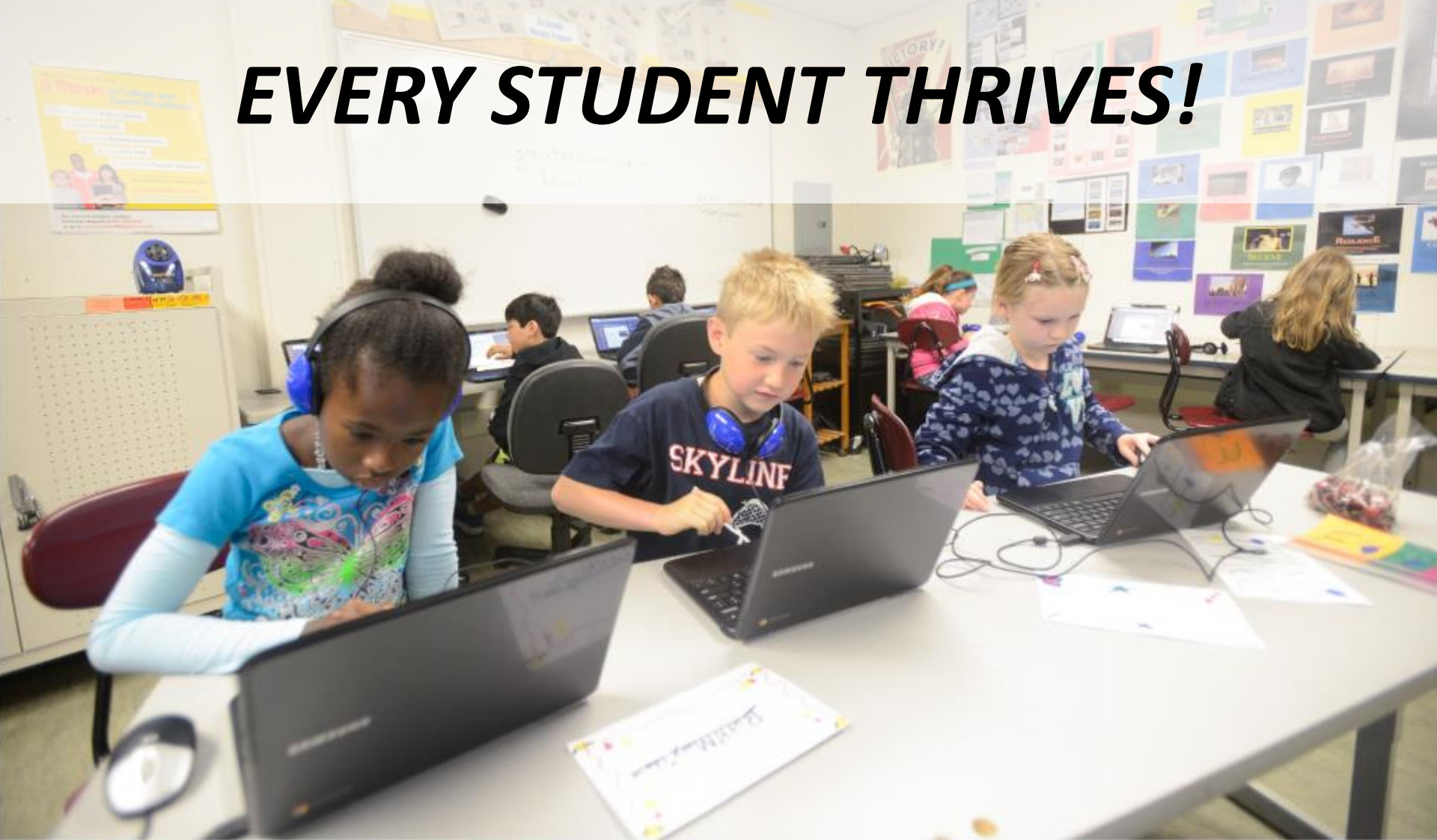
Post-20 Day Newcomer Enrollment 2013-16



Post-20 Day Newcomer Enrollment 2013-16



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Contact us [insert your department or office] for additional information
Phone: 510.555.5555 | Email: info@ousd.org



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Community Schools, Thriving Students

2016-17 Strategic Regional Analysis Update



Jean Wing

Executive Director

Research Assessment & Data

March 8, 2017

www.ousd.org



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What's New?

