



**Superintendent Report to the Board of Education
November 14, 2018**

Vision: 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.	Mission: To become 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.
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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 Resilience and 12 major goals that are part of the [2018-19 Superintendent Work Plan](#).



Superintendent Work Plan 2018-19



3 District Priorities **12** Major Goals

- | Quality Community Schools | Fiscal Vitality | Organizational Resilience |
|--|--|--|
| <ul style="list-style-type: none"> 1. Student Achievement 2. Blueprint for Quality Schools 3. Outcomes for Students with Disabilities | <ul style="list-style-type: none"> 4. Budget Development 5. Budget Management & Monitoring 6. Facilities Bond Management 7. Revenue Generation | <ul style="list-style-type: none"> 8. Central Office Redesign 9. Employee Retention & Improvement 10. Leadership Management & Development 11. Equity/SEL Practices District-Wide 12. Family & Community Relationships |

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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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 deploys financial resources in a manner that is strategic, transparent and aligned to key district priorities. Here are some overarching highlights:

- **2019-20 Budget Development Process:** In an effort to clarify the Budget Reduction Process shared with the Fiscal Vitality Committee and other stakeholders, I have begun to engage district leadership in a deeper understanding of Board Policy 3150 (The Results Based Budgeting Policy). As a district, we will continue to examine the intersection of board policy, legal requirements and our reductions process through the month of November. Next steps in the process are to:
 - **Continue the development of a strategic reduction process** that is more than simply “cutting around the edges”; we need to start with our mission, vision and priorities.
 - **Get clear** on the following questions: (1) What are our legal obligations? (2) What are the core services we are obligated to provide to all schools? (3) What will we commit to invest in based on LCAP and input from students, schools and the community? And (4) How might we reorganize central office to intently focus on supporting the continuous improvement of schools and increase the quality of services to schools?

We will also incorporate survey feedback from principals, students, community and the BOE Fiscal Vitality Committee to inform final recommendations for strategic investments and reductions. We look forward to sharing more progress in December.

- **Share Your Voice:** Please take the Community Survey if you have not already. You can find it on our Fiscal Vitality website at www.ousd.org/fiscalvitality This survey is designed for teachers, families and community to provide feedback for 19-20 Budget Prioritization.
- **Fiscal Vitality Plan Update:**
 - **To stay updated on our financial work and progress**, please visit our Fiscal Vitality website (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](#).
- **Nutrition Services Update:** The Nutrition Services department completed analysis to consider reinstating the supper meal program. As funding is required for this program, the Chief of Staff presented along with our District’s Wellness Coordinator, Executive Director of Nutrition Services, and Director of Communications to the Sugar Sweetened Beverage Community Advisory Board to make a recommendation for investment in OUSD’s supper program as well as wellness activities. We also presented a proposal for a longer term partnership with the commission for ongoing support to OUSD for nutrition services, wellness and physical activity.



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We completed analysis of a number of scenarios to restore the supper program and these will be evaluated against potential funding sources with another update to the Board at our next meeting.

- **Facilities Projects Update:**
 - **The Center (New Central Commissary):**The load test for the skylights, installation of tapered insulation & concrete curbs on roof are complete, Interior framing is underway. Site grading and 1st paving completed week of 11/12/18 The full project is moving rapidly towards completion in Fall 2019.
 - **Glenview:** Interior rough-in plumbing and fire sprinkler branch lines installation completed week of 11/12/18. Built-up roofing and mechanical curb installation continues. with completion of the entire project still on schedule for 2019.
 - **Madison:** Structural steel work will take place in November with completion of the full project scheduled for 2019.
 - **Fremont High School** Footings and grade beam are complete for the two story modular building, with completion scheduled for Summer 2019. Phases 3 and 4 will extend into 2020
 - **Energy Efficiency Upgrades:** Underway with a multisite energy efficiency upgrade with retrofit to LED lighting at 12 sites and heating boiler replacement at 2 sites. Completion is scheduled for 2019.

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:

- **Oakland Athletic League (OAL) Update:** As shared at the last board meeting, we have been able to restore all sports programs for the 2018-19 school year. We continue to develop a sustainability plan that includes fundraising, program design, and a focus on equity in program offerings. We plan to launch a strategic planning process in the winter.
 - For more information, see the [OAL Frequently Asked Questions](#)
 - Additional questions can be sent to us at ousdathletics@ousd.org or directly to Sonjha.Phillips@ousd.org and Andrea.Bustamante@ousd.org
- **Cues and Futures School Improvement Grant (SIG) Update: SIG DOLLARS AT WORK! - AUDITORIUM RENOVATION** The campus will unveil its renovated auditorium with state of the art equipment that will accommodate Professional Learning Communities, student activities, assemblies and parent engagement. We are thankful to OUSD Buildings & Grounds, Tulum Innovative Engineering, Bananas @ Large and the State of California for helping us make this renovation a reality!The Auditorium Open House celebration details will be announced soon,be on the lookout! For more information about the SIG grant see the linked [SIG Chronicles](#)



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- **School Network Update:** In each Superintendent Report going forward, I will be sharing successes in 1-2 of our School Networks. The successes I share will be related to the work happening in the Networks toward achieving our LCAP goals for all our students.

