



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Superintendent's Report



Presented by Antwan Wilson, Superintendent

Presented to Board of Directors, OUSD

November 30, 2016

v3

www.ousd.org



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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

- Goal 2a: PLCs and Continuous School Improvement
- Goal 3a: 2017-18 Budget development process



**OAKLAND UNIFIED
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Community Schools, Thriving Students

Continuous School Improvement

School Performance Framework



Deputy Chief Continuous School Improvement,

David Montes de Oca

November, 2016

www.ousd.org



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OUSD 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.





OUSD Vision

- All 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.



Quality School Development Priorities

2016-17 Edition



OAKLAND UNIFIED
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Community Schools, Thriving Students

Ensuring Quality Schools in Every Neighborhood as a Result of...

- **Improving performance**

(Green/Blue SPF, including addressing persistent underperformance)



- **Increasing choosers**

(1st choice enrollment / feeder patterns)



- **Reallocating resources from operations to program & reducing administration**

(maximizing efficiencies of people, time, money)



School Performance Framework (SPF)

To what extent are schools achieving the Oakland's performance standards?



WHOLE CHILD



IMPACT



EQUITY



COLLEGE, CAREER,
COMMUNITY READY

Summary Reports



Academic Status Student performance on assessments and progress toward graduation.				✓	
Academic Growth Compares performance of last year's students with performance of this year's students.				✓	
Culture & Climate Status Measures conditions for student learning and student, staff, and community engagement.	✓				
Culture & Climate Growth Compares performance of last year's students with performance of this year's students.			✓		
Overall Tier Based on both status and growth across all indicators as well as a combination of performance for all students and select student groups.			✓		

THE TIER KEY	
Blue is exceeding standard	HIGH
Green is meeting standard	
Yellow is approaching standard	
Orange is below standard	
Red is far below standard	LOW
Your school's performance	✓

To learn more and view more detailed results, go to OAKLANDCPE.org

SUMMARY OF TIERS				
Academic Status				✓
Academic Growth			✓	
Culture & Climate Status	✓			
Culture & Climate Growth			✓	
Overall Tier			✓	

and view more detailed results, go to OAKLANDSPF.org

To learn more and view more detailed results, go to OAKLANDOFF.org

Reporting



**OAKLAND UNIFIED
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Technical Reports

Academic Status	40%	1.66	Total Score	All Students			LPRG (lowest performing racial/ethnic group)					
Academic Growth	20%	4.70		N	Index Level	Points Earned	Group	N	Index Level	Points Earned		
Academic Domain												
A-G *	status	3.50	36	3	0.075 out of 0.125	AA	33	3	0.038 out of 0.063			
		6.00			0.125				0.063			
Pathway Participation	Academic Status			50%	2.13	Total Score	All Students			LPRG (lowest performing racial/ethnic group)		
	Academic Growth			10%	4.28		Performance	Index Level	Points Earned	Group	Performance	Index Level
	Academic Domain											
	SBAC ELA	status	2.25	26.3%	3	0.300 out of 0.500	L	15.9%	1	0.025 out of 0.125		
		growth										
	SBAC Math	status	2.25	20.8%	3	0.300 out of 0.500	L	9.5%	1	0.025 out of 0.125		
		growth										
	SRI	status	1.63	34.8%	2	0.100 out of 0.250	L	23.7%	1	0.017 out of 0.083		
		growth	4.28	6%	4	0.200 out of 0.250	L	4.2%	3	0.038 out of 0.063		



Support and Roll-out

- **One-pagers** describing key components
- **Standard Power Points** for presenting to community
- **SPF guidebook** with details
- **Newsletter blurbs** for sharing Bright Spots
- **SPF videos** to introduce the framework
- **Website** hosts SPF reports & information OaklandSPF.org
- **Translated reports** and materials
- **Network Trainings** and 1:1's for school leadership and school team members
- **SSC Forums** focused on using the SPF for action planning

Principal Expected Actions

1. Share & discuss with staff & parents



1. Set funding priorities with SSC



1. Develop plan for how school will monitor progress



1. Post Bright Spots and Priorities in school newsletter



Performance: SPF 2015-16 to 2016-17

SPF 2015-16 Top 10 Tiers

Hillcrest School
Crocker Highlands Elementary
Thornhill Elementary
Peralta Elementary
Lincoln Elementary
Montclair Elementary
Chabot Elementary
Cleveland Elementary
MetWest High School
Coliseum College Prep 9-12

5	7
4	8
3	22
2	38
1	10
Tot	85*

SPF 2016-17 Top 10 Tiers

Hillcrest School
Peralta Elementary
Montclair Elementary
Chabot Elementary
Cleveland Elementary
Thornhill Elementary
Lincoln Elementary
Glenview Elementary
Edna Brewer Middle School
Crocker Highland Elementary

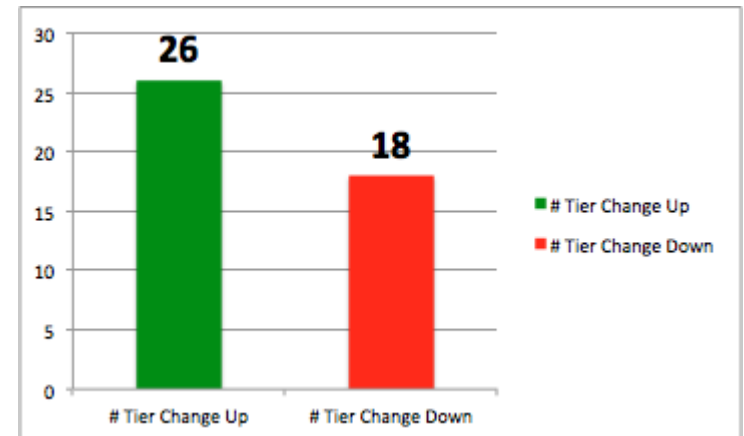
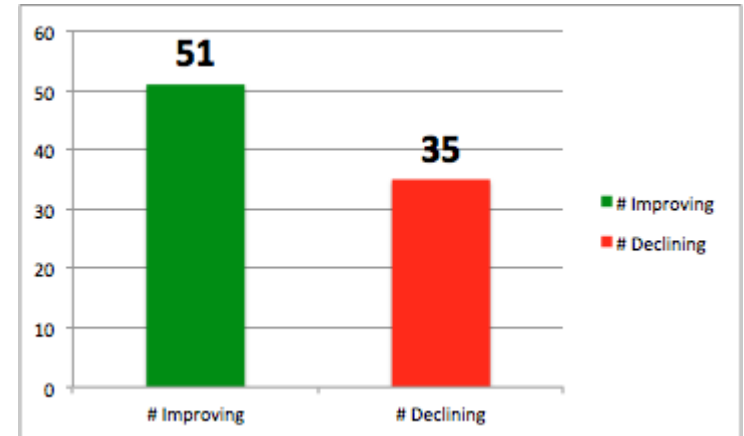
5	6
4	9
3	25
2	40
1	6
Tot	86*

