OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Memo

To	Board of Education
From	Joshua R. Daniels, General Counsel Jody Talkington, Senior Director of Strategic Projects
Board Meeting Date	June 17, 2020
Subject	2019-20 Board End-of-Year Self-Evaluation

Action	Conduct an end-of-year self-evaluation of the School Board and review a draft of the Governance Handbook
Background	The School Board's 2019-20 Work Plan is an outline of its priorities—i.e., the issues on which the Board believes it should be focusing. The Work Plan identified three broad priority areas: (i) Quality Community Schools, (ii) Fiscal Vitality, and (iii) Organizational Wellness. For each high priority topic, the associated key strategy or strategies within the Superintendent's 2019-20 Work Plan (if applicable) is listed. Additionally, for each high priority topic: • there are one or more associated deliverables; • there is an estimate of which months the Board will take up the topic; and • there is an estimate of the hours the Board will spend on the topic in open session (as part of a regular Board meeting), in closed session, in a special Board meeting, and/or in a Board committee. As noted at the adoption of the Board's Work Plan, the purpose of including deliverables is to help the Board determine whether it has been successful in focusing on a specific topic. One of the reasons for including estimated months and estimated hours is to help the Board in its mid-year and end-of-year self-evaluations.

It is important to note that the Board has and will take up and spend time on other items. The difference between such items and the items in the Work Plan is that the Board is expressing its intent to evaluate itself based exclusively on the Work Plan items and—when limited by time or other resources—to first focus what is in the Work Plan.

Discussion

Attached is the End-of-Year Analysis of 2019-20 Board Work Plan, which delineates the months in which the Board has taken up a topic and the amount of time it spent on each topic. After reviewing the Analysis, the Board will examine and discuss the following:

- Did the Board meet its own expected time spent and deliverables?
- For those expectations that were met, what factors contributed to enabling the Board to meet them?
- For those expectations that were not met, what factors contributed to preventing the Board from meeting them?
- The Board spent significant amounts of time on two topics (COVID-19 and charter matters) which were not part of its Work Plan. In retrospect, would the Board have wanted to add/remove any topics or significantly modify the amount of time projected to be allocated to any topics? Why or why not?

It is worth clarifying that this exercise, by itself, is NOT meant to determine whether the Board did a "good" job or a "bad" job. There might be good reasons why the Board deviated from its intended topics (e.g., unexpected crises) and there might be bad reasons why the Board focused on an intended topic (e.g., inability to reach agreement by the Board). Rather, the purpose of this exercise is to support the Board in building its capacity to plan and utilize the limited time it has at Board meetings to conduct the important work of the District.

From 2014-15 through 2017-18, the Board responded to an anonymous self-evaluation questionnaire at the end of every school year. This did not occur at the end of 2018-19. The same questionnaire has been provided to the Board for 2019-20 and the aggregate responses will be provided at the meeting. The prior responses (without 2019-20) are attached.

A draft of the Governance Handbook is also attached. The Board will have a chance to review and discuss it, particularly in light of its

conversations regarding the End-of-Year Analysis of the 2019-20 Board
Work Plan as well as the responses to the self-evaluation questionnaire.

Fiscal Impact   N/A

Attachment   End-of-Year Analysis of 2019-20 Board Work Plan
                           2019-20 Board Work Plan
                           Self-Evaluation Questionnaire

Oakland Unified School District
School Board 2019-20 Work Plan
End-of-Year Self-Evaluation

The School Board adopted its 2019-20 Work Plan on October 10, 2019. The Work Plan is intended to be an outline of its priorities—i.e., the issues on which the Board believes it should be focusing. The Work Plan identified three broad priority areas—(i) Quality Community Schools, (ii) Fiscal Vitality, and (iii) Organizational Wellness—which track the same priorities areas as the Superintendent's 2019-20 Work Plan. For each high priority topic, the associated key strategy or strategies within the Superintendent's 2019-20 Work Plan (if applicable) is listed. Additionally, for each high priority topic, the Work Plan lists:
- One or more associated deliverables
- The months during which the Board is projected to take up the topic
- The hours the Board is projected to spend on the topic in open session as part of a regular Board meeting, in closed session, in a special Board meeting, and/or in a Board committee

