



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

SUPERINTENDENT WORK PLAN YEAR-END REPORT

Superintendent Antwan Wilson



Prepared for the Oakland Board of Education | May 21, 2015

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FROM THE DESK OF THE SUPERINTENDENT

Dear Oakland Board of Education,

It has been nearly 11 months since I officially began my service as Superintendent of the Oakland Unified School District, and little more than one year since I was announced as the new Superintendent and began my immersion into the amazing community of Oakland. This time has been honoring, humbling, and inspiring.

In keeping with our shared commitment to transparency and accountability, I have prepared a written report for your consideration and our sharing with the public.

Overall, and in collaboration with the OUSD team, we have met the goals outlined in my Work Plan:



1. Implement a Professional Culture
2. Advance Quality School Development
3. Enhance Budget Transparency and Financial Systems
4. Improve Physical Asset Management
5. Develop a New Strategic Plan



1. CULTURE: We implemented new **Teacher and Leader Growth & Development Systems** (TGDS & LGDS) in collaboration with our employees and unions, working toward a Common Core-aligned professional culture across our district. Our work this year has positioned us for the broader expansion of our TGDS, as well as improved our implementation of the current LGDS. We've also carefully laid the groundwork for moving to a fully modern, cloud-based HR data management system that will launch in the fall. This system will increase employee access to information in ways that will improve our efficiency and effectiveness in service of students.

2. SCHOOLS: We designed **quality school policies, plans, and systems**, moving forward with, and learning from, the roll-out of our Intensive Support School (ISS) process. We've furthered our development of a new School Performance Framework (SPF), which will create a common, normed and more progressive way of understanding, analyzing and interpreting the quality of our schools. We've also secured over \$25 million in funding from local, state, and private grants for an ambitious district-wide focus on linked learning pathways that will align our student's interests with their personal and professional goals, while increasing educational outcomes and graduation rates.

3. FINANCES: We rolled out the most **comprehensive budget prioritization and development process to-date**. We strengthened our Local Control Accountability Plan (LCAP) process with a better budget handbook, clearer priority alignment, and more community-friendly interface. We helped School Site Councils better understand their budget and assisted school leaders with communications around their budgets. We continue to catch up on financial audits that date back five years—all part of establishing a comprehensive approach to building stronger district finances, while placing more of our resources into our schools and making critical investments in our people. We expect to complete all outstanding audits after finalizing two audits in 2014-15 and two audits in 2015-16.

4. FACILITIES: Through the creation of a robust Accountable School District Strategic Plan Committee, we have engaged in regular public dialogues with our community about the best ways to prioritize our facilities investments and bring a bond allocation policy to the Board. We continue to keep the **alignment between the effective and responsible use of our current bond resources and district priorities** in mind as we've engaged the community around numerous facilities projects such as the Central Kitchen and Glenview. This includes open dialogue and shared concept-building around the future home for our OUSD central office functions – the Education Leadership Center (ELC). We have also successfully navigated the complexity of honoring our Proposition 39 requests and responsibilities, while maintaining our commitment to sustainable design.

5. STRATEGY: After conducting nearly 100 community engagements through a listening tour across Oakland, we developed the new Pathway to Excellence Strategic Plan for 2015-2020 – **a streamlined strategic plan that was adopted unanimously by the Board**. To communicate and implement the new Strategic Plan, we solicited interest from community members to join committees to advance the work collectively. We received over 350 applications - nearly five applications for every one spot available. This diverse cross-section of our community came together to do important and thoughtful work. We built a public website to track and communicate the strategic plan work while folding it into our on-going communications at every level: www.everystudentthrives.org.

Overall, it's been a challenging, but eventful first year. In preparation for this update, I've done a tremendous amount of reflection. This reflection has happened against the backdrop of the continued social injustices across our nation and here in our own community. I'm reminded of a phrase I spoke shortly after my arrival – **America needs Oakland to succeed!** For Oakland to succeed, OUSD must succeed, and the pathway to excellence that will lead us there. We must instill in all of our work a relentless focus on equity.

I look forward to continuing my service, building on the collective successes we have achieved in just 11 months working together, and continuing our steady progress toward becoming a district that prepares every student for college, career, and community success.

I hope you'll find the contents of this report informative, and while it's a report on my work plan, it's really a reflection of the collective work efforts of countless employees across Oakland Unified.

Thank you for your consideration and continued constructive support and engagement.