*includes K-8 & 6-12 as two SPF reports each



Performance: Tier Summary

Tier Actions	# Schools
# Improving	51
# Declining	35
# Tier Change Up	26
# Tier Change Down	18
# Improving New Principal	10
# Declining New Principal	9

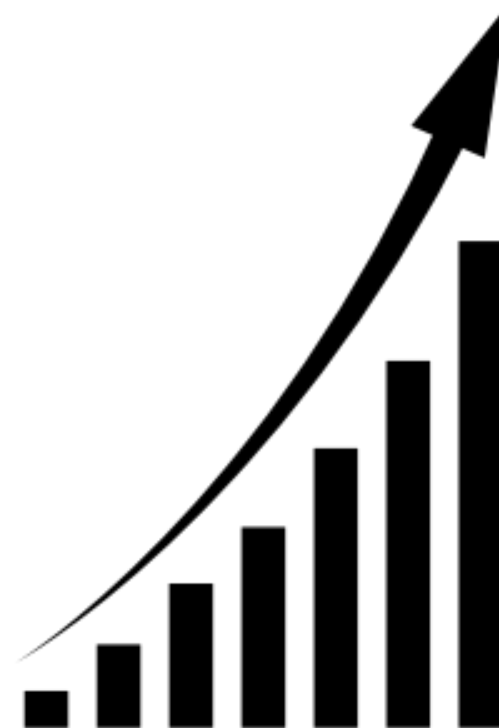




Performance: TIER CHANGE

HIGHEST TIER CHANGE INCREASE

SCHOOL	15-16	16-17	CHANGE
ECP	1.91	3.40	+1.49
Esperanza	2.37	3.73	+1.36
Emerson	1.96	3.09	+1.13
MLA K-5	2.18	3.26	+1.08
La Escuelita K-5	2.14	3.16	+1.02
Crocker	4.39	5.34	+0.96
Grass Valley	2.50	3.41	+0.91
Parker K-5	2.62	3.53	+0.90
Burkhalter	2.85	3.71	+0.86
Bella Vista	3.01	3.86	+0.85

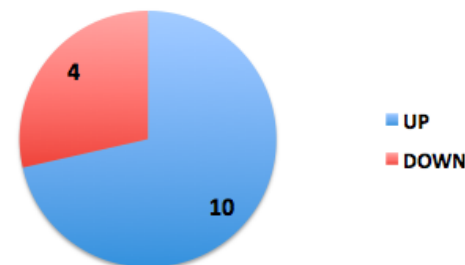


Performance: AA Schools (50%+)



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SCHOOL	NETWORK	ENROLL	% AA	15-16	16-17	Trend
McClymonds HS 9-12	ELV	324	81%	3.03	3.16	UP
Sankofa Academy 6-8	ELV	71	79%	1.60	2.36	UP
Sankofa Academy K5	ELV	259	74%	1.88	2.77	UP
Grass Valley Elementary K 5	N3	278	73%	2.50	3.53	UP
Burckhalter Elementary K5	N3	266	72%	2.85	3.71	UP
Parker Elementary K5	N4	258	67%	2.62	3.53	UP
Howard Elementary K5	N3	219	64%	1.86	2.79	UP
PLACE @ Prescott K5	ELV	232	60%	2.43	2.80	UP
MLK Jr Elementary K5	ELV	307	58%	2.20	2.77	UP



10 out of **14** schools serving over 50% African American Students are **improving** in their overall SPF Tier performance



Selected Indicator Performance Highlights

- SBAC ELA
- SBAC Math
- Graduation
- SRI (Literacy)
- High School Readiness
- Suspension
- Chronic Absence

Status Growth: SBAC – ELA

5	18
4	15
3	14
2	12
1	28
Tot	87

**SBAC ELA Growth
Overall
Top 10 Schools**

Life Academy
Greenleaf Elementary
McClymonds High School
Oakland Technical School
Emerson Elementary
Grass Valley Elementary
Burckhalter Elementary
Crocker Highland Elementary
Esperanza Elementary
Claremont Middle School

**SBAC ELA Growth
English Language
Learners
Top 10 Schools**

Greenleaf Elementary
Skyline High School
Esperanza Elementary
Allendale Elementary
Glenview Elementary
Alliance Academy
Westlake Middle School
ACORN Woodland Elementary
West Oakland Middle School
Urban Promise Academy

**SBAC ELA
Low Income
Students
Top 10 Schools**

Life Academy
Greenleaf Elementary
McClymonds High School
Oakland Technical School
Emerson Elementary
Grass Valley Elementary
Burckhalter Elementary
Crocker Highland Elementary
Esperanza Elementary
Claremont Middle School

**SBAC ELA
Students with
Disabilities
Top 10 Schools**

MLK Elementary
Sequoia Elementary
Carl Munck Elementary
Montera Middle School
Horace Mann Elementary
Oakland Technical High School
Claremont Middle School
Redwood Heights Elementary
Bret Harte Middle School
Edna Brewer Middle School