For each priority area, the below set of charts contains the information in the original Work Plan as well as:
- The deliverables which have been met (as of June 12, 2020) or are expected to be met by June 30, 2020 are indicated by a ☑ and have been bolded, with those that are expected to be met indicated with an "*"
- The actual months in which the Board took up the associated topic
- The actual number of hours the Board spent on the topic in open session as part of a regular Board meeting, in closed session, or in a special Board meeting (the number of hours spent in a Board committee is not included)

In reviewing the analysis, the Board will examine and discuss the following:
- **Did the Board meet its own expected time spent and deliverables?**
- **For those expectations that were met, what factors contributed to enabling the Board to meet them?**
- **For those expectations that were not met, what factors contributed to preventing the Board from meeting them?**
- **The Board spent significant amounts of time on two topics (COVID-19 and charter matters) which were not part of its Work Plan. In retrospect, would the Board have wanted to add/remove any topics or significantly modify the amount of time projected to be allocated to any topics? Why or why not?**

Priority Area #1: Quality Community Schools

Topic	Deliverable(s)	Projected Months (checked)	Actual Months (checked)		Regular Open Session Hours	Closed Session/ Special Meeting Hours	Total
Blueprint for Quality Schools Action Plan *Connected Supt Key Strategy: Provide quality and fiscally sustainable school options in every neighborhood*	☑ **Approve Blueprint for Quality Schools Action Plan – Cohort 2** ☐ Approve Blueprint for Quality Schools Action Plan – Cohort 3	Aug, Sep, Apr	Aug, Sep, Mar, Oct, Apr, Nov, Jun	*Proj.*	12	3	15
				Act.	12.1	-	12.1
Local Control and Accountability Plan *Connected Supt Key Strategies: Provide high quality professional development to transform teaching and leadership; Implement targeted strategies to improve outcomes for subgroups*	☑ **Adopt LCAP*** ☐ Receive update/presentation on student outcomes (progress on Instructional Focus Plan) ☐ Receive update/presentation on SPED six priority areas	Feb, Sep, Oct, Apr, Nov, May, Jun	Oct, Nov, May, Dec, Jun	*Proj.*	6	6	12
				Act.	3.9	2.5	6.4
Quality School Development Policy *Connected Supt Key Strategy: Provide high quality professional development to transform teaching and leadership*	☐ Approve revised BP 6005 (Quality School Development)	Apr	(none)	*Proj.*	2	-	2
				Act.	-	-	-
Open Enrollment Policy *Connected Supt Key Strategy: Provide quality and fiscally sustainable school options in every neighborhood*	☐ Approve revised BP 6115 (Open Enrollment Policy) re Opportunity Ticket ☑ **Receive update/presentation on proposed broader revisions to BP 6115 (Open Enrollment Policy)***	Sep, Oct, May	Jan, Mar, Oct, Apr, Nov, Dec, Jun	*Proj.*	3	-	3
				Act.	7.1	3.0	10.1
			Total Annual Projected Hours		23.0	9.0	32.0
			Total Annual Actual Hours		23.1	5.5	28.6

Topic	Deliverable(s)	Projected Months		Actual Months			Regular Open Session Hours	Closed Session/ Special Meeting Hours	Total
2020-21 Budget *Connected Supt Key Strategy: Budget for student achievement*	☑ **Approve 2020-21 budget*** ☐ Hold 2 study sessions on budget development process ☑ **Approve revised 3150 (Results-Based Budgeting Policy)**	☐ Jul ☐ Aug ☑ Sep ☑ Oct ☑ Nov ☑ Dec	☑ Jan ☑ Feb ☑ Mar ☑ Apr ☑ May ☑ Jun	☐ Jul ☑ Aug ☑ Sep ☑ Oct ☑ Nov ☑ Dec	☐ Jan ☑ Feb ☑ Mar ☐ Apr ☑ May ☑ Jun	*Proj.*	10	9	19
						Act.	18.6	8.1	26.7
2020 G.O. Bond Measure *Connected Supt Key Strategy: Strengthen Facilities Bond Management*	☑ **Approve updated 2019-2023 Facilities Master Plan** ☑ **Consider approval of 2020 November G.O. Bond Measure***	☐ Jul ☐ Aug ☐ Sep ☑ Oct ☐ Nov ☑ Dec	☑ Jan ☐ Feb ☐ Mar ☑ Apr ☐ May ☑ Jun	☐ Jul ☐ Aug ☐ Sep ☑ Oct ☐ Nov ☑ Dec	☐ Jan ☐ Feb ☑ Mar ☑ Apr ☑ May ☑ Jun	*Proj.*	5	-	5
						Act.	6.1	2.0	8.1
				Total Annual Projected Hours			**15.0**	**9.0**	**24.0**
				Total Annual Actual Hours			**25.0**	**10.1**	**35.1**