Network Focus: High School Network

- **GOAL 1: GRADUATES ARE COLLEGE AND CAREER READY:**
 - The High School Linked Learning Team and Department leads are completing the first draft of the revised Graduate Profile that serves as the North Star for our district vision. Next month, we are really excited to begin sharing the draft with stakeholders. The revised Graduate Profile will be completed in February.
 - The High School Linked Learning Office and RAD launched a new dashboard that allows for schools to identify at-risk students much earlier allowing schools to provide real time interventions for students. Fremont High School and Oakland High will be piloting the tool to ensure that more students are on track to graduate.
- **GOAL 2: STUDENTS ARE PROFICIENT IN STATE ACADEMIC STANDARDS:**
 - All principals participated in learning walks during the month of October where they observed classrooms and provided the site principal with feedback on how to improve the rigor of instruction. All high schools will be visited by small teams of principals and provided feedback before the end of December.
- **GOAL 3: STUDENTS ARE READING AT OR ABOVE GRADE LEVEL:**
 - High School Network achieved 91% participation rate on the Scholastic Reading Inventory (SRI). Schools are building plans to support students in improving their reading comprehension in individual classes and across school sites.
- **GOAL 4: ENGLISH LEARNERS ARE REACHING ENGLISH FLUENCY:**
 - Oakland International hosted a open house where the school highlighted best practices and the EL shadowing protocol developed with ELLMA. As a lab school, Oakland International is a model program for the region of powerful instructional practices for newcomers.
- **GOAL 5: STUDENTS ARE ENGAGED IN SCHOOL EVERYDAY:**
 - The suspension rate is down by 31% this year in high school based on increased focus on case management for most at-risk youth. While the causes are complex, the increased investment in case management and restorative practices in developing support systems for students that historically have been suspended.
- **GOAL 6: PARENTS & FAMILIES ARE ENGAGED IN SCHOOL ACTIVITIES:**
 - The counseling team has partnered with UC Berkeley Office of the President to formally analyze high school transcripts. Today, the high school counselors were trained on the new A-G reports that meet a key milestone for the Credit Recovery Policy. A-G reports are in both English and Spanish for our families.



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- **Blueprint for Quality School Update:**

- We have onboarded two new members of our team.

- **Yvette Renteria, the new Deputy Chief of Innovation, is leading the Office of Innovation**, which is focused on the District’s Blueprint and Community of Schools work, our Charter Schools Office and Enrollment. She has been working in education for 16 years. She says her family instilled the importance of education from a young age, which led her to earn a Bachelor’s Degree from U.C. Berkeley and a Master’s Degree in Education from Loyola Marymount University. Her first job in education was as an elementary school teacher in the Compton Unified School District. But a love for the Bay Area inspired her next move to middle school as a principal here in OUSD. She then became a principal with Aspire Public schools. Most recently, Yvette served young people as the Senior Director for Year Up Bay Area, where she oversaw outreach, admissions, academics, student services, and employment placement. In addition, she launched new programs at a community college and a major corporation to provide technical career opportunities for young adults in underrepresented communities.

- **Sonali Murarka is the new Director of the Office of Charter Schools.** She and her team will manage and support Oakland charter schools. Sonali comes to OUSD from the Silicon Schools Fund, a foundation focused on promoting high quality personalized learning in Bay Area schools, where she led their data and analytics work. Prior to that, she served as executive director of the New York City Department of Education (NYC DOE) enrollment research and policy team, working to expand access to high-quality school choices for all NYC families. She also previously led the NYC DOE school accountability policy team and worked on issues related to the economics of education at the National Bureau of Economic Research. She also conducted research at the Center for the Advanced Study of India.

- **Blueprint Cohort 1 Update:**

- **Futures and CUES:**

- They held their first SIG/Design Team Meeting on October 25. We had 15 members present representing teachers, staff and parents. (These members applied and were selected to represent the staff and parent community).
- They developed team norms, reviewed data, reviewed SIG and Blueprint Goals, reviewed SIG expenditures, and shared out their hopes and dreams for the design team work this year.
- Their next meeting is November 29th at 3:00pm.