Status Growth: SBAC – Math

5	17
4	20
3	14
2	19
1	24
Tot	87

**SBAC Math Growth
Overall
Top 10 Schools**

Burckhalter Elementary
Parker Elementary
Life Academy
Allendale Elementary
Roosevelt Middle School
Crocker Highlands Elementary
Claremont Middle School
Redwood Heights Elementary
La Escualita Elementary
Bret Harte Middle School

**SBAC Math Growth
English Language
Learners
Top 10 Schools**

Grass Valley Elementary
Allendale Elementary
La Escuelita Elementary
Greenleaf Elementary
Melrose Leadership Academy
Roosevelt Middle School
Korematsu Discovery Academy
MLK Elementary
PLACE @ Prescott Elementary
Glenview Elementary

**SBAC Math
Low Income
Students
Top 10 Schools**

Crocker Highlands Elementary
Burckhalter Elementary
Joaquin Miller Elementary
Parker Elementary
Life Academy
Montclair Elementary
La Escuelita Elementary
Allendale Elementary
Roosevelt Middle School
Korematsu Discovery Academy

**SBAC Math
Students with
Disabilities
Top 8* Schools**

Sequoia Elementary
Montera Middle School
Grass Valley Elementary
Lincoln Elementary
EnCompass Academy
Manzanita SEED Elementary
Roosevelt Middle School
Edna Brewer Middle School

*Note that only 8 schools had improvements in SBAC Math for students with disabilities



Status Growth: Graduation

5	6
4	1
3	
2	
1	2
Tot	9

Graduation Growth Overall Top 5 Schools

MetWest High School
Life Academy
Fremont High School
Coliseum College Prep Academy
Skyline High School

Graduation Growth **English Language Learners**

Top 5 Schools

Coliseum College Prep Academy
Life Academy
Skyline High School
Oakland High School
Oakland Technical High School

Graduation Growth **Low Income Students**

Fremont High School
MetWest High School
Coliseum College Prep Academy
Skyline High School
Oakland Technical High School

Graduation Growth **Students with Disabilities** Top 5 Schools

Skyline High School
Castlemont High School
Oakland Technical High School
Fremont High School



Status Growth: SRI *(Literacy Assessment)*

5	14
4	10
3	14
2	12
1	33
Tot	85

SRI Growth Overall Top 10 Schools

Allendale Elementary
Emerson Elementary
Life Academy
La Escuelita Elementary
MLK Elementary
Roosevelt Middle School
Howard Elementary
Sankofa Academy (Elementary)
East Oakland PRIDE Elementary
Franklin Elementary

SRI Growth English Language Learners Top 10 Schools

Emerson Elementary
Glenview Elementary
Allendale Elementary
MLK Elementary
ACORN Woodland Elementary
Hoover Elementary
Lincoln Elementary
West Oakland Middle School
Futures Elementary
International Community School

SRI Growth Low Income Students Top 10 Schools

Crocker Highlands Elementary
Allendale Elementary
La Escuelita Elementary
Thornhill Elementary
Sankofa Academy (Elementary)
Life Academy
Emerson Elementary
Peralta Elementary
Howard Elementary
Lincoln Elementary

SRI Growth Students with Disabilities Top 10 Schools

Thornhill Elementary
Allendale Elementary
Sequoia Elementary
Redwood Heights Elementary
Life Academy
Carl Munck Elementary
Urban Promise Academy
Lincoln Elementary
MLK Elementary
International Community School



Status Growth: High School Readiness

5	10
4	0
3	0
2	2
1	8
Tot	20

HSR Growth Overall Top 5 Schools

Frick Impact Academy
Sankofa Academy (Middle)
Elmhurst Community Prep
Madison Park Academy (Middle)
Urban Promise Academy

HSR Growth English Language Learners Top 5 Schools

Urban Promise Academy
Westlake Middle School
Elmhurst Community Prep
Madison Park Academy (Middle)
Alliance Academy

HSR Growth Low Income Students Top 5 Schools

Frick Impact Academy
Urban Promise Academy
Madison Park Academy (Middle)
Melrose Leadership Academy
Elmhurst Community Prep

HSR Growth Students with Disabilities Top School*

Edna Brewer Middle School

*Note that only 1 school had improvements in HSR for students with disabilities



Status Growth: Suspension

5	42
4	10
3	8
2	4
1	21
Tot	85

Suspension Growth Overall Top 10 Schools

Frick Impact Academy
ACORN Woodland Elementary
RISE Community School
Castlemont High School
Sankofa Academy (Middle)
Manzanita Community School
Melrose Leadership Academy
Claremont Middle School
Bret Harte Middle School
Elmhurst Community Prep

Suspension Growth **English Language Learners**

Top 10 Schools

Castlemont High School
Frick Impact Academy
Coliseum College Prep (High)
Elmhurst Community Prep
Roosevelt Middle School
Coliseum College Prep (Middle)
Melrose Leadership Academy
ACORN Woodland Elementary
Westlake Middle School
Bret Harte Middle School

Suspension Growth **Low Income Students**

Top 10 Schools

Crocker Highlands Elementary
Allendale Elementary
La Escuelita Elementary
Thornhill Elementary
Sankofa Academy (Elementary)
Life Academy
Emerson Elementary
Peralta Elementary
Howard Elementary
Lincoln Elementary

Suspension Growth **Students with Disabilities** Top 10 Schools

ACORN Woodland Elementary
Futures Elementary
Castlemont High School
Frick Impact Academy
RISE Community School
Laurel Elementary
Coliseum College Prep (High)
Bret Harte Middle School
EnCompass Academy
Manzanita Community School



Status Growth: Chronic Absence

5	39
4	9
3	4
2	8
1	23
Tot	83

Chronic Absence Growth Overall Top 10 Schools

Parker Elementary
Alliance Academy
West Oakland Middle School
Coliseum College Prep (High)
Melrose Leadership Academy
Community United Elementary
MLK Elementary
RISE Community School
Esperanza Elementary
Sankofa Academy (Middle)