Priority Area #3: Organizational Wellness

Topic	Deliverable(s)	Projected Months	Actual Months		Regular Open Session Hours	Closed Session/ Special Meeting Hours	Total
3-5 Year District Strategic Plan *Connected Supt Key Strategy: Implement effective engagement, communication, and connection with students and families*	☐ Approve 3-5 Year District Strategic Plan	☐ Jul ☐ Jan ☐ Aug ☐ Feb ☐ Sep ☐ Mar ☐ Oct ☐ Apr ☐ Nov ☑ May ☐ Dec ☑ Jun	☐ Jul ☐ Jan ☐ Aug ☐ Feb ☐ Sep ☐ Mar ☐ Oct ☐ Apr ☐ Nov ☐ May ☐ Dec ☑ Jun	*Proj.*	2	6	8
				Act.	-	3	3
Superintendent Evaluation *Connected Supt Key Strategies: All*	☑ **Evaluate Superintendent (mid-year)** ☑ **Evaluate Superintendent (annual)**	☐ Jul ☐ Jan ☐ Aug ☐ Feb ☐ Sep ☐ Mar ☐ Oct ☐ Apr ☐ Nov ☐ May ☑ Dec ☑ Jun	☐ Jul ☑ Jan ☐ Aug ☑ Feb ☐ Sep ☑ Mar ☐ Oct ☑ Apr ☐ Nov ☑ May ☑ Dec ☑ Jun	*Proj.*	-	2	2
				Act.	-	2.5	2.5
Board Governance *Connected Supt Key Strategy: N/A*	☑ **Conduct board self-evaluation (mid-year)** ☑ **Conduct board self-evaluation (annual)** ☑ **Hold 5 governance retreats**	☐ Jul ☐ Jan ☑ Aug ☑ Feb ☑ Sep ☐ Mar ☑ Oct ☐ Apr ☐ Nov ☐ May ☑ Dec ☑ Jun	☐ Jul ☑ Jan ☑ Aug ☑ Feb ☑ Sep ☑ Mar ☑ Oct ☐ Apr ☐ Nov ☐ May ☐ Dec ☑ Jun	*Proj.*	2	15	17
				Act.	0.9	19.6	20.5
Grand Jury Report Follow-Up *Connected Supt Key Strategy: N/A*	☐ Receive fiscal analysis of Local Business Util. policy ☑ **Adopt revised Governance Handbook*** ☑ **Adopt Whistleblower policy** ☐ Consider approval, as appropriate, of recommendations from 2017-18 Bond Audit Report	☐ Jul ☑ Jan ☐ Aug ☑ Feb ☐ Sep ☑ Mar ☐ Oct ☐ Apr ☐ Nov ☐ May ☑ Dec ☐ Jun	☐ Jul ☑ Jan ☑ Aug ☐ Feb ☑ Sep ☐ Mar ☐ Oct ☐ Apr ☐ Nov ☑ May ☐ Dec ☑ Jun	*Proj.*	8	-	8
				Act.	0.4	3.2	3.0
			Total Annual Projected Hours		12.0	23.0	35.0
			Total Annual Actual Hours		1.3	28.3	29.6

Analysis Notes

The School Board held 41 noticed meetings in 2019-20, which included the annual organizational meeting, 20 special meetings and 20 regular meetings (plus one regular meeting cancelled). Due to the local shelter in place orders, the final 13 meetings, starting with the special meeting on March 19, have been virtual (indicated with italics). The dates and types of these meetings are detailed in the tables below.

