



Superintendent Report to the Board of Education
March 13, 2019

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.

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**

1. Student Achievement
2. Blueprint for Quality Schools
3. Outcomes for Students with Disabilities

**Fiscal
Vitality**

4. Budget Development
5. Budget Management & Monitoring
6. Facilities Bond Management
7. Revenue Generation

**Organizational
Resilience**

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:

- **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](#).
- **Facilities Projects Update:**
 - **Fremont High:** The exterior shell of the 2 story modular building is nearing completion with 2nd floor panel installations. Bioretention planters are under construction. Work has started on interim housing for Wellness Center. Next up: exterior cladding of 2 story modular.
 - **Glenview:** The shell on western half of the project is complete allowing the start of the interior mechanical and electrical work. The shell on the eastern half of project is underway through February. Next up: Scaffolding installation to start insulation and cladding of exterior walls.
 - **The Center:** The interior sheetrock and wall finishes are underway. Mechanical/Electrical work is nearing completion. The window installation is underway. Up next: Installation of roof top mechanical and process equipment.
 - **Madison:** The 2nd floor and roofing framing have been completed. Next up: framing of exterior walls.

QUALITY COMMUNITY SCHOOLS

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

- **School 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: Network 3

- **GOAL 2: STUDENTS ARE PROFICIENT IN STATE ACADEMIC STANDARDS:**



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- We have been engaging in work around using complex text in instruction. Different school sites are working on different aspects of this work, such as selecting texts that have adequate complexity, planning text-dependent questions, using close reading protocols, and unpacking sentences.
- At Acorn Woodland, 74% of 3rd graders were Near or Above standard in the Math IAB.
- At Madison Primary, 91% of 5th graders and 78% of 4th graders were Near or Above standard in the Reading Informational Text Interim exams (IAB).
- At Burckhalter, 60% of 3rd graders are Above grade level on the Reading Informational Text Interim Exams (IAB).
- **GOAL 3: STUDENTS ARE READING AT OR ABOVE GRADE LEVEL:**
 - 31.1% of students are reading at or above grade level as measured by Scholastic Reading Inventory (SRI).
 - Cleveland has an 8% increase of students reading at or above grade level at the mid-year point, Howard has a 5% increase.
 - Madison Primary has reduced the percentage of students multiple years behind by 5%.
- **GOAL 4: ENGLISH LEARNERS ARE REACHING ENGLISH FLUENCY:**
 - Network-wide, 10.3% of ELLs met the Mid-Year SRI criteria, compared to the district average of 7.8%
 - 22.5% of ELLs at Acorn met the Mid-Year SRI criteria
 - 15.3% of ELLs at Greenleaf met the Mid-Year SRI criteria
- **GOAL 5: STUDENTS ARE ENGAGED IN SCHOOL EVERYDAY:**
 - We have been doing focused work with attendance teams at focal schools. Overall, we have seen a Network-wide increase in positive attendance of 4.4% and a decrease in chronic absence of 2.7%.
 - Bella Vista, Brookfield, EnCompass, Madison and Rise have all decreased chronic absence by more than 5% in comparison with this same week in 2017-18!!!

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:

- **Recruitment**

- **New Teacher Staffing Process:**

- **Early Contracts** - Early Hiring has begun this year targeting diverse talent in hard to staff subject areas (Spanish, Math, Science, & Special Education). Recruitment team has been



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providing various training to principals & Personnel Committee members via phone, in-person, PowerPoint presentations, videos, and 1:1 meetings.

- **Article 12** - In December, Principals received an annual memo detailing the New Teacher Staffing Process which included training materials, updates, and timelines. Recruitment team has been providing various training to principals & Personnel Committee members via phone, in-person, PowerPoint presentations, videos, 1:1 meetings.

Incentives to attract top diverse talent:

- **Teacher/Employee Housing Options**
 - **Landed** and **Extra Yard for Teachers**, in partnership with the **Mayor's office**, hosted a Community Resources pop-up event for Financial Wellness for Local Teachers and School Staff. Over 100 OUSD employees were in attendance.
 - **Roomily** (a housing match service) has launched and is piloting their services with OUSD. Go [here](#) for more information on an Oakland Technical High School parent providing housing for current teachers.
- **Recruitment Events** - All dates are set, [advertising](#) widely has commenced, [school sites](#) and [candidates](#) have RSVP'd for the events.
- **University Career Fairs/Classroom Visits/Non-Profit Organization Presentations/Webinars:** Stanford, UC Berkeley, Fresno, BATTI, Super Stars Literacy Program, Mills, SFSU, CSUEB, etc.
- **1:1 Candidate Cultivation:** Recruitment team provides daily 1:1 phone or in-person sessions to respond to inquiries and coach potential candidates. **Signing Bonus** - pursuing a signing bonus for Special Education which in the past helped us to open the school year with single digit vacancies. In marketing videos/materials we highlight the many benefits of working in OUSD.
- **Monthly SpEd Credential Information Sessions & Free Weekly Informal Test Prep** - providing a Professional Learning Community for potential candidates to support each other, ask questions, and share wins. 1:1 coaching is provided to support candidates with short and long term planning.
- **Employee Profiles** - Highlighting current employees' positive experiences and sharing their inspiring stories throughout the district and the wider community. Training other departments to highlight their positive stories to use for marketing.
- **Visiting Teacher Program/International Teachers** - In collaboration with an OUSD Alum with a disability, the Recruitment team, launched a website dedicated to OUSD Visiting Teachers/International Teachers which include pertinent information, upcoming events, and FAQs. To increase community within this group and their commitment to OUSD, the Recruitment team holds 1:1 coaching, quarterly meetings, and regular outings (e.g. Napa, Friday Nights at Oakland Museum, Monterey Bay Aquarium, get togethers, etc.).
- In an effort to **Grow Our Own talent into a Certificated/Classified Pipeline District-Wide**, in addition to the efforts aforementioned, we are also focusing our efforts on:



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- **OUSD Alumni:** Continuing to work with College Track and other potential funders to support more OUSD Alumni to secure permanent positions in OUSD.
- **Substitutes:**
 - Hosting monthly Guest teacher interviews and providing 1:1 coaching for current substitutes to grow into permanent roles.
 - Continuing to support candidates to consider Temporary Permit Statutory Leave. Benefits: (1) a group of trained temporary teachers to cover for leaves and (2) a way to keep current emergency permit teachers developing while they meet necessary CTC requirements.
- **Retention & Employee Development**
 - **Fundraising** for Pipeline Development, Residency Development & Early Career, Emergency and Intern Teacher Support
 - Awarded the following state and private funding to support the development and retention of high quality educators in Oakland:
 - In late December, we received the Local Solutions Grant to support the Recruitment & Retention of Special Education teachers, including debt relief, tuition assistance, testing support, and professional development, including mentor stipends and paid training. This state funding results in a \$381K annual investment in increasing the quality, retention and support of our Special Education teacher workforce.
 - Also in December, we received the STEM Residency expansion grant to continue our partnership with UC Berkeley and CSU-East Bay, in partnership with Trellis Teacher Scholars.
 - In partnership with Community Schools & Student Services, we received a \$45K investment from the Haas Sr. fund to continue to recruit, support, and develop youth workers and after school staff into Oakland teachers.
 - We submitted and are awaiting news from the Salesforce Foundation to build a comprehensive career ladder for staff across the trajectory from HS diploma/GED to emerging leader at the middle school level, and are thrilled by the opportunity to support the recruitment and retention of highly qualified, diverse, and well-supported educators at Oakland middle schools. These funds will be used to offset tuition, repay debt, support mentorship, professional development, testing & related fees, and career advancement for all staff at the middle school level.
 - We submitted a second residency application to the state to develop a district-charter Special Education teacher residency in partnership with LMU.
 - **Pipeline Development:** Prospective teachers in our pipelines receive 360 degree support through our pipeline programs: Mentor and cohort support and case management; test preparation support; application support for credentialing programs; tuition and supplies support; opportunities for professional growth through



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observations, and contact with experienced teachers. These are part of our Grow Our Own initiatives supporting the cultivation of highly-qualified teachers that reflect Oakland's communities.