Chronic Absence Growth **English Language Learners**

Top 10 Schools

Sankofa Academy (Elementary)
Carl Munck Elementary
Coliseum College Prep (Middle)
Burckhalter Elementary
Alliance Academy
MLK Elementary
PLACE @ Prescott Elementary
Edna Brewer Middle School
Grass Valley Elementary
West Oakland Middle School

Chronic Absence Growth **Low Income Students**

Top 10 Schools

Melrose Leadership Academy
Parker Elementary
Coliseum College Prep (High)
West Oakland Middle School
RISE Community School
Alliance Academy
Fruitvale Elementary
Crocker Highlands Elementary
Community United School
Esperanza Elementary

Chronic Absence Growth **Students with Disabilities** Top 10 Schools

RISE Community School
Franklin Elementary
Greenleaf Elementary
Reach Academy
Coliseum College Prep (Middle)
Sankofa Academy (Elementary)
Hoover Elementary
ACORN Woodland Elementary
Joaquin Miller Elementary
Bret Harte Middle School



**OAKLAND UNIFIED
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Community Schools, Thriving Students

Professional Learning Communities

Update & Highlights



Deputy Chief Teaching & Learning

David Chambliss

November, 2016

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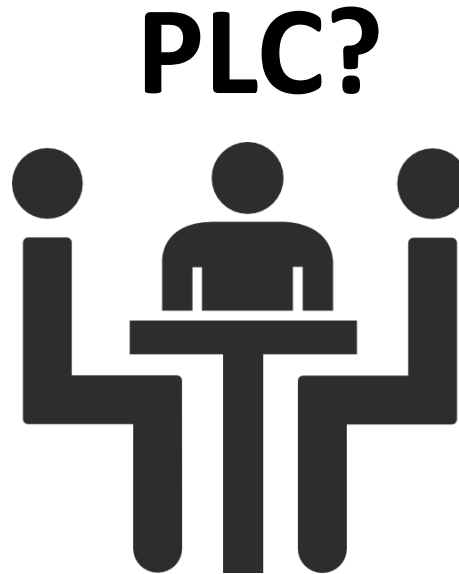
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From “Teacher Meetings” to ILTs & PLCs

Easy-to-Follow

*Tools and Protocols
to support quality
work*



*Differentiated Supports for
Principals and Teacher Leaders
who lead ILTs/PLCs*

PLC?

*Systems for
gathering evidence,
monitoring progress,
and providing
feedback to schools
and central leaders*

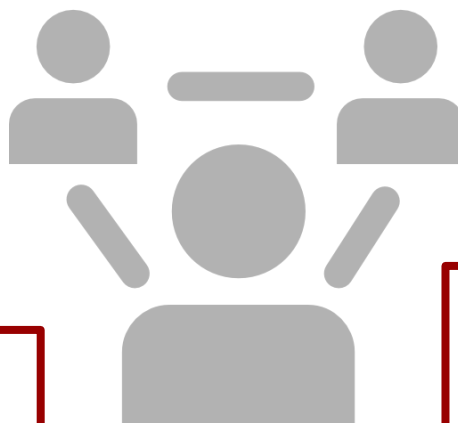
PLC = Professional Learning Community

ILT = Instructional Leadership Team

2016-2017 Work

Site ILT and PLC
baseline data
collected

PLCs



Explicit focus on
PLCs & ILTs as part
of 16-17 PL plan

OUSD Models for
ILT and PLC
implementation for
CCSS/NGSS

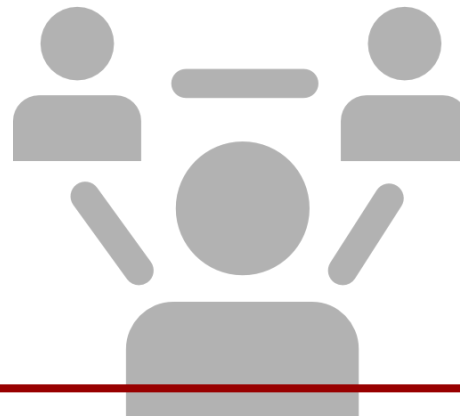
“Best Practices”
learning from highly
developed
practitioners

PLC = Professional Learning Community
ILT = Instructional Leadership Team



2016-2017 “Best Practices”

ILTs/PLCs

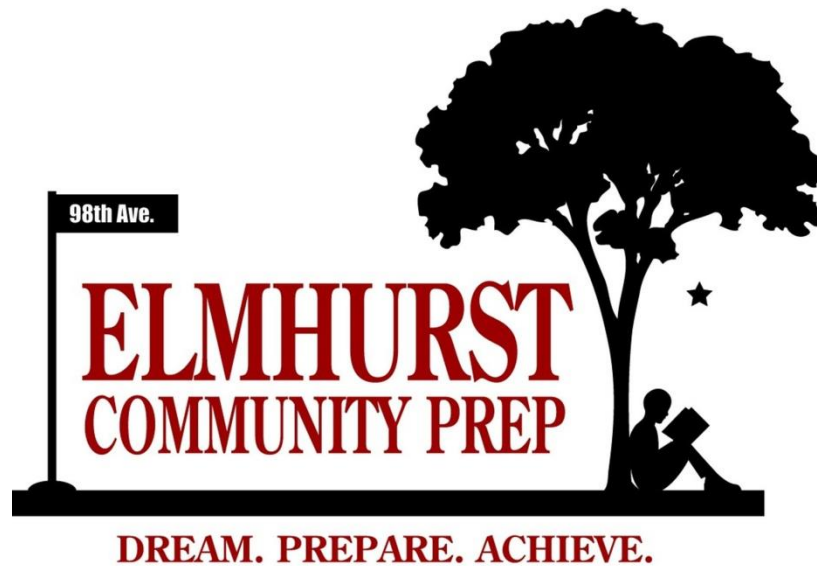


Elmhurst Community Prep MS

PLC = Professional Learning Community

ILT = Instructional Leadership Team

Elmhurst Community Prep Instructional Leadership Team



Grounded in our core values—high expectations, collaboration, positives school culture, family involvement, social justice, and community schools—we work to ensure that all ECP students promote to high school on a positive life trajectory and prepared for rigorous A-G coursework.