Fall 2019				Spring 2020		
Board Meeting Date	Reg.	Spec.		Board Meeting Date	Reg.	Spec.
July 2		X		January 6	Annual Org	
August 3		X		January 6		X
August 14	X			January 8	X	
August 20		X		January 22	X	
August 28	X			February 1		X
September 4		X		February 5		X
September 6		X		February 12	X	
September 11	X			February 26	X	
September 25	X			March 4		X
October 10	X			March 11	X	
October 23	X			*March 19*		X
November 6		X		*March 25*	X	
November 13	X			*March 31*		X
November 20		X		*April 7*	X	
December 2		X		*April 22*	X	
December 11	X			*May 6*		X
December 18		X		*May 13*	X	
December 19		X		*May 27*	X	
				June 3	Cancelled	
				June 10	X	
				June 17		X
				June 19		X
				June 24	X	
				June 29		X

Many of the special meetings were called for specific purposes. For example, the special meetings on November 20 and February 5 were called completely or mostly to address charter issues. Additionally, the regular meeting on September 25 was held but needed to be cancelled due to protests that disrupted the meeting, and the regular meeting on June 3 was cancelled in advance.

The methodology to capture the months and time for each topic was simple—the agendas were reviewed to determine the months during which a topic was covered and the videos were reviewed to determine the time spent on each topic. The more challenging part of the analysis was how to determine into which topic, if any, a particularly Board item should fall. This analysis took an inclusive view of whether to place an item within a topic. One example of this was Item T.-3 (File ID: 19-2045), *Expansion of Thornhill Attendance Boundary – Absorbing the Kaiser Attendance Boundary (First Reading)*, on October 10, 2019 and Item S.-3 (File ID: 19-2045), *Redrawing Kaiser Attendance Boundary (Second Reading)*, on October 23, 2019. While these related items do not directly relate to the Blueprint for Quality Schools, these items would not exist but for the Blueprint for Quality Schools. That is, the need to redraw the attendance boundary for residences in the former Kaiser Elementary School attendance zone was the result of the Blueprint decision to merge Kaiser with Sankofa on the Sankofa campus. On this basis, the above analysis categorizes these two items under the topic of Blueprint. Similarly, many facilities-related items (e.g., items related to the Facilities Master Plan, bond audit items, and items for contractors to help the District plan for a possible bond measure) were categorized under the topic of the 2020 G.O. Bond Measure.

Lastly, it is important to note again that the Board has and will take up and spend time on other items. The difference between such items and the items in the Work Plan is that the Board is expressing its intent to evaluate itself based exclusively on the Work Plan items and—when limited by time or other resources—to first focus what is in the Work Plan.

Oakland Unified School District
School Board 2019-20 Work Plan

What the Work Plan is and What the Work Plan is Not:

The Work Plan is an outline of the highest-level actions for the School Board. For each high priority topic, the associated key strategy or strategies within the Superintendent's Work Plan (if applicable) is listed. Additionally, for each high priority topic:

- there are one or more associated deliverables;
- there is an estimate of which months the Board will take up the topic; and
- there is an estimate of the hours the Board will spend on the topic in open session (as part of a regular Board meeting), in closed session, in a special Board meeting, and/or in a Board committee.

The purpose of including deliverables is to help the Board determine whether it has been successful in focusing on a specific topic. The purpose of including estimated months and estimated hours is to help the Board in its mid-year and annual self-evaluations. At the mid-year self-evaluation, for instance, the Work Plan may help the Board reflect on its time allocation for the first half of 2019-20 and help the Board determine how to reallocate its time for the second half of 2019-20.

It is important to note that the Board will take up and spend time on other items. (See the Appendix for a possible of possible items.) The difference between such items and the items on the high priority list is that the Board is expressing its intent to evaluate itself based exclusively on the high priority items and—when limited by time or other resources—to first focus on the high priority items.

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.

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.

