

Superintendent Report to the Board of Education April 11, 2018

OPENING REMARKS

The purpose of the Superintendent Report is to share progress and updates on the Superintendent's priorities: Fiscal Vitality, Quality Community Schools & Organizational Resilience.

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

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.

FISCAL VITALITY

Ensuring a healthy financial district is critical towards providing the necessary resources and services to provide Quality Community Schools in every neighborhood so that students with the greatest need receive the resources they deserve. To promote fiscal vitality we must design and launch 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 highlights of progress we are making in this goal area:

- **Leadership Vacancy Updates:**
 - Update on our searches for the Chief Business Officer (CBO) and the Chief Financial Officer (CFO) positions.
CBO: We had four applicants. Three were interviewed the week of March 5th. One candidate was recommended for a final interview which took place Friday, March 9. We are pleased to announce our final candidate.
CFO: Working in partnership with School Services of California, we continue to recruit and screen top candidates. Interviews started the week of March 19. The goal is to select a finalist by early April.

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:



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- **Water Quality Update:**

- Our work to ensure water quality across the district continues to be a top priority as the health and well-being of students and staff is paramount. Staff is diligently working to implement the Board's Clean Drinking Water Resolution (BP 3511.3 Clean Drinking Water).
- OUSD proactively **completed testing** at all district-run school sites and child development centers, along with charter-run schools located at district facilities.
 - Test results from [60 locations](#) were non-detect (<5 parts per billion) and already in compliance with the newly passed Board Policy.
 - 19 locations had readings >15 ppb (parts per billion) which is the EPA & State action level.
 - If lead was detected at a school site, the fixture was immediately taken out of service and a process for repair/replacement/retest was initiated.
 - We have completed 108 repairs; replacing faucets, valves, bubblers, drinking fountains and installing over 4000 feet of pipe!
 - We are continuing to work on notification and repairs for all locations according to our Board Policy.
- Brita is donating to OUSD a total 12 bottle filling hydration stations. We have installed 4 so far, and 8 others have been delivered. The hydration stations will be installed at the following sites: McClymonds, Burckhalter, Thornhill, East Oakland Pride, Brookfield, Fruitvale, Bret Harte, Joaquin Miller, Castlemont, and Montclair
- McClymonds Water Quality Updates
 - Shower valves for the locker room gyms were received and installation of valves on showers in the girls locker room was completed as of Thursday, March 29. Installation of shower valves in boys' locker room will commence after April 9.
 - Drinking fountains located in the Boys and Girls gymnasium/locker rooms were re-tested on March 14, 2018 after repairs were made by B&G plumbing staff. McCampbell Lab results indicates the all samples were under 5ppb and is in compliance with the District's Board Policy 3511.3
 - Eighteen additional locations throughout campus were identified and tested for lead concentration by East Bay Municipal Utility District (EBMUD) on March 15 and March 16. Sixteen locations showed lead concentration levels below 5ppb. Two locations (sink in room 307, and sink in room 303) showed lead concentration levels of 7.8 and 9.7, respectively. These fixtures were removed from service pending repair and re-testing for lead concentrations.
 - Please see the [Water Safety Timeline](#) to see a list of all the repairs that have been completed at McClymonds since August 2016.
 - Check out the McClymonds Water Safety Web Page here: [McClymonds Water Safety: Data & Resources Webpage](#)