No Matter What.

Instructional Leadership Team

High Expectations

Students will perform at high levels when adults prove that they believe in them. Daily, we provide rich, complex learning tasks, the academic supports to access content, and the relentless dedication to student potential.

Collaboration

Our school's success will not be built by a series of individuals working in isolation. We are borne forward on the strength of our professional relationships and the power of working together to create the best possible learning experiences for our young people.

Social Justice

We acknowledge that power, privilege, and oppression are factors that have shaped inequitable outcomes in our educational system. We work to teach about these inequities, challenge biases in ourselves and our community, and choose restorative practices over punishments in order to provide our young people with the skills to change the world.

Instructional Leadership Team

- ☐ Principal
- ☐ Assistant Principal
- ☐ Literacy Coach
- ☐ Math Coach
- ☐ 3 teachers

Instructional Leadership Team

WHAT

- ☐ Establish site-based assessment program based on Summit Cognitive Skills Rubric
- ☐ Align the work of department PLCs and implement effective PLCs during professional learning
- ☐ Design and implement cycles of inquiry

HOW

- ☐ Review site-based data: SBAC, SRI, SMI, CELDT, cognitive skill and walk-through patterns
- ☐ Implement systems for ongoing, consistent observation and feedback

OUTCOMES

- ☐ Two-thirds of teachers fully “meet” their SMART goal; 1/3 reach “approaching”
- ☐ 80% of students meet grade level equivalency on the SRI or make gap-closing progress

Instructional Leadership Team

WHAT

- ☐ Establish site-based assessment program based on Summit Cognitive Skills Rubric
- ☐ Align the work of department PLCs and implement effective PLCs during professional learning
- ☐ Design and implement cycles of inquiry

HOW

- ☐ Review site-based data: SBAC, SRI, SMI, CELDT, cognitive skill and walk-through patterns
- ☐ Implement systems for ongoing, consistent observation and feedback

OUTCOMES

- ☐ Two-thirds of teachers fully “meet” their SMARTE goal; 1/3 reach “approaching”
- ☐ 80% of students meet grade level equivalency on the SRI or make gap-closing progress

Instructional Leadership Team: Sub-groups

- ❑ Provide informal observations and feedback to content-alike teachers
- ❑ Provide formal observations through the TGDS system to selected teachers

By the end of the year, 80% of students will either achieve a gain of 1 pt or reach a 4 in				SMARTE Goal #1: each of the following cognitive skills: Argumentative claim, selection of evidence, explanation of evidence, and organization		
ECP TGDS	1B.2: Plans for student communication and collaboration 2A: Build positive and respectful classroom community 3B: Engage students in meaningful tasks 4A: Reflects on student work to assess effectiveness and determine next steps			Bien TGDS: No additional indicators	Bien Cycle of Inquiry: <i>TBD</i>	Read-Write-Talk Or Personalized learning?
Date	Time	Observer	Praise	Questions	Next Steps	
11/15/16	2nd	Betlach	Selecting culturally responsive/ high interest content ("The Walk-out") and providing additional practice with Say-Mean-Matter structures		1) Plan your film "stops" to ensure that kids are thinking of the subtler forms of discrimination and not just the big obvious ones like the corporal punishment 2) Take advantage of the clear opportunities for partner/ table talk during your stops. Kids want to discuss what they just saw!	"Read"-talk opportunity for talk not taken
11/8/16	4th	Dawn	Excellent use of Ms. Yee to reset Gyvontai, Students highlighted notes in use for poems, clear expectations given on slides, as well as monitoring in place from you	Mariano engaged in SLC? What do you think? Is he able to access assignment?	Can't wait to see the final products of SLC/poems.	Both
10/21/16	2nd	Douglas	Good use of positive narration during transition and supportive offer of more time for students who need it. It was good to see many kiddos opt into that.	Did you notice students being mindful of their benchmark goal as they worked?	Introduce early finisher tasks during work time and use growth mindset language at the end of benchmark time: it'll reinforce a positive, constructive tone during a time where kids may naturally be getting squirrely or frustrated.	Neither: Benchmark test
10/13/16	2nd	Dawn	Popcorn reading being used by at least 80% of groups including challenging students such as Amir, Merly and Ernesto. Reinforcement of expectations with orange Prep bucks during group work, Ms. Yee assisting Doriyana, graphic organizer for capturing notes being used by at least 50% of students or in 100% of students notebooks	How is it going with Ms. Yee in terms of support?	Have go to moves for Gyvontai Pryor and Jamya Wolf when they are checked out because the reading is either too hard or they are feeling too embarrassed to do Pop Corn read or whatever else is going for them when they can't/won't do group reads. For example, Ms. Yee expectations or they are to follow up in Rise Up class.	Read-Write,

Instructional Leadership Team: Sub-groups

- ❑ Meet monthly to align feedback and establish “through-line” for teacher practice

	September	October	November
Positives	Management is off to a good start, particularly with regard to 100% and follow-through.	Positive trend on using EL curriculum with rigor vs. coverage and management is maintaining at beginning of the year positivity	Rigor remains high. Wants to focus on differentiation and small group instruction. Management has not backslid.
Concerns	She got off to a good start last year. and then it faded away and she self-identified this as a concern.	1) Not confident that she can maintain positivity in her classroom and it's coming across in her words 2) Effectively pacing and not rushing through the most important part	1) Reluctant and hesitant to start small groups 2) Effectively pacing and not rushing through the most important part
Common Feedback	Hitting the minimums with positive reinforcement, and needs to systematize and ensure that it continues.	Aligned on instruction. Not aligned on climate/ culture	Fully aligned
Next Steps	1) Connect with Justice League around coaching and support 2) Continue to name the importance of maintaining consistency of positive reinforcement and high expectations	1) Continue to maintain consistency of positive reinforcement and the 100% 2) Plan with most important factors in mind to ensure that she reaches the most important part of the lesson	1) Continue to maintain consistency of positive reinforcement and the 100% 2) Plan with most important factors in mind to ensure that she reaches the most important part of the lesson 3) Implement small groups for differentiation