Performance Outcomes:

1) Improve early literacy (LCAP Goal 3)
   - District-wide: Increase the percentage of kindergarten students reading at or above end-of-year benchmark, from 69.0% in 2018-19 to 72.0% in 2019-20.
   - District-wide: Increase the percentage of first grade students reading at or above end-of-year benchmark, from 51.4% in 2018-29 to 54.4% in 2019-20.

2) Improve English Language Arts, Mathematics, and Science Achievement (LCAP Goal 2)

- District-wide: Increase the Distance from Standard (DFS) SBAC score by 3 points in English Language Arts, from -53.0 points in 2018-19 to -50.0 points in 2019-20.
- District-wide: Increase average SBAC scores by 3 points in Mathematics, from -75.7 points in 2018-19 to -72.7 points in 2019-20, so that the average student score is closer to meeting standard.
- *Note: OUSD have not yet received Science results from the new California science test, so no baseline is set yet.*

3) Decrease chronic absenteeism rates for all students & targeted student populations (LCAP Goal 5)
- District-wide: Decrease from 13.6% in 2017-18* to 13.1% in 2019-20.
- African American: Decrease from 22.5% in 2017-18* to 21.5% in 2019-20.
- *Note: The baseline year is 2017-18 for chronic absence because the teachers strike in 2018-19 resulted in chronic absence rates nearly three times higher than prior years and historical trend.*

4) Decrease suspension rates for all students & targeted student populations (LCAP Goal 5)
- District-wide: Decrease out-of-school suspension rate from 3.3% to 3.0%.
- Special Education: Decrease out-of-school suspension rate from 7.9% to 6.9%.
- African American: Decrease out-of-school suspension rate from 7.8% to 6.8%.

5) Increase graduation rates for all students & targeted student populations (LCAP Goal 1)
- District-wide: Increase four-year cohort graduation rate from 73.5 in 2018 to 75.5% in 2020.
- District-wide: Decrease four-year cohort dropout rate from 12.9% in 2018 to 10.0% in 2020.
- *Note: Graduation rate is a lagging indicator so 2018 is the last reported graduation. The 2019 graduation rate will be reported in December of 2019.*

6) Increase reclassification rates for English Learners and Long-Term English Learners (LCAP Goal 4)
- District-wide increase of overall English Learner fluency reclassification rate from 8.8% to 10.0%
- District-wide increase of Long-term English Learner (LTEL) reclassification from 7.9% to 10.0%
- *Establish a status baseline for the state English Learner Progress Indicator on the Fall 2019 California School Dashboard (to be released in December 2019) using results from the state's new English Language Proficiency Assessments for California (ELPAC)*

7) Improve parents, families and students engagement (LCAP Goal 6)
- Maintain or increase the percentage of schools with at least 70% of parents who respond "Agree" or "Strongly Agree" to a set of questions regarding school connectedness and parent engagement on the California School Parent Survey, from a baseline of 93% of schools (81/87) in 2018-19.

Priority Area #1: Quality Community Schools
Ensure every school is a thriving community of learning and every student is on track to graduate college, career, and community ready.

We are committed to learning, growth, and success for every Oakland student, regardless of their background, zip code, or 'circumstance.' All students deserve access to a high quality education that builds on the resilient, collaborative learner, community leader, critical thinker, and nurtures the problem-solver they already are. We know every student will learn at high levels when instruction meets their needs and that is why we are committed to ensuring all students build the relationships to feel connected and engaged by delivering culturally responsive, standards-based instruction that engages all students in learning and leverages the unique strengths and gifts they bring to our schools.

Related Board Policies:
BP 1330 (Use of School Facilities)
BP 3541.2 (Transportation for Students with Disabilities)
BP 3625 (School Governance)
BP 3650 (Enrollment Impact Analysis)
BP 3650 (Enrollment Impact Analysis)
BP 5031 (SEL)
BP 5032 (Equity)
BP 5116 (School Attendance Boundaries)
BP 5116.1 (Open Enrollment)
BP 5137 (Positive School Climate)
BP 6005 (Quality School Development)
BP 6006 (Community of Schools)
BP 6174 (Education for English Learners)