Respectfully,



Antwan Wilson
Superintendent

**For Oakland
to succeed,
OUSD must
succeed,
and the pathway to
excellence
will lead us there.**



2014-2015 SHARED ACHIEVEMENTS



TALENT

1. Reached a Tentative Agreement with the Oakland Education Association, for the largest salary increase in over a decade and significant enhancements to working conditions, including smaller class sizes, improvements in the way school communities select teachers to join them and creating opportunities for innovative schools to craft and implement school improvements and specialized programs.
2. Finalized agreements on new contracts with SEIU and AFSCME, accounting for Oakland's increased minimum wage.
3. Designed and launched Teacher and Leader Growth & Development Systems.
4. Recruited and retained top talent from Oakland and around the country for key leadership positions in school design and transformation, early learning, change management and communications.

QUALITY SCHOOLS

1. Simultaneously implemented Common Core aligned math and literacy curriculum in all of our schools to drive better academic outcomes and college preparation.
2. Launched Quality School Development process based on solid pillars of success, encapsulated in a Board approved policy, and moved forward with five Intensive Support Schools identified by the Board in 2014 for extra focus and support.
3. Improved upon the data infrastructure within the district.
4. Developed plan that will expand TK access to the entire district starting next year.

FINANCIAL MANAGEMENT

1. Secured approval to use an external auditor for outstanding audits, saving nearly half a million annually starting this year.
2. Improved condition of financial records and received the first financial opinion in over a decade.
3. Cut central administrative costs by 20% or \$2.3 million, freeing up funds for reorganization and investment in our classrooms.

2014-2015 SHARED ACHIEVEMENTS

FACILITIES

1. Completed new solar systems at 16 schools that will significantly reduce annual electricity costs over the next 25 years and avoid production of almost 2,500 tons of carbon dioxide emissions per year (the equivalent of removing close to 12,000 cars from California's roads) while bringing the math and science behind the solar technology into the classroom in the form of curriculum that helps prepare students for careers in the clean energy economy.
2. Received California's highest honor for sustainable school construction from the Collaborative for High Performance Schools, which certified La Escuelita Education Center as meeting its stringent standards that only a tiny percentage of school buildings have met.
3. Implemented community engagement processes resulting in recommendations for temporary housing plans for Glenview in line with the community's interests.



STRATEGY

1. Conducted a listening tour with nearly 100 community meetings across the city, built a strategic plan based on input from these meetings, and secured unanimous approval of the plan by the Board:
www.everystudentthrives.org.
2. Developed a committee process to roll-out and implement the plan; received over 350 applications from a broad and diverse pool of district stakeholders for approximately 75 strategic plan committee spots and convened regular meetings toward a June report out.



ADDITIONAL

1. Developed a strategy to leverage \$12 million in funding over 10 years from Measure N, which will more than double Linked Learning in our schools to reach thousands more students starting Fall 2015.
2. Secured over \$25 million in new multi-year grants for expanded career health pathways, early learning, and to support the development of a technology scholars programs.

EXECUTIVE SUMMARY OF GOALS

GOALS	SPECIFIC DELIVERABLES
<p>1 Implement the Board Priority of Building Professional Culture</p>	<ul style="list-style-type: none"> 1a. Expand time and support for teacher-driven planning, preparation, and professional collaboration focused on improving instructional quality aligned to the Common Core State Standards. 1b. Expand the use of the OUSD/OEA approved teacher evaluation pilots in 25 schools. 1c. Establish and utilize a Human Capital data management system.
<p>2 Implement the Board Policy on Quality School Development</p>	<ul style="list-style-type: none"> 2a. Support all schools to develop, strengthen, and sustain three core practices: <ul style="list-style-type: none"> a. Continuous School Improvement (Board Policy on School Governance) b. Professional Learning Communities c. Early Warning System 2b. Support all high schools to create small learning communities of career pathways that provide challenging academics, career-based learning, real-world learning experiences, and intensive individualized support services. 2c. Support all Tier III schools to fully plan and implement their Tier III intervention strategy.
<p>3 Improve the transparency, accessibility, and reliability of OUSD budget development and financial management systems</p>	<ul style="list-style-type: none"> 3a. Present to the Board of Education a 2015-2016 Budget Development Plan that is in compliance with the Board Policy on Results-Based Budgeting and State regulations for the Local Control Accountability Plan (LCAP). 3b. Present to the Board of Education a communications plan to provide school employees, parents, students, and the general public sufficient information and tools to meaningfully engage in the budget development process. 3c. Present to the Board of Education evidence of 100% clearance of all audit findings for Fiscal Year 2010-2011 and 2011-2012.
<p>4 Implement the Board Policy on Physical Asset Management</p>	<ul style="list-style-type: none"> 4a. Implement Board Policy 7350 on Physical Asset Management. 4b. Present to the Board of Education preliminary plans to house all central administration offices in one location. 4c. Present to the Board of Education preliminary plans to house District-operated schools and programs, and qualified District-authorized charter schools in district-owned school facilities.
<p>5 Produce an updated OUSD Strategic Plan</p>	<ul style="list-style-type: none"> 5a. Present to the Board of Education a work plan to produce an updated OUSD Strategic Plan. 5b. Present to the Board of Education for adoption an updated OUSD Strategic Plan. 5c. Communicate the updated OUSD Strategic Plan to all internal and external stakeholders.
<p>6 Additional Achievement Areas</p>	<p>The work of OUSD is much broader than the five goals of the Superintendent’s work plan. Some of the additional work is related and has been noted in the respective sections. Some truly stands alone and merits separate recognition. The work is all interconnected at the end of the day and deserves acknowledgement.</p>