- SRA now presented as interactive online dashboard at ousddata.org in addition to slide decks
- Updated with all charter enrollment
- Updated **Environmental Stress Factors**
- Updated School Quality analysis using **School Performance Framework (SPF)**
- Added **Feeder Pattern** analysis
- Added **Teacher Experience**
- Enhanced **Special Education Programs**
- Expanded targeted **Newcomers** analysis TK-12
- Dropped **Building Conditions** analysis



STRATEGIC REGIONAL ANALYSIS (SRA) 2016-17

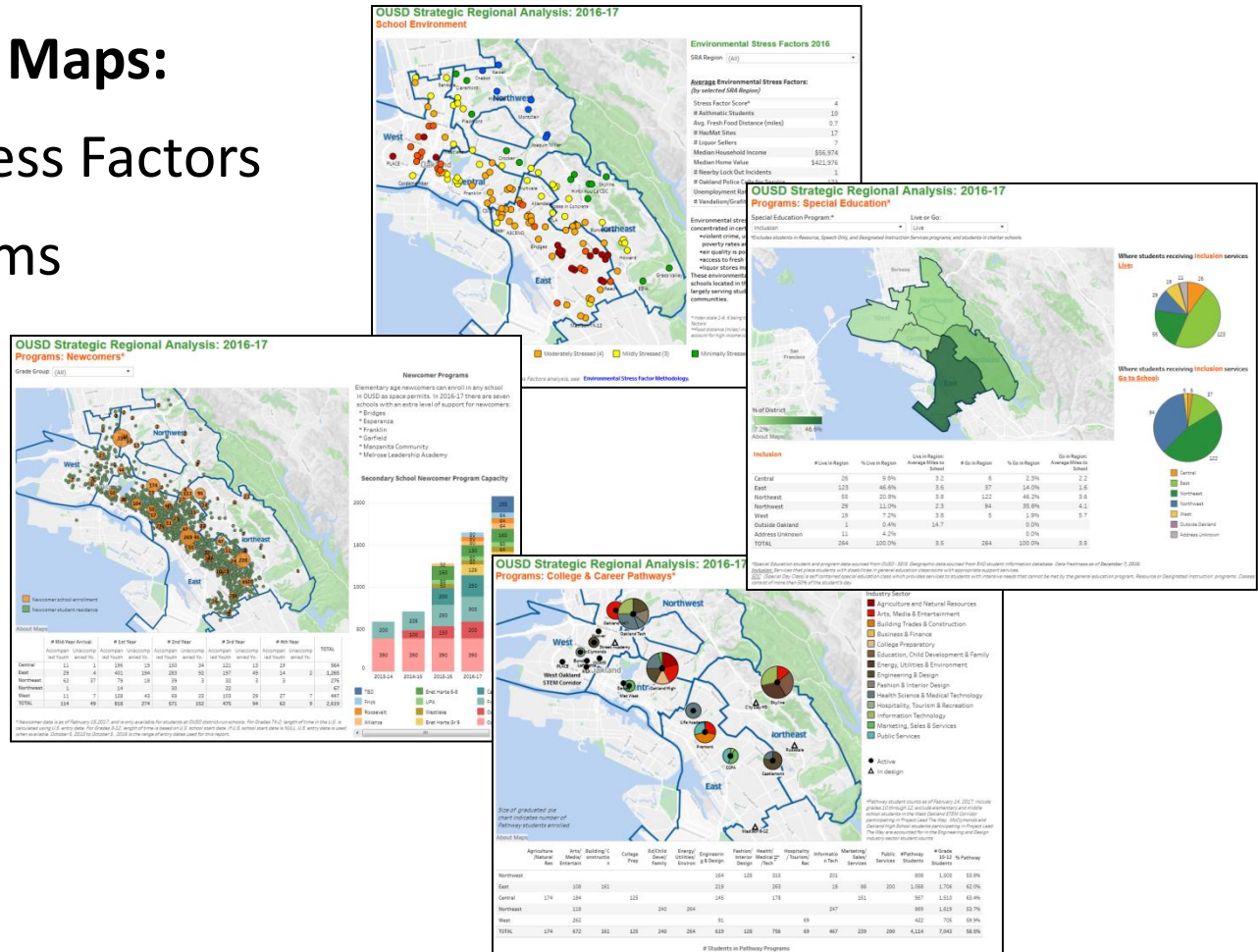
The Oakland Unified School District (OUSD) Strategic Regional Analysis (SRA) is an annual analysis of trends in performance, demographics, school choice, and capacity utilization, highlighting regions and their most immediate needs, integral to the development, maintenance and enhancement of Community Quality Schools. Shared factors for students and families living in different parts of Oakland with respect to income/poverty, language, race/ethnicity and culture were examined to delineate regional boundaries.

The five SRA regions – Central, East, Northeast, Northwest, and West – allow for the particular assets and needs of different communities to be visible within the larger citywide discussion about quality public school programs and facilities in every part of Oakland.

 REGIONS & SCHOOLS Oakland public schools grouped by school type and SRA Region	 COMMUNITY SCHOOLS Oakland public schools grouped by school type and SRA Region	 SCHOOL ENVIRONMENT Environmental stress factors surrounding each school site	 DEMOGRAPHICS & ENROLLMENT 5 year enrollment, English fluency and ethnicity grouped by SRA Region
 CAPTURE ATTRITION TRANSITION Capture, attrition and transition rates within OUSD and beyond to outside schools	 SCHOOL QUALITY School Performance Framework measuring levels of performance in academic and culture/climate categories	 SCHOOL CHOICE School choice for transition grade students by SRA region	 FEEDER PATTERNS Incoming and outgoing feeder patterns between SRA regions for transition grade students
 LIVE/GO Where students live and where they go to school by SRA Region	 TEACHER RETENTION Average yearly teacher retention rates and experience by SRA Region	 PROGRAMS Special Education, Career Pathways, Dual Language, Newcomer, Early Childhood Education & School-Based Health Centers	