Priority Area #1: Quality Community Schools

Topic	Deliverable	Months			Regular Open Session Hours	Closed Session/ Special Meeting Hours	Board Committee Meeting Hours	Total
Blueprint for Quality Schools Action Plan *Connected Supt Key Strategy: Provide quality and fiscally sustainable school options in every neighborhood*	- Approve Blueprint for Quality Schools Action Plan – Cohort 2 - Approve Blueprint for Quality Schools Action Plan – Cohort 3	☐ Jul ☒ Aug ☒ Sep ☐ Oct ☐ Nov ☐ Dec ☐ Jan ☐ Feb ☐ Mar ☒ Apr ☐ May ☒ Jun			12	3	-	15
Local Control and Accountability Plan *Connected Supt Key Strategies: Provide high quality professional development to transform teaching and leadership; Implement targeted strategies to improve outcomes for subgroups*	- Adopt LCAP - Receive update/presentation on student outcomes (progress on the Instructional Focus Plan) - Receive update/presentation on SPED six priority areas	☐ Jul ☐ Aug ☒ Sep ☒ Oct ☒ Nov ☒ Dec ☐ Jan ☒ Feb ☐ Mar ☒ Apr ☒ May ☒ Jun			6	6	-	12
Quality School Development Policy *Connected Supt Key Strategy: Provide high quality professional development to transform teaching and leadership*	- Approve revised BP 6005 (Quality School Development)	☐ Jul ☐ Aug ☐ Sep ☐ Oct ☐ Nov ☐ Dec ☐ Jan ☐ Feb ☐ Mar ☒ Apr ☐ May ☐ Jun			2	-	-	2
Open Enrollment Policy *Connected Supt Key Strategy: Provide quality and fiscally sustainable school options in every neighborhood*	- Approve revised BP 6115 (Open Enrollment Policy) re Opportunity Ticket - Receive update/presentation on proposed broader revisions to BP 6115 (Open Enrollment Policy)	☐ Jul ☐ Aug ☒ Sep ☒ Oct ☐ Nov ☐ Dec ☐ Jan ☐ Feb ☐ Mar ☐ Apr ☒ May ☐ Jun			3	-	-	3
				Totals	23	9	-	32

Priority Area #2: Fiscal Vitality
Ensure the prioritization of resources to maximize the impact on students with the greatest needs.

OUSD must be a financially healthy district that invests resources equitably and strategically-providing the necessary programs and services to students with the greatest need. This will require central office departments working collaboratively to revamp the budgeting process, and leveraging the recommendations of the Government Finance Officers Association. When we are able to operate at optimal levels, we will be able to spend more of our time, resources and money on our core business of teaching and learning, thus improving the district's academic return on investment.

Related Board Policies:
BP 1330 (Use of School Facilities)
BP 3100 (Budget)
BP 3100.1 (Fiscal Reserves)
BP 3100.2 (Structurally Balanced Budget)
BP 3150 (Results Based Budgeting)
BP 3280 (Sale, Lease, Rental of District-Owned Real Property)
BP 6006 (Community of Schools)
BP 7350 (Physical Assets Management)

				Regular Open Session Hours	Closed Session/ Special Meeting Hours	Board Committee Meeting Hours	Total
Priority Area #2: Fiscal Vitality							
Topic	**Deliverable**	**Months**					
2020-21 Budget *Connected Supt Key Strategy: Budget for student achievement*	- Approve 2020-21 budget - Hold 2 study sessions on budget development process - Approve revised 3150 (Results-Based Budgeting Policy)	☐ Jul ☐ Aug ☒ Sep ☒ Oct ☒ Nov ☒ Dec ☒ Jan ☒ Feb ☒ Mar ☐ Apr ☒ May ☒ Jun		10	9	20	39
2020 G.O. Bond Measure *Connected Supt Key Strategy: Strengthen Facilities Bond Management*	- Approve updated 2019-2023 Facilities Master Plan - Consider approval of 2020 November G.O. Bond Measure	☐ Jul ☐ Aug ☐ Sep ☒ Oct ☐ Nov ☒ Dec ☒ Jan ☐ Feb ☐ Mar ☒ Apr ☐ May ☒ Jun		5	-	10	15
		Totals		15	9	30	54

Priority Area #3: Organizational Wellness
Ensure a culture of divergent perspectives, creative problem-solving and mutual accountability between central office, schools, and community.