EXECUTIVE SUMMARY OF GOALS

SHARED ACHIEVEMENTS

- 1a. Designed a new position focused on language and literacy, identified 20 Teacher on Special Assignment (TSA) positions paid for by central office, and selected 20 schools to receive these positions.
 - 1b. Launched Teacher Growth & Development System at 16 pilot schools, with all on track; working with OEA to gather feedback from pilot to incorporate into next implementation phase; launched Leader system with all principals and working with partners to plan for 15-16.
 - 1c. Selected cloud-based HR system (Workday) to enhance HR data management and methodically building implementation plan to kick-off in the coming year.
- Additional: Reached a Tentative Agreement with the Oakland Education Association, for the largest salary increase in over a decade and significant enhancements to working conditions, including smaller class sizes, improvements in the way school communities select teachers to join them and creating opportunities for innovative schools to craft and implement school improvements and specialized programs.
- 2a. Developed office of Post-Secondary Readiness, reorganized to provide greater support to schools and focus more on linked learning pathways; created comprehensive quality school policy, guidelines, and supporting website and communications; developed a data-based early warning system with plans to launch a fully online version to begin next school year; and leadership on a School Performance Framework (SPF) system development, building upon the Balanced Scorecard.
 - 2b. Secured passage of first-of-its-kind local initiative to fund linked learning; secured regional career pathway grant; built new partnerships with community, businesses, and academic institutions; and developed implementation plan for 15-16 school year which will involve a Design Lab for all High Schools.
 - 2c. Implemented Intensive Support School process with outreach and engagement at the five selected schools so that all are now moving forward toward implementing new and improved programs in the coming two years.
- 3a. Created a budget development calendar and began LCAP budget engagements by October 2014; provided principals with comprehensive budget presentation materials for their utilization and for community engagement; completed central prioritization process; implemented a budget development tool for school sites, with training; and currently completing LCAP budget alignment process and preparing for a follow-up Board workshop.
 - 3b. Developed and implemented an ambitious budget communications plan that included city-wide meetings, LCAP advisory meetings, engagement with the Principals' Advisory Committee, All-City Council, school site engagements, and Board member engagement meetings, along with an enhanced web presence on financial transparency.
 - 3c. Nearing resolution with the SCO and CDE on resolving outstanding findings from the 2010-11 and 2011-12 audits; received concurrent opinions that all District finances are fairly stated, though qualified given common school district issue; secured permission to continue using third party auditor, which will save the District time and money in processing its audits.
- 4a. On the technology front, wireless access in place at all school sites by Spring Break, needed system upgrades planned and implemented with a major upgrade on track for August, deployed 300 carts with 12,000 Chrome books, removed and replaced portables across the district, and advanced engagement around multiple facilities projects including Glenview and the Central Kitchen.
 - 4b. Conducted a comprehensive internal and external engagement process to evaluate options for the redevelopment of the 2nd Avenue site into an Education Leadership Center (ELC), and bringing to the Board the final community input-informed recommendations this month.
 - 4c. Advanced Accountable School District Committee charged to determine process for allocating bond funds; and implemented robust Prop. 39 process to ensure qualified public charter schools would have access to under-utilized OUSD school facilities.
- 5a. After hundreds of hours of engagements from May - Nov 2014, we developed a digestible 12-page Strategic Plan with 3 clear priorities and 10 specific strategies.
 - 5b. The plan was unanimously approved by the Board and lauded by the public in Nov. 2014.
 - 5c. We developed a website and series of public and internal presentations on the plan. We also created 3 public Strategic Plan Committees aligned to the 3 SP Priorities to ensure public/community engagement in SP implementation, receiving applications from over 350 community members. The committees have met twice a month since February (10 meetings for a total of 20 hours by June) to provide feedback and input on implementation of the three strategic plan priorities.
- Early Childhood Education: We have brought on a Deputy Chief for Early Learning, built a plan, and secured a major grant to expand TK programs to the entire district next year.
 - Special Education: We have developed two new positions that better align with the services we need to provide and begun building better systems. This will be a focus area for the coming year.
 - English Language Learners: Reclassified 1,581 students this year, increasing overall reclassification by 34.3%, long-term ELL Reclassification by 236%, and expanded bilingual program options for families by supporting incubation of International Community School's (ICS) Dual Language program (set to launch next year).
 - Newcomers: Addressed influx of newcomers, especially Unaccompanied Minors, by expanding academic and wrap-around services for newcomers at Oakland High School, Bret Harte and Alliance.
 - African American Male Achievement: Partnership with East Bay College Fund yields \$2,000 and \$16,000 scholarships for Manhood Development Program seniors; and AAMA recognized as a national model for actualizing My Brother's Keeper by the White House Initiative on Educational Excellence for African Americans.
 - Restorative Justice: Developed Student Discipline Board Policy, advanced the elimination of suspensions for willful defiance and new Discipline Matrix to continue and strengthen OUSDs work to create safe, healthy and supportive school environments that move away reliance on out-of-school suspensions, toward restorative and inclusive practices thereby eliminating disproportionate suspensions of African American students and increasing instructional time for all students.
 - Grants: Secured over \$25 million in new multi-year grants for expanded career health pathways, early learning, and to support the development of a technology scholars programs.