Question & Answer



**OAKLAND UNIFIED
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Superintendent's Work Plan 3a

November 30, 2016 Update



Presented to Board of Education

November 30, 2016

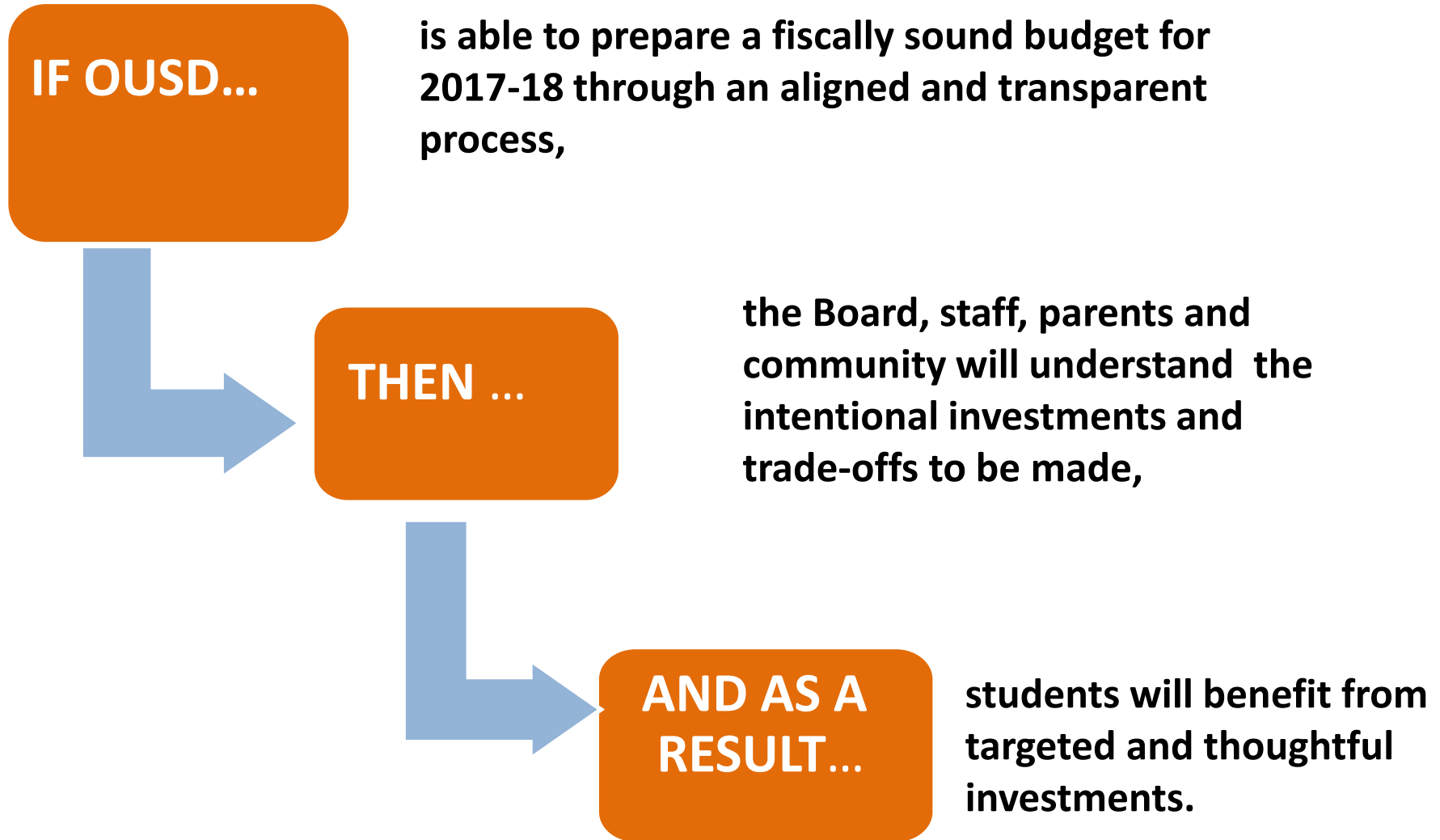
Superintendent Work Plan #3a



OAKLAND UNIFIED
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Community Schools, Thriving Students

Present a fiscally sound budget for the 2017-18 school year for approval to the Board of Education that aligns budget development and LCAP community engagement process (Board Policy 3100)

3a: Theory of Action



Plan for Success

Strategies to Ensure Work Plan Goal is Achieved:

- **Calendar** - Board calendar and operational calendar ensure sufficient time to complete the work with integrity and meet all required timelines.
- **Priority Setting** – Pathways to Excellence and the Local Control Accountability Plan (LCAP) set the direction for all budget decisions
- **Numbers** – Keep all eyes on the moving target of 2017-18 funding and the impact on OUSD.
- **Collaboration** – Community voices are included through a meaningful and transparent process.
- **Tools** – Tools used by schools and central staff to develop the budget are improved and integrated.
- **Training & Communications** – Training materials & communications are easy to understand.

