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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

BOARD OF EDUCATION 2018-19

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March 4, 2019

To: Board of Education

File ID Number: 19-0380
Introduction Date: 3/4/2019
Enactment Number: 19-0398
Enactment Date: 3/4/2019 If

From: Aimee Eng

Sub: Appointment – Louise Waters - Measure N – College and Career Readiness Commission

ACTION REQUESTED

Ratification by the Board of Education of President of the Board's appointment of Louise Waters, as a Member of Measure N – College and Career Readiness Commission, effective March 4, 2019, for unexpired term ending January 31, 2020.

BACKGROUND/DISCUSSION

The duties of the Member of Measure N – College and Career Readiness Commission, as defined by Board Bylaw 9131, is to advise and report to the Board of Education and to be responsible for the Planning and Oversight of Measure N Funds.

The Commission is composed of five members, with staggered terms, appointed pursuant to membership criteria established by Board Bylaw 9131, with an individual's terms of appointment limited to a maximum of three two-year consecutive terms or the fulfillment of said terms thereof.

There currently exists one vacancy on the Measure N Commission.

I, pursuant to Board Bylaw 9131, hereby nominate Louise Waters, as a member of Measure N – College and Career Readiness Commission, and recommend ratification of her appointment.

Aimee Eng
Board of Education
March 4, 2019 Page 2
Re: Measure N Appointment – Louise Waters

RECOMMENDATION

Ratification by the Board of Education of President of the Board's appointment of Louise Waters, as a Member of Measure N – College and Career Readiness Commission, effective March 4, 2019, for unexpired term ending January 31, 2020.

AE:ER:os

Attachment: Application – Louise Waters



3/5/19

Aimee Eng, President
Board of Education



3/5/19

Kyla Johnson-Trammell, Secretary
Board of Education

Profile

Louise

First Name

Waters

Last Name

louise.bay.waters@gmail.com

Email Address

Which Boards would you like to apply for?

Measure N - College & Career Readiness Commission: Submitted

Street Address

Suite or Apt

Oakland

City

CA

State

94619

Postal Code

Which Board of Education election district (1, 2, 3, 4, 5, 6, or 7) do you live in? *☒ District 4

Mobile:

Primary Phone

Home:

Alternate Phone

retired

Employer

Job Title

educator

Occupation

Employer's Street Address

Employer's City

Employer's State

Employer's Zip

Work Phone

Work Email

Interests & Experiences

Please explain briefly your interest in serving on this Committee or Commission:

I am a strong supporter of linked learning and the transformative opportunities it provides for students. I was on the Measure N Bond Election Steering Committee and, as Superintendent of Leadership Public Schools, was actively involved in Measure N from its passage to my retirement. I have seen first hand the impact it has had on the students at LPS Oakland.

Please indicate your other community involvement (work with public agencies, volunteering, other committees, Commissions, groups, etc.):

I led a call to action to Oakland charter leaders to critically examine charter practices particularly in relation to enrollment and special education students and led a working group on increasing the number and quality of charter support for students with intense special education needs. This work led to a successful joint district-charter special education teacher residency capacity building grant. I am currently on the steering committee of that grant and helping write the implementation grant application. Relatedly, I have been active pushing for a Third Way of charter - district collaboration in many venues. I have also worked with district and charter schools in Oakland and across the state to expand the very successful "supported online hybrid dual enrollment" model that LPS developed under Measure N.


Upload a Resume

Question applies to 7-11 Committee, Measure N - College & Career Readiness Commission

Please Select all categories that apply to you:

- ☒ Administrator
☒ Teacher

Question applies to 7-11 Committee, Measure N - College & Career Readiness Commission

If you have student(s) in the District, please indicate how many, their grades, and the schools they attend:

none

Question applies to Measure G Parcel Tax Independent Citizens Oversight Committee, Measure N - College & Career Readiness Commission

Question applies to Measure G Parcel Tax Independent Citizens Oversight Committee, Measure N - College & Career Readiness Commission

Please select all that apply:

- ☒ Community member who does not currently have a child enrolled in the District

Question applies to Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission, Measure G Parcel Tax Independent Citizens Oversight Committee, Measure N - College & Career Readiness Commission

Do you have any reason, such as a potential or actual conflict of interest (real estate, business, litigation, etc.), which may or will adversely affect your ability to serve on this Commission or Committee?