GOAL 1

BUILDING A PROFESSIONAL CULTURE

WHY THIS WORK MATTERS?

OUSD will never be the great district we want it to be unless we have the highest standards of professionalism across the entire organization, from clerical staff to district leadership, from the teachers in the classroom to the leaders in the principal's office.

SPECIFIC GOALS

- 1a. Expand time and support for teacher-driven planning, preparation, and professional collaboration focused on improving instructional quality aligned to the Common Core State Standards.
- 1b. Expand the use of the OUSD/OEA approved teacher evaluation pilots in 25 schools.
- 1c. Establish and utilize a Human Capital data management system.

SHARED ACHIEVEMENTS

- 1a. Designed a new position focused on language and literacy, identified 20 Teacher on Special Assignment (TSA) positions paid for by central, and selected 20 schools to receive these positions.
- 1b. Launched Teacher Growth & Development System at 16 pilot schools, with all on track; working with OEA to gather feedback from pilot to incorporate into next phase; launched Leader system with all principals and working with partners to plan for 15-16.
- 1c. Selected cloud-based HR system (Workday) to enhance HR data management and methodically build implementation plans to kick-off in the coming year.

Additional: Reached a Tentative Agreement with the Oakland Education Association, for the largest salary increase in over a decade and significant enhancements to working conditions, including smaller class sizes, improvements in the way school communities select teachers to join them and creating opportunities for innovative schools to craft and implement school improvements and specialized programs.



BUILDING A PROFESSIONAL CULTURE

REFLECTIONS

This is some of the most exciting work I have been part of at OUSD. Seeing the movement happening with our teacher and leader growth and development systems is incredible. The Talent Team leading all of this work is amazing, and I appreciate how they have responded to my pushing them and embracing the importance of their work. There is no doubt that we have so much work still to do, and the top priority has to remain investing in our people, which includes finalizing strong contracts with all of our bargaining units.

NEXT STEPS

This year was about developing, designing, and piloting. This coming year will be about implementation of robust teacher and leader effectiveness programs. Hopefully well before then we will have good contracts in place that allow us to focus all of our energy jointly with our bargaining units on the work of building an even stronger organization with the highest levels of professionalism. Educator effectiveness and a relentless focus on equity must become part of all the work occurring across the district.



GOAL 2

IMPLEMENT BOARD POLICY ON QUALITY SCHOOL DEVELOPMENT

WHY THIS WORK MATTERS?

The goal of all our work is a quality education for our students. While we know that to get there we must have the best people and the strongest organization, at the same time we must focus on continuous improvement of our schools, and we are.

SPECIFIC GOALS

2a. Support all schools to develop, strengthen, and sustain three core practices:

- Continuous School Improvement (Board Policy on School Governance)
- Professional Learning Communities
- Early Warning System

2b. Support all high schools to create small learning communities of career pathways that provide challenging academics, career-based learning, real-world learning experiences, and intensive individualized support services.

2c. Support all Tier III schools to fully plan and implement their Tier III intervention strategy.

SHARED ACHIEVEMENTS

2a. Developed office of Post-Secondary Readiness, reorganized to provide greater support to schools and focused more on linked learning pathways; created comprehensive quality school policy, guidelines, and supporting website and communications; made progress toward developing a data-based early warning system; and continued leadership on School Performance Framework (SPF) system development.

2b. Secured passage of first-of-its-kind local initiative to fund linked learning; secured regional career pathway grant; built new partnerships with community, businesses, and academic institutions; and developed implementation plan for 15-16 school year.