Calendar For 2016-17 Budget Development

Legend:
Completed
Current
Board Meeting

	Board Item	Activity Type	Date
1	LCAP Parent & Student Advisory Committee (PSAC) "Retreat"	Engagement	August 13, 2016
2	Review Calendar for 2017-18 LCAP and Budget Engagement	Supt's Rpt	September 14, 2016
3	Review Board Priorities for 2017-18 Budget	Discussion	October 13, 2016
4	LCAP PSAC General Meeting	Engagement	October 19, 2016
5	LCAP Engagement with Labor representatives	Engagement	October 20, 2016
6	Executive Cabinet Prioritization Process	Staff Work	Oct. - Nov. 2016
7	Progress report on 2017-18 LCAP and Budget Development	Supt's Rpt	October 26, 2016
8	Board Workshop on LCAP and Budget Development	Engagement	November 28, 2016
9	Progress report on 2017-18 LCAP and Budget Development	Supt's Rpt	November 30, 2016
10	LCAP PSAC General Meeting	Engagement	December 7, 2016
11	Board review and approval of 1st Interim Financial Report for 2016-17 w/ multiyear projections	Action	December 14, 2016
12	Budget Guidelines and "One-Pagers" provided to Schools	Schools	Early January 2017
13	Budget Tool available to Schools & Central Offices	Schools	Early January 2017
14	Review Governor's Proposed 2017-18 State Budget	Staff Report	January 25, 2017
15	School Site Councils Review Site Budgets	Engagement	Jan & Feb 2017
16	Progress report on 2017-18 LCAP & Budget Development	Supt's Rpt	February 8, 2017
17	LCAP PSAC General Meeting	Engagement	February 15, 2017
18	Schools and Central Offices Lock-in 2017-18 Budgets	Schools	End of February 2017
19	Board review and approval of 2nd Interim Financial Report for 2016-17 w/ multiyear projections	Action	March 8, 2017
20	Superintendent submits potential 2017-18 Employee Additions, Reductions, Eliminations, or Reclassifications	Action	March 8, 2017
21	LCAP Engagement for Staff & Labor	Engagement	March 23, 2017
22	Progress report on 2017-18 LCAP & Budget Development	Supt's Rpt	April 12, 2017
23	LCAP PSAC General Meeting	Engagement	April 19, 2017
24	2017-18 LCAP and Budget Study Session	Discussion	May 10, 2017
25	LCAP PSAC General Meeting	Engagement	May 17, 2017
26	Review Governor's 2017-18 Revised State Budget	Staff Report	May 24, 2017
27	1st Reading of 2017-18 LCAP and Budget	Discussion	June 14, 2017
28	LCAP PSAC General Meeting	Engagement	June 21, 2017
29	Approve OUSD 2017-18 LCAP and Budget	Action	June 28, 2017

Milestones Driving Budget Prioritization

Activities & Milestones	School Year 2016-17									
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Develop budget calendar for 2017-18	9/20									
Prepare and plan for First Week in October - share process and schedule with SLT, Executive Cabinet and Cabinet		10/3 10/7								
Board prioritization session		10/13								
Prioritization Sessions with SLT			11/8	12/5						
SSCs meet with Principals to review data and determine priorities for 2017-18 budget			Nov & Dec							
School & central allocations are calculated & budget handbook is completed.				12/15						
Budget allocations provided to school sites and central departments.					1/6					
Budgets locked-in; technical work can begin.						2/28				
March 15 Notices (if required)							3/15			
Update LCAP based on budget to ACOE								4/21		
Board Workshop on 2017-18 Budget									5/10	
Public Hearing on LCAP and Budget										6/14
Board adopts LCAP and Budget										6/28

Priority Setting

Pathway to Excellence and Local Control Accountability Plan (LCAP)



December:

- Finalize recommendations for specific district-wide budget adjustments.
- PSAC prioritizes recommendations
- Principals meet with SSCs to develop school site priorities.

January:

- Allocations are provided to school sites and central departments for 2017-18 budget development.

Priorities Identified by Board

- Academic Program
 - Curricular component
 - Professional Learning
 - Extended Time
 - Recruitment and Retention
 - College and Career Readiness
- Social Emotional Learning
 - Restorative Practices
 - Mental Health - Support students and families
 - Parent Empowerment
 - Student Academic Support – Tutoring, Counseling
- Innovation in Schools
 - Elevation Network
 - Innovation Lab
 - School Quality Review
 - Strategic Partnerships



Numbers



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Passage of Proposition 55 and Measure G1 are good news for OUSD!

- Prop 55 – projections for 2018-19 and future budgets is stable; no new revenues are projected at this.
- Measure G1 – Oakland voter approval will generate approx. \$9 million for OUSD.

Message from the State and County Office of Education is that 2017-18 funding is not expected to be as robust as in prior years.



Declining enrollment and need to prioritize spending will mean a reallocation of resources in 2017-18 to fund priorities.

Collaboration



**The LCAP
Engagement
Calendar is
designed to
allow
opportunities
to engage,
inform, and
share.**

- ✓ **English Learners' Sub-Committee**
 - 9/15, 11/17, 1/19, 3/16
- ✓ **Parent Student Advisory Committee (PSAC)**
 - 10/19, 12/3, 12/7, 2/5, 4/19, 5/17, 6/21
- ✓ **Superintendent Forums**
 - N10/6, 11/10, 1/12, 2/7, 3/9, 5/2
- ✓ **Labor Partners**
 - 10/20, 3/23
- ✓ **Foster Youth Advisory Committee**
 - 8/23, 9/27, 10/25, 11/29, 1/24, 2/28, 3/28, 4/25, 5/23

Tools



Tool for Central Offices:

- Budget prioritization tool was developed and used to “bundle” bodies of work and prioritize for 2017-18.
- LCAP goals and actions are being included in budget coding.



The Single Plan for Student Achievement

- SPSA to be used by school sites is being updated to incorporate LCAP and budget information more seamlessly.
- Powerpoint slides have been developed and provided to principals to better explain budget and LCAP process.



Communication & Training

Board: Monthly updates to the Board on the LCAP and budget development process.

Leadership: Weekly communications, including discussions on priority setting.

Schools: Working through Network leaders and partners, budget process information & sample powerpoint materials have been provided.



End Results

MAY 10, 2017 – Board Budget Workshop
JUNE 14, 2017 – LCAP and Budget First Reading
JUNE 28, 2017 – LCAP and Budget Final Adoption



EVERY STUDENT THRIVES!