- ☐ Yes ☒ No

Question applies to Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission, Measure G Parcel Tax Independent Citizens Oversight Committee, Measure N - College & Career Readiness Commission

If Yes, please explain.

Question applies to multiple boards

Educational Background – e.g. college and/or university, degree/major, vocational and/or training, certificates, technical training, etc.

DEd, Pennsylvania State University - Higher Education Administration; MA, Stanford University, Cultural Pluralism in Education; Secondary Teaching Credential - English, History, Ethnic Studies, UC Berkeley Urban Task Force; Reading Specialist Credential - Penn State; BA, Interdisciplinary Urban Studies - Stanford University. Teacher, Berkeley High School (English, History, Home Ec, Ethnic Studies), Terman Jr. High, Palo Alto (ESL); Lecturer American Studies and HR Management, Penn State EOP, Rockview State Prison, University of Oregon; Associate Professor, Teacher Education CSU Hayward, led CSUH New Teacher Project, Urban Professional Development Schools, and Urban Teacher Pipeline all in partnership with OUSD. Principal Cabello Elementary School, New Haven (CA) district; Assistant and Associate Superintendent of Student Achievement OUSD with 3 Superintendents and state takeover; Director of Research on Urban Education, Stupski Foundation; Superintendent Leadership Public Schools - Oakland, Richmond, Hayward. Retired January 2019.

Question applies to Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission, Measure G Parcel Tax Independent Citizens Oversight Committee, Measure N - College & Career Readiness Commission

Are you now, or have you ever been an employee or official of the Oakland Unified School District?

☒ Yes ☐ No

Question applies to Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission, Measure G Parcel Tax Independent Citizens Oversight Committee, Measure N - College & Career Readiness Commission

If Yes, please explain.

Assistant Superintendent and Associate Superintendent of Student Achievement 5 years: Jan 1, 2000 - Dec 31, 2004

Question applies to Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission, Measure G Parcel Tax Independent Citizens Oversight Committee, Measure N - College & Career Readiness Commission

Are you now, or have you ever been a vendor, contractor, or consultant for the Oakland Unified School District?

☐ Yes ☒ No

Question applies to Measure G1 - Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission, Measure G Parcel Tax Independent Citizens Oversight Committee, Measure N - College & Career Readiness Commission

If Yes, please explain.

Please describe your extensive knowledge and expertise in high school and post-secondary curriculum, instruction and leadership. Please be certain to respond to each element of the question.

High School teacher. Masters and Doctorate on high school ethnic studies curricula with a focus on white students in desegregating high - schools. Reading specialist credential in high school reading intervention. Published two college text books: 1) Interactions of American Cultures and 2) Occupational Reading - designed for community college students entering technical professions. Taught CSUH secondary credential courses in secondary content reading strategies, social studies methods, and classroom management and supervised secondary student teachers. In OUSD responsible for district secondary programs including significant changes in intervention programs, ELD. Greatly increased standards for career academies and developed comprehensive school plan process and data and assessment systems for high schools. Personally worked with high school principals on school planning. At Stupski Foundation coached Chief Academic Officers in urban districts including Baltimore, New Haven CT with a focus on school turn around. Lead team of 35 researchers examining the turn-around process in 4 urban districts that had significantly increased the achievement of students of poverty and color. 11 years leading the turnaround of a charter high school CMO from one of the lowest in the Bay Area to one of the highest. Spearheaded the dual enrollment and pathways program at LPS Oakland - with 90% of class of 2018 graduating with college credit; 38% graduating with the UC/CSU college GE math graduation requirement met; and 16% entering college as sophomores. On the CORE dashboard, LPS Oakland has the highest value add of any high school in the district - 93% exceeded value-add projections. Served on the Measure N election steering committee.

Please describe your experience in research, evaluation and analytics. Please be certain to respond to each element of the question.

Developed standards-based K-8 report cards and individual student data systems for all New Haven Unified schools when principal. Hired to lead development of assessment, data analysis and accountability systems for OUSD - implemented what was then a widely acknowledged system. At Stupski Foundation, led team of 35 researchers on an analysis of urban district turnaround using 10 years of quantitative and qualitative data to construct theory of action for accelerating student achievement, including designing a data analysis tool to visually represent qualitative data over time. Implemented theory at LPS and built data systems and ed tech tools using classroom teacher-initiated data for instructional decision making. Tools and analytics being used nationally and internationally by 3M users through partnership with ed tech non-profit Gooru. Volunteering as external evaluator for OUSD Special Education Residency grant.