2c. Implemented Intensive Support School process with outreach and engagement at the five selected schools so that all are now moving forward toward implementing new and improved programs in the coming two years.



IMPLEMENT BOARD POLICY ON QUALITY SCHOOL DEVELOPMENT

REFLECTIONS

As a former teacher and principal, this is the work that I feel closest to as a professional. I am inspired by the team of Oaklanders and new leaders from across our country that have come together to forge a new partnership on behalf of our schools and kids. We know how far we have to go, and we know we have the team and plan to get us there, and are making strides in securing the resources to fund our efforts. While, I believe the Intensive Support Schools Initiative should have been done with more community engagement, we have since redoubled our efforts and have a strong plan to continue engagement moving forward.

NEXT STEPS

I fully believe that this must be our top priority heading into next year. We have done some incredible systems development, secured some important funding commitments, and put in place very solid talent to implement new plans. Now we need to do the work, getting into our schools, delivering the articulated, aligned supports, closely monitoring, and delivering on our promises. We must create greater understanding of how defined autonomy works in our district. This includes helping schools understand required parts of the academic program and where changes are made. Also, we need to focus on building leadership capacity within our schools and supporting leaders with proactive efforts to transform their schools.



GOAL 3

ENHANCE THE TRANSPARENCY AND ACCESSIBILITY OF OUSD BUDGET DEVELOPMENT AND FINANCIAL MANAGEMENT SYSTEMS

WHY THIS WORK MATTERS?

Finances have been a major challenge for Oakland for too long. While we acknowledge that California is not funding K-12 education the way it should, we also have to take responsibility for the mistakes and mismanagement of the past. We are building new systems and attracting new talent to make sure we can our work with solid finances.

SPECIFIC GOALS

- 3a. Present to the Board of Education a 2015-2016 Budget Development Plan that is in compliance with the Board Policy on Results-Based Budgeting and State regulations for the Local Control Accountability Plan (LCAP).
- 3b. Present to the Board of Education a communications plan to provide school employees, parents, students, and the general public sufficient information and tools to meaningfully engage in the budget development process.
- 3c. Present to the Board of Education evidence of 100% clearance of all audit findings for Fiscal Year 2010-2011 and 2011-2012.



ENHANCE THE TRANSPARENCY AND ACCESSIBILITY OF OUSD BUDGET DEVELOPMENT AND FINANCIAL MANAGEMENT SYSTEMS

SHARED ACHIEVEMENTS

- 3a. Created a budget development calendar and began LCAP budget engagements by October 2014; provided principals with comprehensive budget presentation materials for their utilization and for community engagement; completed central prioritization process; implemented a budget development tool for school sites, with training; and currently completing LCAP budget alignment process and preparing for a follow-up Board workshop.
- 3b. Developed and implemented an ambitious budget communications plan that included city-wide meetings, LCAP advisory meetings, engagement with the Principals' Advisory Committee, All-City Council, school site engagements, and Board member engagement meetings, along with an enhanced web presence on financial transparency.
- 3c. Nearing resolution with the State Controller's Office and California Department Education on resolving outstanding findings from the 2010-11 and 2011-12 audits; received concurrent opinions that all District finances are fairly stated, though qualified given a common school district issue related to student body funds; secured permission to continue using third party auditor, which will save the district time and money in processing its audits.

REFLECTIONS

This work has been grueling but vital. We have and will continue to be hyper transparent and extremely diligent in the management of our finances. I am proud of the team, and hope that we are able to secure more external funding to make our job a little easier going forward.



NEXT STEPS

We have to conclude all of the audits, yesterday. We are well on our way, and I will continue to push. In terms of transparency, we need to make our information more visual and communicative going forward. This includes continuing to improve customer service to our schools and moving away from a culture of compliance to one of service. It is one thing to put all of our decks and spreadsheets online; we now must figure out ways to communicate complex budget information more accessibly.

GOAL 4

IMPLEMENT THE BOARD POLICY ON PHYSICAL ASSET MANAGEMENT

WHY THIS WORK MATTERS?

Education is not just about programs and people, it is also about place, including buildings, technology infrastructure, and of course the overall neighborhood context. We should have facilities that lift up education, support innovative programs, and facilitate quality instruction. We must address the structural inefficiencies in our current systems that are a drain on our limited resources.