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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:
 - GOAL 1: GRADUATES ARE COLLEGE AND CAREER READY
 - GOAL 2: STUDENTS ARE PROFICIENT IN STATE ACADEMIC STANDARDS
 - GOAL 3: STUDENTS ARE READING AT OR ABOVE GRADE LEVEL
 - GOAL 4: ENGLISH LEARNERS ARE REACHING ENGLISH FLUENCY
 - GOAL 5: STUDENTS ARE ENGAGED IN SCHOOL EVERYDAY
 - GOAL 6: PARENTS & FAMILIES ARE ENGAGED IN SCHOOL ACTIVITIES
- **High School Elevation Network Update:**
 - Goal 6 and Goal 1: McClymonds hosted its first annual Pathway Family Night on Tuesday, March 27th! Parents and guardians had opportunities to learn about the Engineering and Entrepreneurship Pathways at McClymonds, the purpose of pathways, and the long-term benefits of students completing the pathway program of study at Mack. This event was followed by the first annual Pathway World Cafe on Wednesday, March 28th, where all 9th grade students met with local engineers and entrepreneurs for intimate conversations regarding their professions in order to help make students make an informed decision in the pathway selection process. Both of these events were intended to inform students' pathway selections for the 2018-2019 school year.
 - Goal 3: Castlemont has developed and launched a plan to enhance teacher and student engagement with the Scholastic Reading Inventory (SRI), including professional development for teachers around HOW to administer SRI and how to analyze with students so they can set individual reading goals. Their best practices will be shared with the rest of the high school network in April Principal Professional Learning.
 - Goal 5: Fremont has significantly reduced their # of suspension incidents as compared to this time last year: 2016-2017: 190, 2017-2018: 99; Castlemont has reduced the # of Chronically Absent students from 94 in 2016-2017 to 58 in 2017-2018;
- **School Improvement Grant Update**
 - In 2016, Futures and Community United (CUES) elementary schools were awarded a five year, 17 million dollar [School Improvement Grant \(SIG\)](#) from the state of California. The grant which spans until the 2020-2021 school year, provides an average of \$1,500,000 million dollars a year for each site. In addition, the lead education agency (OUSD) receives an average of \$850,000 a year to support the implementation of the grant. The grant which provides additional resources in order to raise the achievement of students in the lowest performing schools, aligns with OUSD's mission to eliminate inequality, provide every student access to a high quality school and to ensure scholars are graduating with the skills needed to prepare them for college, career and community success.



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- Some current successes for Cues and Futures are:
 - Both schools have offered Saturday school to prepare 3rd-5th grade students for state testing. Five consecutive Saturday sessions were held at Futures and 4 sessions at CUES.
 - Futures 3rd-5th grade students saw considerable growth on their reading assessments this year. They also started to implement the Eureka Math program which is supporting the students to engage in rigorous standard-based activities with academic discussion.
 - Both schools will be offering summer school to 100% of students at Cues and Futures this summer using the Springboard curriculum for current students and an additional program to prepare up to 12 incoming TK and kindergarten students.
- **Oakland Adult Education Update**
 - Oakland Adult and Career Education (OACE) has a robust and continuous 147 year history of providing Adult Education services throughout the city of Oakland. Now, with its dedicated Adult Education Block Grant (AEBG) funding, OACE is a part of the Northern Alameda Adult Education Collective (NAAEC), created to provide regional coordination of Adult Education services. This is the first time in Adult Education history that adult schools and community colleges are working together to develop programming, create bridge courses and career pathways to better serve adult learners.
 - **Adult Education services in 43 classes at 20 different locations**
 - OACE instructional programs include High School Equivalency (HSE), Adult Basic Education (ABE), Career Technical Education (CTE) for young adults with disabilities, as well as two different English as a Second Language (ESL) programs: Family Literacy and College and Career Readiness Pathways (CCRP), a total of 43 class offerings. These programs are accessible to the Oakland community, as they are offered in 20 locations throughout the city including at 13 OUSD school sites, 2 Peralta community college campuses, 5 community-based organizations and through an online Distance Learning program.
 - In addition, OACE provides support services including GED testing, transition support to college and career, education advice, and transcript services. The ESL Family Literacy program provides free babysitting, enabling parents to participate in class. The community can access information about classes and services via the OACE website www.ousd.org/oace, through telephone, (510) 273-2300 and by walk-ins.
 - The College & Career Readiness Pathways Program now offers 11 leveled ESL classes in three locations, including evening instruction. Contextualized instruction includes college campus tours, and units of instruction in study skills, technology and employment. As a result of a student survey and local career outlook research, OACE ESL faculty identified two career pathways, Health and Global Footprint. This informed the selection process of the EL Civics units taught within the ESL Family Literacy and Career and College Pathways programs during the 2017-2018 year.