- After-school to Teacher Pipeline (A2T) in partnership with Community Schools and Student Services: Launched in 2016
 - Eight teachers are being supported through the teacher credentialing path from the first two cohorts.
 - Launched the 3rd cohort in January 2019 for four candidates. Pool is currently growing to max of ten.
- Classified to Teacher Pipeline (C2T): Launched in 2017
 - Currently 40 Classified Employees are being supported in the pipeline
 - Admitted four additional candidates in January 2019
- **Emergency Permit and Intern Teacher Support:** Identification and support of our most vulnerable teachers.
 - Hold monthly Emergency Permit Orientations to demystify the credentialing process and help identify a credentialing pathway plan
 - Match emergency permit and Intern teachers with experienced and qualified Mentor Teachers with matching credential backgrounds for teacher development and social-emotional support one-on-one or in small collegial cohorts.
 - Implementation of curriculum and resources designed to improve teaching through critical analysis of practices using the CSTP as a framework.
 - Provision of test preparation support for CBEST, CSET and RICA online and in-person through coordinated tutoring groups.
 - Ongoing coordination with partnering Intern credential programs to bookend support for Intern teachers through monitoring of academic, professional and social-emotional health and progress.
- **Mentor Teacher Support:** Identification and support of diverse, experienced and qualified teachers and teacher leaders to support our Intern teachers and teachers with Emergency Permits, with the understanding that mentoring also promotes growth and retention for Mentor Teachers.
 - Monthly Zoom meetings to review curriculum agendas and address issues germane to pathways for teachers
 - Ongoing one-on-one phone and email support and check-ins
 - Monitoring of Mentor Feedback form to respond to questions and needs
 - Coordination of training for Mentor Teachers through New Teacher Support to ensure their qualification
- **New Teacher Support:** The New Teacher Support Team manages our district's Teacher Induction Program (formerly known as BTSA) and our current grant-funded partnership with the New Teacher Center to develop high quality teacher development coaches/mentors in OUSD.



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- **New Teacher Center Partnership:** Awarded \$600k for a 2.5 year grant-funded partnership with the New Teacher Center to improve the quality of our Teacher Induction Program (formerly known as BTSA) and develop a common coaching/mentoring model that can be applied district-wide
 - In our first year of partnership, we have a cohort of 60 Instructional Teacher Leaders, Early Literacy Coaches, Special Education Coaches, and Teachers on Special Assignment participating in intensive (80 hours), high quality professional learning on effective coaching/mentoring practices, driven by the New Teacher Center's proven model. Through PD, communities of practice, and 1:1 in-field coaching, Coaches further their capacity to engage teachers in high-leverage interactions focused on effective lesson/unit planning, analyzing student data to drive instruction, and high-impact observation cycles.
 - Collectively, our NTC pilot Coaches support the growth and development of 104 early career teachers (with Emergency Permits, Intern Credentials, and Preliminary Credentials) and document their progress on focus Oakland Effective Teaching Framework (OETF) indicators over time. Simultaneously, our Coaches measure their own growth in accordance with NTC's Mentor Practice Standards.
 - We are currently discussing plans to expand the New Teacher Center model in OUSD so that all teacher development coaches have access to high quality professional development on effective coaching practice.
- **Primary OUSD Teacher Induction Program:** In addition to the Pilot Cohort with the New Teacher Center, the New Teacher Support Team operates our district's larger Teacher Induction Program, in which 120 Coaches (including full time teachers, retired teachers, and central office leaders) support over 250 teachers with Preliminary Credentials, helping them grow their practice, improve student learning outcomes, and earn their Clear CA Credentials.
 - Ensured Participating Teachers were paired with a qualified coach within the first 6 weeks of the 2018-19 school year
 - Developed and implemented a 6-session professional learning series (18 hours total) aligned with NTC's model on effective coaching/mentoring practice to ensure all Induction Coaches and Mentor Teachers have the ongoing professional learning opportunities needed to effectively support and grow early career teachers
- **Leadership Development Update:** In alignment with our priority of Organizational Resilience, we will offer four Values-based Leadership Development training sessions spring, 2019:
 - **Senior Leader Orientation:** Focusing on Senior Leaders (Executive Director and above) hired in 2018, we will provide a ½ day foundational experience grounded in our core Values, SEL Signature Practices, and OUSD Leadership Core Competencies.



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- **LTE: Change/Conflict:** Leading Towards Excellence is our flagship program offered to all employees across the organization. This two-day session will provide skills and tools to navigate conflict, manage change/transitions, and develop SEL strategies to improve leadership capacity:
- **Managing Implicit Bias:** An integral component of effective leadership development includes the ability to create an inclusive environment. To that end, we will offer a three-day training session focused on increasing your awareness of how implicit bias can unconsciously impact your thoughts, attitudes, language and behavior while learning strategies to help manage this behavior.
- **Leading and Managing Towards Excellence:** Participants will increase their leadership and management skills, learn strategies to navigate conflict, manage crucial conversations, ask for accountability, build teams, and increase SEL skills. Focused on employees across the organization who are managing teams, this three-day seminar will also offer a Behavior Styles assessment.

CLOSING REMARKS

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