SPECIFIC GOALS

- 4a. Implement Board Policy 7350 on Physical Asset Management
- 4b. Present to the Board of Education preliminary plans to house all central administration offices in one location
- 4c. Present to the Board of Education preliminary plans to house District-operated schools and programs, and qualified District-authorized charter schools in district-owned school facilities

SHARED ACHIEVEMENTS

- 4a. On the technology front, wireless access in place at all school sites by Spring Break, needed system upgrades planned and implemented with a major upgrade on track for August, and deployed 300 carts with 12,000 Chrome books; removed and replaced some portables across the district; advanced engagement around multiple facilities projects including Glenview and the Central Kitchen.
- 4b. Conducted a comprehensive internal and external engagement process to evaluate options for the redevelopment of the 2nd Avenue site into an Education Leadership Center (ELC), and bringing to the Board the final community input-informed recommendations this month.
- 4c. Advanced Accountable School District Committee charge to determine process for allocating bond funds; and implemented robust Prop. 39 process to ensure qualified public charter schools would have access to under-utilized OUSD school facilities.



IMPLEMENT THE BOARD POLICY ON PHYSICAL ASSET MANAGEMENT

REFLECTIONS

I know what it's like to learn in, teach in, and lead in, excellent and sub-par school facilities. I am in our schools every week, and there is good, bad, and ugly. I am encouraged by the work of our facilities and technology teams to be more effective stewards. We have so much work left to do. Our current facilities landscape will undermine the long-term educational success of this district if not addressed, and that goes for our school sites as well as our administrative sites. Our vision is to ensure that all learning environments are built to meet the 21st Century academic needs of students and teachers.

NEXT STEPS

We need to move forward on numerous projects in the pipeline. One of the first steps will be filling two positions – Chief Operating Officer and Deputy Chief of Facilities, which I hope to do by the end of the year. Neighborhoods, families, and students have been waiting years, in some cases, for new facilities. There are also district-wide projects that must move forward: Our Dr. Marcus Foster Educational Leadership Center should be built by 2020 and represent the culmination of our strategic plan – a physical representation of the amazing people and education across our district. Also, practically, we will finally have a single home where we can bring together the talent of the central office more efficiently and effectively to support our schools. In the meantime, we need to execute our plan to house central leadership at 1000 Broadway. We must advance the collective dialogue about how to better use our numerous facilities so that we are not spreading limited resources thinly over under-utilized facilities. Finally, we must implement a transparent process for Bond prioritization through a policy that will hold us accountable for our decisions.



GOAL 5

PRODUCE AN UPDATED OUSD STRATEGIC PLAN

WHY THIS WORK MATTERS?

We are stewards of public resources that must be spent thoughtfully and judiciously on behalf of public school students and families. A well-constructed strategic plan is an essential starting point for that stewardship.

SPECIFIC GOALS

- 5a. Present to the Board of Education a work plan to produce an updated OUSD Strategic Plan.
- 5b. Present to the Board of Education for adoption an updated OUSD Strategic Plan.
- 5c. Communicate the updated OUSD Strategic Plan to all internal and external stakeholders.

SHARED ACHIEVEMENTS

- 5a. After hundreds of hours of engagements from May - Nov. 2014, we developed a digestible 12-page Strategic Plan with 3 clear priorities and 10 specific strategies.
- 5b. The plan was unanimously adopted by the Board and lauded by the public in Nov. 2014.
- 5c. We developed a website and series of public and internal presentations on the plan. We also created 3 public Strategic Plan Committees aligned to the 3 SP Priorities to ensure public/community engagement in SP implementation, receiving applications from over 350 community members. The committees have met twice a month since February (10 meetings for a total of 20 hours by June) to provide feedback and input on implementation of the three strategic plan priorities.



PRODUCE AN UPDATED OUSD STRATEGIC PLAN

REFLECTIONS

Our Pathway to Excellence 2015-2020 Strategic Plan is an inspiring and achievable plan for this district. If we get to where we have set our sights by the 2020-2021 school year, we will have done something few urban districts have achieved. But we have a long way to go. We have done incredible collective work to craft, roll-out, and begin implementing the strategic plan. We must not waste that energy by not following through and delivering on our mission, vision, and promises.

NEXT STEPS

The Strategic Plan Committees will soon be wrapping up their intensive half year of work. We have to conclude that work, celebrate it, and begin implementing it in the coming fiscal year.



ADDITIONAL ACHIEVEMENT AREAS

WHY THIS WORK MATTERS?

The work of OUSD is much broader than the five goals of the Superintendent's work plan. Some of the additional work is related and has been noted in the respective section. Some truly stands alone and merits separate recognition. The work is all interconnected at the end of the day and deserves acknowledgement.