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- Other new learning opportunities include a GED Online Distance Learning program for students who cannot attend site-based class sessions; and an ESL Citizenship course, in the wake of recent Executive Orders.
- OACE now offers GED and ESL College and Career Readiness instruction on the Merritt College campus, providing a natural and convenient transition for OACE students, as well as a resource for community college students. Another partnership is with Laney College where OACE provides Math instruction within a Laney construction program alongside their CTE instructor, giving those students lacking Basic Math skills an opportunity to keep up with the rigorous college curriculum.

Adult Education Good News

- OACE has significant program growth and student learning gains over the past four years. Since 2014-15, adult student enrollment has increased 26% to 1263 students in 2016-17; and student learning gains have increased 49%. The exponential increase in student learning gains is due to Professional Learning Communities' focus on student learning outcomes and analysis.
- In March 2018, OACE had a WASC mid-cycle visiting team review and report. OACE's program development, both quantitative and qualitative, are commended. Noted was progress in moving from a focus on teaching to a focus on student learning outcomes through analysis, individually and collectively.

Adult Education Looks Forward

- OACE looks forward to continuing to provide the services highlighted in this report and to move towards next steps to build a better future for the adult learners residing in Oakland. Given that, OACE is:
 - Reviewing options for creating a dedicated campus for adult learners. OACE now being part of OUSD's Blueprint for Quality Schools is essential to ensure that Adult Education is one part of the full continuum of education and services of OUSD.
 - Reviewing resource sharing with partners in order to enhance and expand programming. OACE is looking at ways to increase and maximize use of all resources for adult learners so that there may be less duplication, better connected and additional services of Adult Education for students.
- **UPA students at Salesforce Conference:**
 - Students from Oakland's Urban Promise Academy spent the day learning from experts on how to code an app. The school was adopted by Salesforce as part of [sf.citi's](#) Circle the Schools initiative, which aims to connect companies with local classrooms. For more information, click on the following link: [UPA students at Salesforce Conference](#):

ORGANIZATIONAL RESILIENCE



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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:

- **Central Office Redesign**

- In efforts to build a more sustainable school district that provides access to quality community schools for every neighborhood, we have started with Phase 1 in our efforts to redesign central office to better serve our schools. In Phase 1 of the central office redesign we launched zero-based budgeting sessions where we defined departmental core functions aligned to mission, vision and key district priorities, and began the process of redesigning departmental job positions to improve central office efficiencies. The process is informed by several stakeholder groups; including a principal survey taken in October and two community meetings in December and January.

- **Retention Survey:**

- The Talent Office will be launching our Inaugural OUSD Employee Retention Survey to gather data on retention issues for all district employees. This survey has been co-constructed by OUSD employees, for OUSD employees and in partnership with our unions. We hope to learn more about the conditions, support, and needs of all OUSD staff to fuel continuous growth and improvement across the district. Survey questions relate to workplace conditions, professional development, housing, and other factors that impact staff retention. Teacher retention is one of our areas of greatest need in our LCAP, and we are committed to understanding more about the factors that inform teacher retention in order to drive improvement. **The Retention Survey opened on March 26 and will close on April 13.** Staff received an email with a web link to complete the survey. The survey is completely anonymous. We will produce and release a report of the results after the survey is closed so that stakeholders across the organization can learn from the survey as well.

CLOSING REMARKS

In closing, I want to remind families and staff that school begins earlier next school year. Our first day is Monday, August 13. If you'd like more information about the new first day or to download the full calendar, please visit our website: ousd.org/newfirstday.

Every day in OUSD, staff has important work to do in service of our mission and vision. I, alone, am not enough to shift the tide from where we are, to where we want to be. The Superintendent is committed to sharing the wonderful work we are doing in our schools and across the district. We encourage our entire community to do the same. Let's celebrate our assets and successes as much as we can!