The bedrock of an effective organization is people so we must care for and support each other. Schools and their communities are the unit of change and the work of central office is to focus on customer service and quality support. As part of our ongoing efforts to create a more collaborative and mutually respectful organization, we must continue to improve upon transparent communication and quality engagement. With these conditions in place, OUSD will be able to recruit talent, cultivate their growth, and retain effective employees.

> *Related Board Policies:*
> BP 4115 (Evaluation & Supervision)
> BP 5032 (Equity)

Priority Area #3: Organizational Wellness

Topic	Deliverable	Months	Regular Open Session Hours	Closed Session/ Special Meeting Hours	Board Committee Meeting Hours	Total
3-5 Year District Strategic Plan *Connected Supt Key Strategy: Implement effective engagement, communication, and connection with students and families*	- Approve 3-5 Year District Strategic Plan	☐ Jul ☐ Aug ☐ Sep ☐ Oct ☐ Nov ☐ Dec ☐ Jan ☐ Feb ☐ Mar ☐ Apr ☒ May ☒ Jun	2	6	-	8
Superintendent Evaluation *Connected Supt Key Strategies: All*	- Evaluate Superintendent (mid-year) - Evaluate Superintendent (annual)	☐ Jul ☐ Aug ☐ Sep ☐ Oct ☐ Nov ☒ Dec ☐ Jan ☐ Feb ☐ Mar ☐ Apr ☐ May ☒ Jun	-	2	-	2
Board Governance *Connected Supt Key Strategy: N/A*	- Conduct board self-evaluation (mid-year) - Conduct board self-evaluation (annual) - Hold 5 governance retreats	☐ Jul ☒ Aug ☒ Sep ☒ Oct ☐ Nov ☒ Dec ☐ Jan ☒ Feb ☐ Mar ☐ Apr ☐ May ☒ Jun	2	15	-	17
Grand Jury Report Follow-Up	- Receive fiscal analysis of Local Business Utilization policy - Adopt revised Governance Handbook - Adopt Whistleblower policy - Consider approval, as appropriate, of recommendations from 2017-18 Bond Audit Report	☐ Jul ☐ Aug ☐ Sep ☐ Oct ☐ Nov ☒ Dec ☒ Jan ☒ Feb ☒ Mar ☐ Apr ☐ May ☐ Jun	8	-	2	10
		Totals	**12**	**23**	**2**	**37**

Appendix

In determining which items to prioritize within the Board Work Plan, the Board started with a much longer list. In the interest of good governance and public transparency, the Board has opted to share the list of the items that did not make the high priority list detailed above.

- Act on 7-11 Committee findings re real property for revenue generation
- Adopt plan to address repeat findings raised by audit
- Approve best practice policy for revising/adopting board policies
- Approve new charter authorization/oversight policy
- Approve new community schools cost structure policy
- Approve new policy on vacation accrual
- Approve plan in response to Citizen's Bond Oversight Committee annual report
- Approve plan in response to facilities financial audit
- Approve revised procurement policy (including adding environmental sustainability)
- Approve revision to reserve policy
- Approve revisions to board meeting structure
- Approve revisions to Governance Handbook
- Evaluate General Counsel (annual and mid-year)
- Receive update on procurement and contracting processes
- Receive update(s)/presentation(s) on employee retention and attendance
- Receive update/presentation on Health Benefits Governing Board financial impacts
- Review analysis and consider revisions to local business utilization policy
- Review collective bargaining agreements