SHARED ACHIEVEMENTS

- Early Childhood Education: We have brought on a Deputy Chief for Early Learning, built a plan, and secured a major grant.
- Special Education: We have developed two new positions that better align with the services we need to provide and begun building better systems. This will be a focus area for the coming year.
- English Language Learners: Reclassified 1,581 students this year, increasing overall reclassification by 34.3%, and long-term ELL Reclassification by 236%, and expanded bilingual program options for families by supporting incubation of International Community School's (ICS) Dual Language program (set to launch next year).
- Newcomers: Addressed influx of newcomers, especially Unaccompanied Minors, by expanding academic and wrap-around services for newcomers at Oakland High School, Bret Harte and Alliance.
- African American Male Achievement: Partnership with East Bay College Fund yields \$2,000 and \$16,000 scholarships for Manhood Development Program seniors; and AAMA recognized as a national model for actualizing My Brother's Keeper by the White House Initiative on Educational Excellence for African Americans
- Restorative Justice: Developed Student Discipline Board Policy, advanced the elimination of suspensions for willful defiance and new Discipline Matrix to continue and strengthen OUSD's work to create safe, healthy and supportive school environments that move away reliance on out-of-school suspensions, toward restorative and inclusive practices thereby eliminating disproportionate suspensions of African American students and increasing instructional time for all students.
- Grants: Secured over \$25 million in new multi-year grants for expanded career health pathways, early learning, and to support the development of a technology scholars programs:
 - + \$11 million from The Atlantic Philanthropies over three years to expand health career pathways, with the goal of improving academic and long-term employment outcomes.
 - + \$5 million from Intel over 5 years supporting 2,400 students at Oakland Tech and McClymonds high schools.
 - + \$500,000 (approx.) yearly for 10 years from the David & Lucille Packard Foundation Starting Smart & Strong Initiative to strengthen the early care and learning system.
 - + \$2.9 million federal grant over five years for Project Prevent- Trauma informed Restorative Justice at our 6 comprehensive high schools (Castlemont, Fremont, Oakland High, Tech, Skyline, and McClymonds).
 - + \$2.6 federal grant over 5 years for Transforming School Culture and Climate - expanding Positive Behavior Interventions and Supports (PBIS) across OUSD; 10 new schools enrolled in a PBIS training cohort each of the 5 years.
 - + \$2.4 million federal grant over five years to fund the expansion of community schools creating successful elementary to middle school transitions, attendance improvement, family engagement and coordination of services at Garfield ES, Roosevelt MS, New Highland Rise, Alliance and Elmhurst.
 - + \$1.17 million SEEDS of Early Literacy from the Kenneth Rainin Foundation for state of the art professional development and support system to improve early learning outcomes.
 - + \$720,000 in Next Generation Learning Challenge grants from the Rogers Family Foundation to support 10 public schools in implementing high quality blended learning that helps educators use technology to develop innovative practices that accelerate student learning.

ADDITIONAL ACHIEVEMENT AREAS

REFLECTIONS

I believe in lifting up amazing work across our entire organization, some of which I have been closely involved with, and some which has been going on for years and is now coming to fruition. There is so much expertise and talent in this district that we need to recognize, celebrate, scale up, and fund sustainability.

NEXT STEPS

We need to take the learnings of our various special academic units and integrate them into the classroom and our quality school efforts. We have to put special emphasis on our Programs for Exceptional Children and elevate our Latino community programs in similar ways to what we have done with the African American Male Achievement. We will focus on both in the year ahead. We also need to welcome additional funding partners to help us take some of the great work going on in our district up to scale. I look forward to partnering with you all to achieve this ambitious vision.



Superintendent Reflections

2014-2015 LOOKING BACK

In addition to visiting schools on a weekly basis, I meet regularly with principals and speak with various community leaders, families, education groups, and students. In each of these settings, I listen and follow-up on what I hear, making sure OUSD is being responsive to the needs of our stakeholders. In my reflections, four learnings rise to the top of the list for me.

Communications & Engagement: There were times in which my learnings of the nuances of Oakland tradition negatively impacted our effectiveness in conducting critical trust-building. Similarly, I underestimated the degree to which my leadership would be greeted by opposition and distrust for not being from Oakland even though my upbringing and professional experiences all took place in very similar contexts with comparable student demographics.

Capacity for Acceleration: I am deeply passionate about all young people receiving a quality education. When there is so much at stake, it's important that we move with urgency. For me, this is not only about inputs; it's about making tangible and measurable improvements. This means doing a great deal of work in a short period of time, and moving with both intentionality and a great deal of urgency (i.e., having the capacity for acceleration in the areas we must address to yield the greatest results for students). We must commit to doing more to grow this capacity within all of our leaders, departments, and schools. It is a necessary challenge, and one I look forward to engaging in and supporting.

Continuous Improvement: Achieving excellence in education is a process that requires building a culture where ongoing growth and evolution is a part of our day-to-day work. We have begun this process and I can see more people beginning to take responsible risks, while pushing themselves to think innovatively.

