

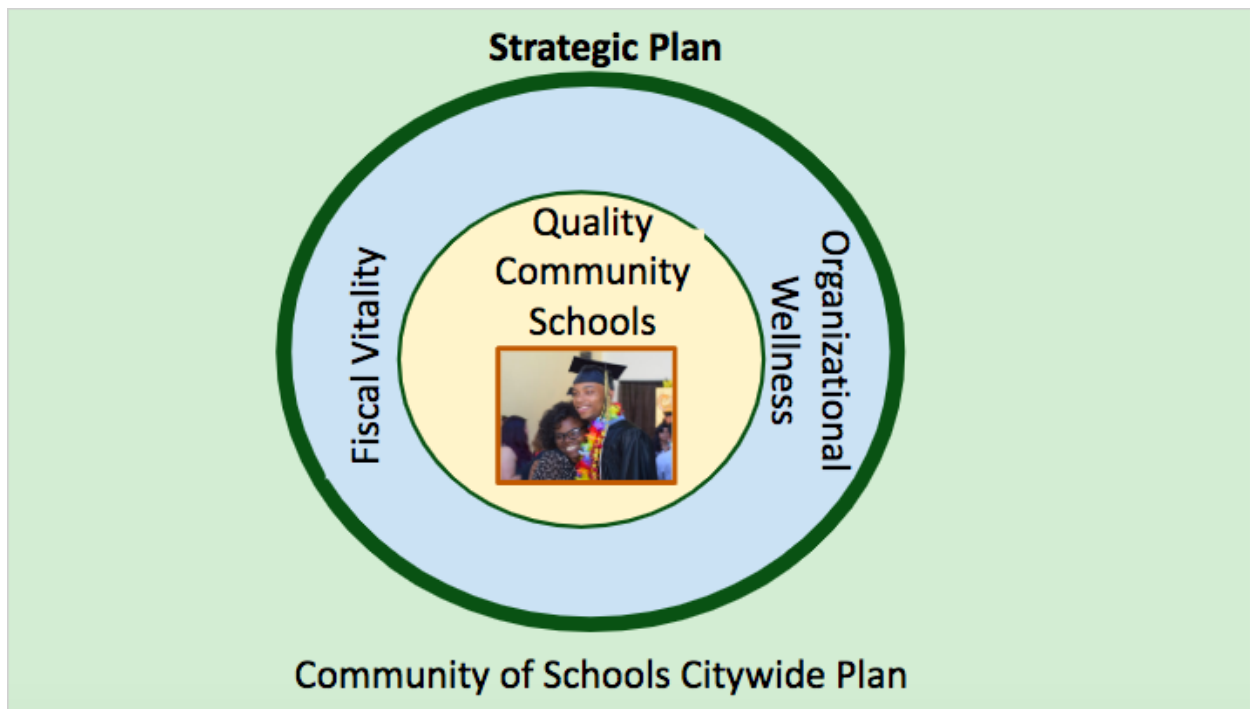


**Superintendent Report to the Board of Education  
Sept 11, 2019**

<p><b>Vision:</b> All OUSD students will find joy in their academic learning 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.</p>	<p><b>Mission:</b> To become a <b>Full Service Community District</b> focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.</p>
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**OPENING REMARKS**

The purpose of the Superintendent Report is to share progress and updates on our District Priorities: Fiscal Vitality, Quality Community Schools & Organizational Wellness and the Citywide Plan that are part of the 2019-20 Superintendent Work Plan.



Focusing on these priorities are in service of reaching our mission and vision of creating quality community schools where our students can thrive.

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### QUALITY COMMUNITY SCHOOLS

To ensure that students with the greatest need have access to PreK-12 schools that provide quality academic and social emotional programs, excellent teachers and a nurturing learning environment to ensure that every student is college, career and community ready. Here are some highlights of progress we are making in this goal area:

- **School Site Visits:**
  - Superintendent Johnson-Trammell visited Sankofa and Ralph Bunche Academy on Aug. 20 and will continue visiting school sites every other week with Chief Academic Officer Sondra Aguilera. Due to the Labor Day Holiday, there were no visits scheduled for Sept. 3, the next school site visits will take place on Sept. 17.
  