OUSD Board Self-Assessment Survey Results

	2014-15	2015-16	2016-17	2017-18	2019-20
Q1 – Board members view all children achieving at high levels as their primary objective and act accordingly.					
Agree	71%	71%	83%	0%	
Partly Agree	29%	29%	17%	100%	
Not Agree	0%	0%	0%	0%	
Q2 – Board has approved core beliefs and commitments for high student achievement and efficient and effective operations.					
Agree	29%	29%	83%	86%	
Partly Agree	57%	71%	17%	14%	
Not Agree	14%	0%	0%	0%	
Q3 – Board is active in policy development and ensures that its reform priorities are codified in policy.					
Agree	29%	43%	33%	43%	
Partly Agree	57%	43%	67%	43%	
Not Agree	14%	14%	0%	14%	
Q4 – Board is diligent about monitoring the implementation of its policies to determine whether or not they are achieving their intended objectives.					
Agree	29%	29%	0%	17%	
Partly Agree	57%	71%	100%	67%	
Not Agree	14%	0%	0%	17%	
Q5 – The Board makes decisions based on relevant research.					
Agree	43%	43%	0%	0%	
Partly Agree	57%	57%	83%	71%	
Not Agree	0%	0%	17%	29%	
Q6 – Board meetings are efficient and effective and focus primarily on student achievement and other district priorities.					
Agree	0%	0%	17%	0%	
Partly Agree	71%	100%	67%	86%	
Not Agree	29%	0%	17%	14%	
Q7 – Board members treat each other, the superintendent, staff and members of the public with respect.					
Agree	29%	29%	0%	0%	
Partly Agree	71%	71%	50%	86%	
Not Agree	0%	0%	50%	14%	

OUSD Board Self-Assessment Survey Results

	2014-15	2015-16	2016-17	2017-18	2019-20

Q8 – The Board is fairly cohesive; not all votes are unanimous, but there are no "fixed factions".

	2014-15	2015-16	2016-17	2017-18	2019-20
Agree	29%	43%	0%	0%	
Partly Agree	71%	43%	83%	57%	
Not Agree	0%	14%	17%	43%	

Q9 – The Board maintains a close relationship of trust with the Superintendent and strives to facilitate his or her success.

	2014-15	2015-16	2016-17	2017-18	2019-20
Agree	14%	29%	0%	14%	
Partly Agree	86%	71%	83%	71%	
Not Agree	0%	0%	17%	14%	

Q10 – The Board ensures opportunities for the diverse range of views in the community to inform Board deliberations and decisions.

	2014-15	2015-16	2016-17	2017-18	2019-20
Agree	71%	100%	60%	43%	
Partly Agree	14%	0%	40%	57%	
Not Agree	14%	0%	0%	0%	

Q11 – The Board effectively communicates its goals, plans and policies to the community to build public understanding and support.

	2014-15	2015-16	2016-17	2017-18	2019-20
Agree	43%	71%	17%	14%	
Partly Agree	43%	29%	83%	71%	
Not Agree	14%	0%	0%	14%	

Q12 – Board members understand their role is to govern, not manage, and act in accordance with this understanding.

	2014-15	2015-16	2016-17	2017-18	2019-20
Agree	29%	29%	33%	0%	
Partly Agree	57%	71%	50%	86%	
Not Agree	14%	0%	17%	14%	

Q13 – Board members provide necessary constituent service without attempting to solve problems or otherwise cross the line into management.

	2014-15	2015-16	2016-17	2017-18	2019-20
Agree	0%	0%	0%	14%	
Partly Agree	100%	100%	83%	57%	
Not Agree	0%	0%	17%	29%	

Q14 – The Board exercises its management oversight responsibilities through audits, workshops, reports, and other methods to assure the integrity and performance of the district's management systems.

	2014-15	2015-16	2016-17	2017-18	2019-20
Agree	29%	43%	17%	14%	
Partly Agree	71%	57%	67%	57%	
Not Agree	0%	0%	17%	29%	

OUSD Board Self-Assessment Survey Results

	2014-15	2015-16	2016-17	2017-18	2019-20
Q15 – The Board strives to provide adequate resources and allocate them equitably to meet the needs of all children in the district.					
Agree	57%	71%	50%	29%	
Partly Agree	43%	29%	50%	71%	
Not Agree	0%	0%	0%	0%	

	2014-15	2015-16	2016-17	2017-18	2019-20
Q16 – The Board annually evaluates the superintendent based on the goals and performance of the district.					
Agree	71%	86%	83%	71%	
Partly Agree	29%	14%	17%	29%	
Not Agree	0%	0%	0%	0%	