While I am proud of the work we've accomplished in a short time, I recognize that the rollout of the Intensive School Support process could have been handled with more up-front, context-sharing and discussion. While the focus has always been on quality school development, the need for open, often difficult discussions create the much needed space for communities to engage with the transformation of their schools. In hindsight, I should have better anticipated the challenges that would come with the process - specifically we could have been more deliberate in our efforts to engage members of the community in our early thinking, creating additional time, and opportunity for more voices to be heard in the process.

Relationships with Teachers: It is essential to build good working relationships with our teachers. From day one, I've been focused on making sure we have real resources on the table to improve pay and working conditions for our people, especially our teachers. It's been challenging to come into a city as the new superintendent and negotiate a contract. My efforts to engage with our teachers in small settings to listen to their stories, better understand their challenges and hear their ideas, has been difficult due to the context of negotiations. I deeply empathize with the frustrations of many of our employees and have genuinely offered what our district resources will allow to pay our people more and improve working conditions. I look forward to getting to know our teachers in more meaningful ways going forward. This matters to me—as a parent, as a leader, and as a fellow educator.

Achieving excellence in education

is a process that requires building a culture
where ongoing growth and evolution
is a part of our day-to-day work.



Superintendent Projections

2015-2016 LOOKING FORWARD

Professional Culture: To advance in this area we will need to focus on strengthening the knowledge and comfort of our educators with the Common Core State Standards and Social Emotional Learning. Additionally we must:

- Strengthen our educator effectiveness efforts with teachers and leaders across OUSD.
- Engage in the work of identifying a common set of values that guide our organizational culture while creating transformative opportunities for professional growth and leadership development for all employees of OUSD regardless of job classification, title, or position.

Quality School Development: To ensure every student in Oakland has the opportunity to attend a high-performing school that meets their individual needs, we must begin to:

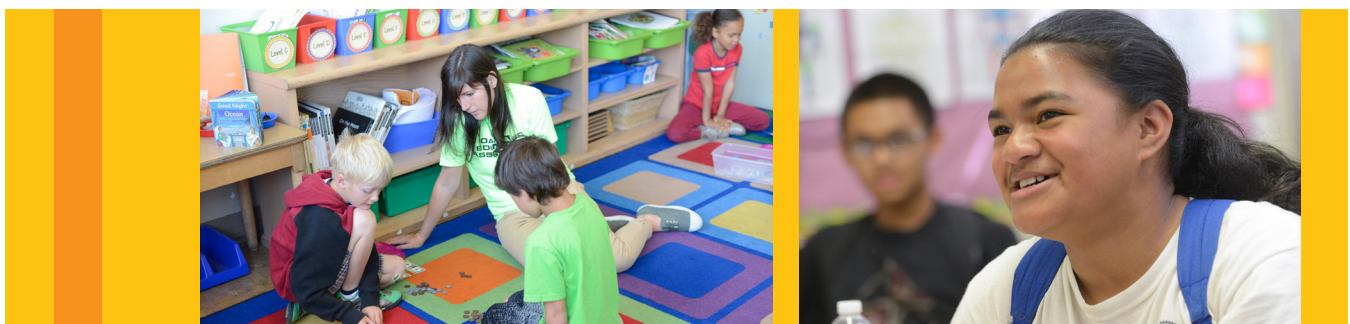
- Build structures and systems that allow for Instructional coherence across the district.
- Align our resources—people, program dollars and facilities—to truly become a district committed to equity.
- Deliver on the promise of linked learning for all students to include students enrolled in our alternative education and continuation schools.
- Focus on establishing thriving feeder patterns so that students can matriculate through our schools TK-12 and know they are receiving a quality education at every transition.
- Expand the effectiveness of our African American Male Achievement (AAMA) program and, in the spirit of equity, extend these opportunities to include our Latino students, English Language Learners and our young women.

Programs for Exceptional Children: We must prioritize our need to improve the outcomes for some of our most vulnerable students. To achieve this, we must:

- Improve our internal systems—delivery of service from central office to school sites.
- Ensure high levels of equitable service across the entire district, and work with our charter community to make sure they are partners in this regard.

Grassroots Community Engagement & Outreach: To create stronger and better opportunities for inclusive engagement with our stakeholders, we will need to:

- Build a comprehensive and well-coordinated engagement and communications strategy.
- Create thoughtful alignment and articulation between the annual Local Control Accountability (LCAP) engagement with our ongoing Strategic Regional Analysis work as well as the release of our next Call for Quality Schools process.
- Establish forums for regular, consistent engagement with Oaklanders who are vested in our public schools and our community.



LIST OF APPENDICES

The following are links to detailed presentations on each of the major work plan items.

1. Goal 1 — Professional Culture
2. Goal 2 — Quality School Development
3. Goal 3 — Financial Systems
4. Goal 4 — Asset Management
5. Goal 5 — Strategic Plan



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