- **English Language and Multilingual Achievement:** The Roadmap to ELL Achievement is our strategic plan to improve the outcomes and experiences of all our multilingual learners. Below are highlights from our [End-of-Year Report](#) that takes stock of our progress and lays out the work to come.
  - *Advance Quality Instruction* In 2018-19 alone, we provided over 700 hours of PD, including Foundational PD (ALLAS and GLAD) and Differentiated PD Pathways for a diversity of teaching contexts and levels of teacher experience.
  - *Meet the Needs of the Whole Child* Our grant-funded Newcomer Wellness Initiative is well underway at the 13 secondary schools with specialized newcomer programming. Additionally, we support the district's Sanctuary work to ensure our schools are equipped to create welcoming and safe environments for all students.
  - *Enhance and Enrich Language Programs*
    - *Multilingual Programs:* 2018-19 saw huge progress in our systems-level work including investment in a Dual Language Arts curriculum, use of a multilingual assessment system, and the first year operationalizing the new Dual Language enrollment policy. Our years-long efforts are showing results: We awarded 134 students the Seal of Biliteracy, up from 87 the previous year!
    - *Newcomer Programs:* We continue to focus on quality instruction and program design for our growing newcomer population - now over 3000 students! We are especially proud of efforts to build capacity of elementary educators to serve newcomers and to provide foundational literacy to high school newcomers with interrupted schooling.
    - *LTEL supports:* Close to half of our middle and high schools are using ELL Shadowing to take a close look at the experience of the LTEL student experience, and we launched a design team to develop home-grown LTEL units focused on communication and debate.
  - *Align Central Office Practices & Policies* We continue to align our work to the shifting landscape at the state, such as new reclassification criteria, and to strive to be in better service to schools. This includes the refinement and implementation of language-equity focused protocols and tools such as ELL Shadowing, the ELL Review, and ELL Snapshots.
  
- **Blueprint for Quality Schools Cohort 1 Updates:**

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- [Ericka Huggins visited her new namesake campus and met with students](#). The new Ericka Huggins campus of MetWest High School (co-located with Westlake Middle School), welcomed 40 new 9th graders this year (double the size of its previous 9th grade cohort).

### **FISCAL VITALITY**

Ensuring a healthy financial district is critical towards providing the necessary resources and services to provide Quality Community Schools in every neighborhood. We continue to work on a comprehensive approach to fiscal management that ensures OUSD garners and deploy financial resources in a manner that is strategic, transparent and aligned to key district priorities. Here are some overarching highlights:

- **Fiscal Vitality Plan Update:**
  - **To stay updated on our financial work and progress**, please visit our Fiscal Vitality website ([www.ousd.org/fiscalvitality](http://www.ousd.org/fiscalvitality)) to view: Superintendent budget updates, Special Committee on Fiscal Vitality presentations as well as board presentations. If you are interested in obtaining more detailed financial information, please click the [Fiscal Transparency Link](#).
  - We released a [Fiscal Transparency Dashboard](#) for 2018-19 (available to the public on [www.ousddata.org](http://www.ousddata.org)) and will do the same for 2019-20 in the next couple months.

### **ORGANIZATIONAL WELLNESS**

The bedrock of an effective organization is people. To promote organizational resilience we must continuously invest in building the capacity of staff as we work towards creating a high quality school system. Here are some highlights of progress we are making in this goal area:

#### **Recruitment, Retention and New Teacher Support**

- A Joint Committee representing OEA and OUSD's Talent office are convening to collaborate on Local Solutions funding in support of Special Education recruitment and retention of effective educators. This funding source will support debt relief, tuition payment, test preparation and reimbursement, and paid professional development and mentorship for Special Education teachers at sites impacted by high teacher turnover.
- The Oakland Teacher Residency has launched, with seven teacher residents in STEM and Special Education in high needs classrooms across OUSD. These teachers are enrolled in one of our university partners (CSU-East Bay, UC Berkeley, and Loyola Marymount) and are fully immersed in a one year teaching apprenticeship model.
- Middle school staff have access to career lattice development because of the generous funding of the Salesforce Foundation. Each of our 13 middle schools will be able to support classified and school based staff in pursuing their BA, accessing a teaching credential, engaging in paid professional development for teacher leaders, and access to administrative induction costs and mentorship for school site leaders.

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- We have invested in building a strong Talent Development team focused on recruiting, hiring, retaining and supporting high quality, diverse, and equity centered educators for Oakland's students. This team is focused on learning and developing best practices at the intersection of recruitment and retention of all employees in OUSD.

### **CLOSING REMARKS**

We are collectively responsible for the narrative of OUSD. While we must hold each other accountable and address areas where we must transform the system, it is equally important that we take the time to share the good news--in public forums and in our day to day interactions-- about the incredible work happening in our schools and across our district on a daily basis.