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- Discussions included possible program offerings for the schools, and potential use of SIG funds for campus improvements.
- Alliance and ECP:
 - The primary work this month has been centered on developing the design team’s understanding of the difference between school-based programs and pathways. The next step is to identify some schools for the design team to visit and to bring options to the larger school community to consider. The goal being to identify a coherent and high value instructional program of which a defined program or pathway could be a part.
 - The parent leadership team has been working on renaming the combined school. Next week (11/12) they will have a name voting process to correspond with report card and/portfolio conferences.
 - This will be followed up by a townhall meeting with students to gather their feedback
 - Feedback on the process so far: Stance of the central office towards the work in order to make it successful. The central office could be proactively helpful (i.e, here is the additional FTE that is coming to your campus, here is the facilities menu of options, etc.) or they could be reactively helpful by responding to questions and providing feedback in a timely fashion. Current experience has been that they are reactively unhelpful or unengaged. There is not any type of awareness that the Cohort 1 changes are happening and therefore that needs to change.
- MetWest:
 - The MetWest design team has been established and had their first meeting on November 7th.
 - They are also working on integrating more regular student and parent participation in the design process.
 - The school’s priority is to develop the year one strategy, including location of the grades and each site, and where the expanded program should be established (for example, do all 9th and 10th graders attend one site and 11th and 12th another or should there be a full 9-12 program at each site)
 - The school is actively recruiting students for the expanded program with a particular focus on informing and recruiting Westlake students to the new school.
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- **Blueprint Cohort 2 Update:**
 - Preliminary Cohort 2 schools have been identified and the Superintendent and Chief Academic Officer are having informational meeting with affected



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principals, the Deputy Chief of Innovation and Network Superintendents to review data and the district's recommendation.

- Next step will be to host follow up meetings with the Cohort 2 schools to answer further questions, refine the recommendations based on principal feedback, and to develop an engagement strategy with the affected schools' communities.

- **Multilingual Programs:**

- **Dual Language Expansion:** Responding to community demand, ELLMA supported the expansion of [Dual Language \(DL\) programs](#) at International Community School, Greenleaf and SOL for a total of eight programs. Last year, over 700 [Biliteracy Pathway Awards](#) were given to emerging bilingual students who are on their way towards a CA State Seal of Biliteracy.
- **Training for Teachers and Leaders:** Summer curriculum institutes, improved PD and guidance via the ELLMA partner school model. Established Dual Language Leadership Cohort to address system-level challenges.
- **Dual Language Enrollment Policy:** Secured an approved policy and administration regulations to assure a balance of language groups in our Two-Way Immersion schools. *This huge milestone was the result of years of collaboration and advocacy!* Learn more in this [presentation to the BOE](#).
- **Creating parity of quality across multilingual programs by:**
 - Purchasing Dual Language curriculum and assessments. Piloted the Advance /Adelante
 - Language Arts curriculum and Soluciones for literacy intervention in Spanish, filling a long-standing gap of standards-based materials.
- **Check out Spotlight features to learn about:**
 - [How Global Family is accelerating student writing &](#)
 - [The Avant assessment shining a light on the brilliance of MLA's 6th graders.](#)

ORGANIZATIONAL RESILIENCE

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:

- **Retention & Recruitment Update:**



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- Talent is working with LMU to develop a Special Education residency program, and just submitted a capacity building grant to the state in partnership with charter leaders in the hopes that we can build and share best practices across the city.
- Talent is also working in partnership with Trellis and UC Berkeley to submit a residency expansion proposal tomorrow to expand our efforts to prepare and attract high quality Math and Science teachers, and strengthen mentorship amongst our experienced and highly qualified veteran STEM teachers.
- We recently submitted the Local Solutions proposal to the state to expand support and investment in our Special Education teaching staff in order to grow, support and retain them. A teacher leadership caucus was convened alongside Talent and PEC teams in order to identify solutions and develop the grant proposal.
- Talent collaborated with Middle School network leaders and Academic Innovation leaders to develop a \$1.5m proposal to Salesforce to expand Professional Learning and Retention support for Oakland middle schools.
- As a reminder, the 2018 Employee Retention Survey Results are now live and publicly available here:
https://dashboards.ousd.org/t/HR/views/RetentionSurvey2018_0/Introduction?:iid=1&embed=y#1
- **Equity Office Update:**
 - The Equity Office is collaborating with the High School Network to lift up AAMA best practices at McClymonds and scale them schoolwide to impact all African American students, and see progress with attendance, reduced suspension, and increased graduation rates.
 - The Asian Pacific Islander Student Achievement Program Manager collaborated with the Special Education department to plan a professional development opportunity for middle and high school special education teachers focusing on focused on implicit bias in working with the targeted populations in special education.
 - The Equity SEL leadership team will identify and convene Equity Consciousness learning convenings to launch in Winter 2018 (across 3 regional feeder patterns and All City Council).
 - African American Male Achievement leads ManUp XVIII at MetWest High School in partnership with Attitudinal Healing Connection, Art Esteem and Delbert Richardsons African Diaspora Traveling Museum. Over 200 youth, volunteers and parents came out to participate.

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



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happening in our schools and across our district on a daily basis.