Sample Highlights

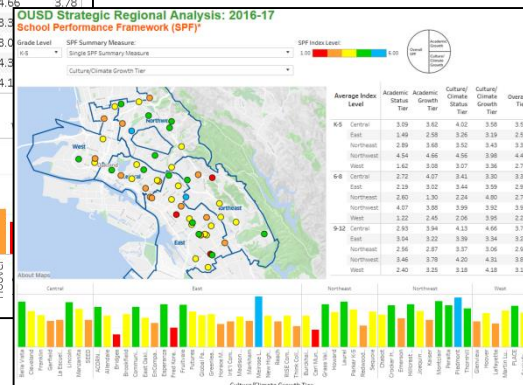
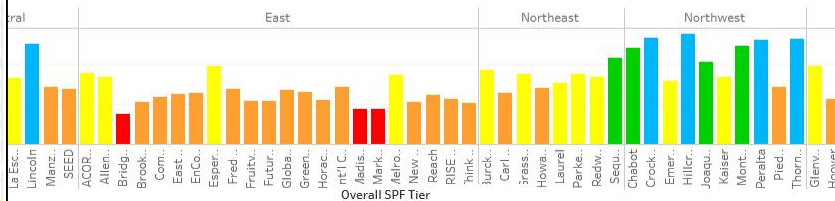
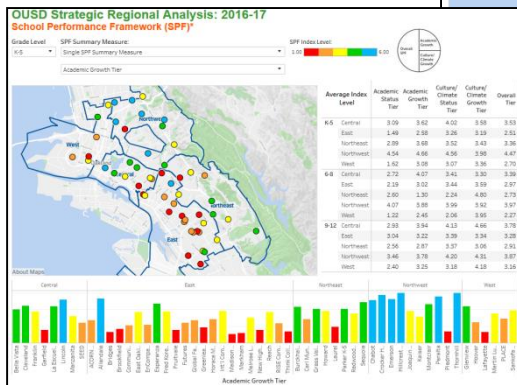
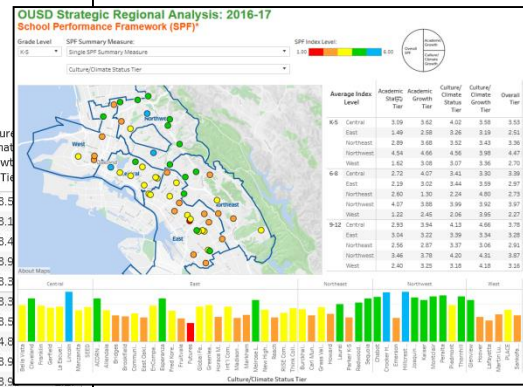
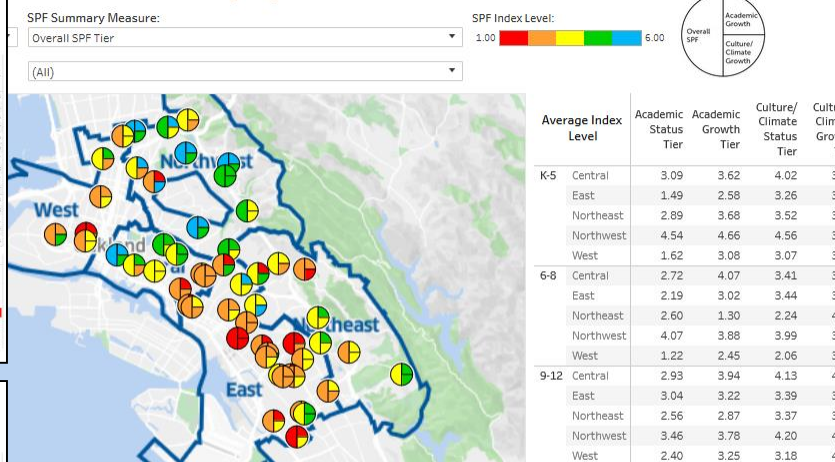
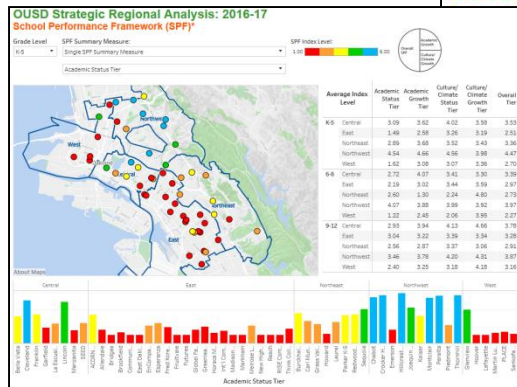
Updated Regional Maps:
Environmental Stress Factors
Newcomer Programs
Linked Learning
Special Education



Sample Highlights

School Performance Framework for District-Run Schools

OUSD Strategic Regional Analysis: 2016-17 Performance Framework (SPF)*



Timeline

Coming Soon!
March 2017



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