Please describe your experience in financial management and audits. Please be certain to respond to each element of the question.

As Associate Superintendent in OUSD during 2002 budget crisis managed \$85M budget. Reduced central staffing by over 50% while increasing achievement. Became Superintendent at LPS at the beginning of the 2008 recession and managed drastic drop in state funding without layoffs, significant achievement gains and major investments in systems building through aggressive grant development. Instituted staff budget advisory process for deep analysis of budget and both significant budget reductions and increases. Built a budgeting system called Equity Budgeting to forecast investments in areas such as newcomer and special education support.

Please describe your experience in developing program policy and administrative recommendations? Please be certain to respond to each element of the question.

Had primary responsibility for policy and administrative recommendations and presentations to the Board in the areas of Student Achievement, Accountability, State and Federal, and Office of Civil rights decrees while at OUSD. Had primary responsibility for all policy and administrative regulations at LPS. Throughout career have served on various committees advising State, Federal, and accrediting organizations on Title I policies, teacher recruitment and induction, school planning, accountability, and teacher education.

Demographics

Choosing not to answer any of the questions in this section will not disqualify you from consideration or serving.

Ethnicity

☒ Caucasian/Non-Hispanic

Gender

☒ Female

Socio-Economic Group

☒ [REDACTED]

Verification

Please indicate your agreement with the following statement

I have reviewed and understand the duties of the Commission or Committee for which I am submitting this application. I agree to perform said duties. I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

☒ I Agree

Your application must be **completed and submitted on-line via this web form**. For assistance, if needed, or response to questions, please contact Edgar Rakestraw, Jr., Executive Assistant, Board of Education, Oakland Unified School District, 1000 Broadway, Suite 680, Oakland, CA 94607-4009 or 510/879-8658 or via email at Edgar.Rakestraw@ousd.org. Your application must be **submitted** by the applicable deadline, if any.

Note: This application and your responses are a Public record and subject to disclosure.

DR. LOUISE ISORA BAY WATERS

[REDACTED]
Oakland, CA 94619

[REDACTED], louise.bay.waters@gmail.com

Educational Background

D.Ed., The Pennsylvania State University, August 1979

Higher Education Administration

M.A., Stanford University, August 1976

Cultural Pluralism in Education

Secondary Teacher Credential, UC Berkeley, March 1973

Urban Task Force

B.A., Stanford University, June 1972

Interdisciplinary Urban Studies

Professional Experience

Chief Executive Officer and Superintendent, April 2008-January 2019 (retired)

Leadership Public Schools, Oakland CA

Led network of four high poverty urban charter high schools located in the Bay Area. Developed nationally recognized data and assessment infrastructure, innovation culture, technology usage, and accelerating the achievement of under-prepared high school students. Recognized as a turn-around expert moving struggling charters to top in their districts with multiple awards. Closed two under-performing charters and moved three from struggling to recipients of US News and World Report “Best High Schools” designation and recognition for value-added achievement in English. Received major grants in the areas of data, open-education resources (OER), technology, PBIS, career pathways, high school math, dual enrollment and newcomer support. Lead designer of a number of ed tech data tools now serving over 3M users, in partnership with Gooru non-profit.

Director, Knowledge, Learning and Results, July 2006 – May 2008

Sr. Academic Practitioner and Consultant, January 2005 - July 2006

The Stupski Foundation, Mill Valley, CA.

Led the Foundation’s research and development work in designing models of powerful district reform and in high school transformation. Headed a partnership with the Gates Foundation and Springboard Schools to research exemplary districts that have instituted world-class instructional programs and accelerated low-performing students, particularly at the secondary level. Developed a web-based tool to visually represent research data on district systems alignment over time. Coached a number of districts in aligning their systems to get higher student achievement. Coached Chief Academic Officers in multiple urban districts.

Assistant and Associate Superintendent, Student Achievement, January 2000 – December 2004

Oakland Unified School District, Oakland, California. A multiethnic urban district of 46,000 students. Responsible for:

Teaching and Learning (March 2002 – December 2004)

- Curriculum, Instruction and Professional Development

- Special Education
- Early Childhood Education
- School-to-Career, Adult Education, New Schools Development Group

Implemented K-12 literacy and English Learner program reform. From these initiatives saw reading gains as high as 10% per year. Implemented district-wide middle school reading intervention and ELD program. During this time the reclassification rate for English Learners grew from 1.6% to 17.1%. Instituted rigorous categorical budget development and expenditure monitoring processes.