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Appendix



Progress Summary

Superintendent Work Plan 3a - Fiscally Sound Budget for 2017-18 and Transparent Budget Process

Goal	3a Present a fiscally sound budget for the 2017-18 school year for approval to the Board of Education that aligns budget development and LCAP community engagement process (Board Policy 3100).
Deliverable for Jun 17	LCAP, 2017-18 Budget
RACI	R: CFO; C: Susan Beltz (IT), Tara Gard (Talent), Troy Christmas, Cintya Molina (PSAC), Lisa Spielman (LCAP), Katema Ballentine (Budget), Diana Sherman (SPSA), Megan Sweet (Schools) .A: Vernon Hal (Carey Ash)

Project Status	Project Overall	Schedule	Scope	Budget
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Major Milestones	Due Date	Status
Departments provide suggestions to Chiefs	10/25	Done
SLT meets to prioritize districtwide	11/8	Done
Material provided to Principals to use with SSCs	11/1	Done
SLT meets to further discuss recommendations	11/14	Done
SLT meets to finalize recommendations	12/5	At risk
PSAC meets to present prioritized recommendations	12/7	On track

Indicators of 2016-17 impact		
Indicator	Target	Current
Surveys	60% Comprehension	not quantified yet
Budget Adjustments	Balanced Budget	TBD
Priorities are funded	S&C Expended	TBD
PSAC Recommendations funded	Included in budget	TBD
LCAP submitted to ACOE on schedule	end of April	TBD
LCAP & Budget Adoption	by June 28	TBD

Current Month Accomplishments
<ul style="list-style-type: none"> 11/1-4 - Divisions provide "Bundles" scenarios 11/8 - Budget Prioritization session with SLT 11/14 - Materials provided to Principals to use with SSCs

Upcoming Activities
<ul style="list-style-type: none"> 11/28 - Board Engagement - LCAP/Budget Development Focus 11/30 - Update on Supt's Workplan 3A to Board 12/5 - SLT session re final budget recommendations 12/7 - PSAC meeting to present recommendations

Key Issues/Risks to Raise
<ul style="list-style-type: none"> Transition from Ruth to others - may put additional stress on system Still working on recommendations for prioritizing How will changes be communicated districtwide?

Status Legend:

At risk

Done / Completed

On track

Behind track

Sub Goal 3a

Present a fiscally sound budget for the 2017-18 school year for approval to the Board of Education that aligns budget development and LCAP community engagement process (Board Policy 3100).

Impact by June 2017	2018-2019	2019-2020
<ol style="list-style-type: none"> Executive Cabinet, Board, PAC, DBAC, and PSAC understand: <ul style="list-style-type: none"> The process and reasons behind decisions made during the budget process. The relationship between budgets and outcomes. How LCAP and budget are aligned. Substantive decisions are made that will result in a balanced budget. Budget needs that could and should have been known and included in the budget do not pop up late in the process. Discipline around decisions. Ownership for results, especially fiscal solvency, is held by leadership across the District, not just fiscal. LCAP and budget are completed in time for sufficient review and approval by ACOE. 	<ol style="list-style-type: none"> Improve process based on lessons learned. Improve budget knowledge of program managers. Position the District to be on sound financial ground: 3% reserve, on-going and one-time are appropriately aligned. 	<ol style="list-style-type: none"> Budget decisions are grounded in outcomes. District-wide understanding of budget process.
	Indicators: <ul style="list-style-type: none"> Positive LCAP review by County Balanced and stable budget District stakeholders understand process (will need to survey specific groups) 	

Sub-Goal 3a:

INPUTS	ACTIONS (by when)	OUTCOMES	IMPACT by June 2017
<p><u>Working group:</u></p> <p>Lisa Spielman - LCAP manager</p> <p>Cintya Molina - LCAP Comm. Engagement Partner</p> <p>Jean Wing - Outcomes</p> <p>Diana Sherman - SPSA coordinator</p> <p>Troy Christmas – transparency tools</p> <p>Katema Ballentine - Budget Director for Budget Development</p> <p>Sandra Anderson-Knox - Budget Director for Operations and Reporting</p> <p>Vernon Hal</p> <p>Dr. Carey Hawkins Ash, Esq.</p> <p>Megan Sweet – Network partner</p> <p>LCAP coded for central</p> <p>Tools:</p> <ul style="list-style-type: none"> • SPSA • Budget allocation tool • Prioritization tool • BDT • Central LCAP workbook (COPS) <p>Assumptions about site allocations:</p> <ul style="list-style-type: none"> • 2016-17 SPF • LCFF % • Enrollment per school (need to know feeder patterns, programs at schools, consolidations) • Amount that will need to be cut 	<p>Working group prepares a Board calendar; Working group presents calendar to Board - SEPT</p> <p>Working group engages with stakeholders to gain input on operational calendar and process. - ONGOING</p> <p>Working group and ERS develop budget planning process that incorporates lessons learned from ERS study - OCT</p> <p>Working group develops basic assumptions and overall budget numbers that are transparent and easy to understand, aligned with LCAP S&C</p> <p>Working group conducts a prioritization session with SLT resulting in cuts and trades. that align with priorities. - NOV</p> <p>Working group creates tools for prioritization, school allocations, budget development sessions, LCAP development, SPSAs - OCT</p> <p>Budget handbook - for schools, central – DEC/JAN</p> <p>Work with communications dept to develop a clear communications plan</p>	<p>Budget calendar(s) - for the Board, Operational, for Sites</p> <p>Budget planning process:</p> <ul style="list-style-type: none"> • Overall process • Central Sites • School Sites • Restricted Resources • LCAP input <p>Aligned budget tools:</p> <ul style="list-style-type: none"> • SPSA • Site allocation workbook • Prioritization tool • BDT • Central LCAP workbook <p>3% Reserve</p> <p>Budget aligned to resources - one-time versus on-going.</p> <p>Aligned budget process focused on priorities.</p> <p>Sites, central, PSAC Board all have input into the process.</p> <p>LCAP submissions meet deadlines set by County.</p> <p>60% of participants</p> <ul style="list-style-type: none"> • feel it was a transparent process • understand decisions that were made • Can explain the budget process & priorities. • Timely and accurate information 	<p>Working group feels all voices were brought to the table and the team carried the load together</p> <p>Board understands what budget decisions were made and why</p> <p>Executive cabinet understands what budget decisions were made and why.</p> <p>Decisions are aligned to priorities developed through collaborative effort.</p> <p>Stakeholders take ownership of recommendations.</p>