Accountability (February 2000 – December 2004)

- Data and Accountability Systems
- Mandated Testing and Local Assessments
- State and Federal Programs (\$85 million budget)
- Office of Civil Rights Monitoring
- Immediate Intervention in Under-performing Schools Program (IIUSP),

Aligned the instruction, assessment, data, planning, professional development and accountability systems for the district. Designed and implemented nationally recognized data and assessment system, model English Learner accountability system, and district-wide data training. Primarily responsible for exiting a 15-year Office of Civil Rights and *Comite* Bilingual decree and 9- year Office of Civil Rights oversight of the Voluntary Resolution desegregation plan.

Principal, August, 1993 – February, 2000

Cabello Elementary School, New Haven Unified School District, Union City, California. A multiethnic K-5 California Distinguished School of 970 students.

Site Leadership

Established:

- a standards-based report card and assessment system and data-driven instruction and planning
- an intense literacy focus
- instructional technology across the curriculum and for special education
- a teacher portfolio evaluation system
- a comprehensive extended-day program including a language academy with instruction in Spanish, Tagalog, Farsi and Vietnamese

District Leadership

Extended:

- standards-based elementary report card district wide K-5
- elementary extended-day program district wide K-8
- achievement data reporting system to all sites K-12
- data-based decision-making training to teams from all sites K-12

Provided consulting, workshops or support on standards-based, multiple-measure assessment to the United States Office of Education Title I division and numerous districts and organizations throughout California from 1997-1999.

Professor of Teacher Education 1985-1993

California State University, Hayward (Lecturer, Assistant, and Associate Professor).

Taught:

- Social Science Seminar, Teaching Secondary Reading , Classroom Management, student teaching supervision

Directed:

- Urban Intern Program (1988-1993) and Urban Professional Development School Program (1990-1993) in Oakland. Programs to recruit and train teachers of color and those interested in urban teaching.
- Oakland-CSUH New Teacher Support Project (1986-1990).

Teacher (High School and Middle School Social Studies, English, ESL, Home Economics; Adult Literacy: University-level Human Resource Management and American Studies)

Credentials

California: Administrative Services Credential, Clear

Secondary Teaching, Life: History, Ethnic Studies, Humanities / English

Pennsylvania: Reading Specialist

Awards

New Schools Venture Fund

Innovator of the Year, 2013

Association of California School Administrators

Oakland Administrator of the Year, 2003

Association of California School Administrators

New Haven Administrator of the Year, 2000

California School Boards Association

Golden Bell Award for school-wide reform built on standards-based assessment, 1999

California State University, Hayward

California State University, Hayward

"Distinguished Professor, School of Education," 1993

"Outstanding Recipient of Extramural Support," 1993

Phi Delta Kappa, "Outstanding Professor," 1992

Association of Teacher Educators

"Outstanding School- University Partnership Program," 1990 for the Oakland-CSUH New Teacher Support Project.

Publications

Waters, Louise. 2006. "Defining a Comprehensive Aligned Instructional System"
Mill Valley, CA: Stupski Foundation,

Waters, Louise. 1999. "How to Design a Model Standards-Based
Accountability System," in B. Farr and E. Trumbull (Eds.),
Grading: The Forgotten Piece of Assessment Reform.
Norwood, MA: Christopher-Gordon Publishers.

Waters, Louise and Bernhardt, Victoria. 1989. "Providing Effective
Support Teachers: It's Not As Easy As It Looks." In J.
Reinhartz (Ed.)Teacher Induction. Washington, D.C.:
National Education Association.

Waters, Louise. 1982. Occupational Reading. Belmont, CA: Wadsworth

Waters, Louise. 1979. The Interaction of American Cultures. State
College, PA: Pennsylvania State University American Studies
Program.

Many professional papers presented on beginning teacher support, teacher recruitment, urban
professional development schools, standards-based assessment, educational technology and linked
learning dual enrollment.

Keynote speaker on innovation, educational technology and urban education.

Recommendations

Professional papers on file with the Stanford University Career Development Center.