

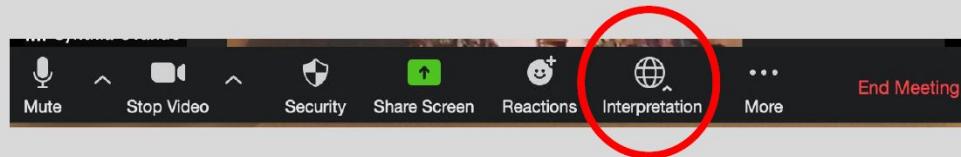
# Board Orientation November 20, 2020



# Interpretation / Interpretación / 翻譯

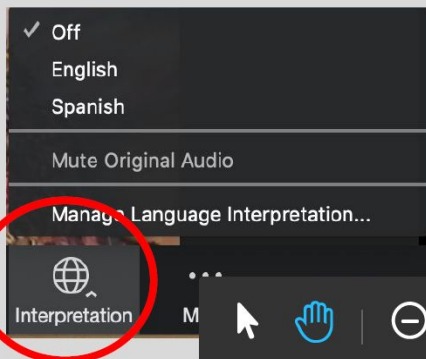
## 1 Go to Controls

Vaya a los controles | 控制項



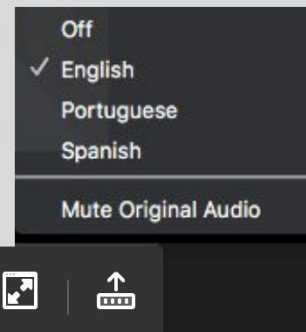
## 2 Click “Interpretation”

Clic en “Interpretación” | 翻譯



## 3 Choose a Language

Escoja un idioma | 選擇一種語言



# Welcome and Introductions

# Today's Outcomes

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- To have an opportunity to build relationships between new and returning Board Members.
- To discuss the role of trust and trust-building in an effective governance team.
- To have a common understanding of the current Board and Superintendent Work Plans and the Senior Leadership Team members who are leading each deliverable on the work plans.

# Existing Board Norms

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- Honor Time - No Sidebars, Technology Aligned to Meeting Purpose, Start and End on Time
- Act as a Collective Body - Honor Confidentiality
- Check for Understanding, Surface Assumptions
- Share Divergent Views - Value as a Learning Opportunity
- Celebrate Successes and Each Other's Contributions
- Presume Positive Intent
- No Personal Attacks

# Creating a Culture of Care

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## Getting to Our Shared “Why”



# Getting to our Shared “Why”

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## Journal Write (5min)

- Why did you decide to run for the OUSD School Board?
- What were the motivating factors or events that led to your decision to run for a School Board seat and commit your service to the students and community of Oakland?
- What element of this work represents your “X-factor,” meaning if it disappeared or wasn’t part of your work as a board member, you’d have to stop because...?
- What does success look like or feel like for you personally, what about the School Board as a collective?

# Getting to our Shared “Why”

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## Small Group Communication Structure (30min)

“Learn to Listen, Listen to Learn”

- Person 1 shares journal responses - 2, 3 and 4 listen, but do not respond
- Person 2 shares journal responses - 3, 4 and 1 listen, but do not respond
- Person 3 shares journal responses - 4, 1, and 2 listen, but do not respond
- Person 4 shares journal responses - 1, 2, and 3 listen, but do not respond
- Open discussion in group
- Identify someone to share a summary to the whole group

## Whole Group Share out (10min)

Each small group shares one highlight from their group



# Instructions for Public in Breakout Groups

The public will not be automatically added to any of these breakout rooms, but are welcome to join.

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At any time, you can leave a breakout room, rejoin the main room, and request to join a different breakout room.

Members of the public can observe any breakout room but cannot actively participate in the discussion.

# Break

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# Introducing the 2020-21 Superintendent & Board Work Plans



**As you listen to the presentations...**

- What do you see?**
- What do you think?**
- What do you wonder?**

## OUR VISION

All Oakland Unified School District (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.

## OUR MISSION

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 GRADUATE PROFILE

Resilient Learners | Collaborative Teammates |  
Community Leaders  
Critical Thinkers | Creative Problem Solvers

## OUR VALUES

**Students First:** We support students by providing multiple learning opportunities to ensure students feel respected and heard.

**Equity:** We provide everyone access to what they need to be successful.

**Excellence:** We hold ourselves to uncompromising standards to achieve extraordinary outcomes.

**Integrity:** We are honest, trustworthy and accountable.

**Cultural Responsiveness:** We resist assumptions and biases and see the gift of every student and adult.

**Joy:** We seek and celebrate moments of laughter and wonder.





## **THRIVING STUDENTS**

Our students thrive when they have purpose, when they recognize that the way things are isn't the only way they could be, and when they have been equipped through a rigorous and liberatory education with the knowledge, skills, and dispositions to make things better for themselves and their communities.

## **THRIVING SCHOOLS**

Our schools thrive when spaces are safe, welcoming to all and beautiful, and when principals, teachers, school staff and community lead together to provide the high quality learning experiences and personalized supports that students and families want and deserve.

## **THRIVING DISTRICT**

Our district thrives when we are a united Oakland, when our employees and community find collective purpose in prioritizing and embracing all students, and when it functions smoothly, coherently, and effectively in service to all Oakland students, employees, and schools.

# 2020-21 Superintendent Work Plan

	THRIVING STUDENTS	THRIVING SCHOOLS	THRIVING DISTRICT
Goals	<ol style="list-style-type: none"> <li>1) Provide high quality instruction in a distance learning and blended learning</li> <li>2) Assess and address learning and access gaps as a result of unfinished learning</li> </ol>	<ol style="list-style-type: none"> <li>1) Launch the reimagination of safe, healthy, and welcoming learning environments</li> <li>2) Increase access to high-quality, nutritious food throughout OUSD</li> </ol>	<ol style="list-style-type: none"> <li>1) Provide quality, accessible and fiscally sustainable school options in every neighborhood</li> <li>2) Create conditions for improved employee wellness</li> <li>3) Improve central department service to school sites</li> </ol>
Deliverables	<ul style="list-style-type: none"> <li>• Distribute devices and internet access to every student with a demonstrated need</li> <li>• Develop a Learning Continuity and Attendance Plan</li> <li>• Develop a Disproportionality Plan</li> <li>• Reach agreements with labor partners around implementation of the goals for Thriving Students</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a District Safety Plan for all Schools and begin year 1 implementation</li> <li>• Increase participation rates in the school meal program (breakfast and lunch)</li> <li>• Open operations of “The Center”- Central Kitchen, Instructional Farm, and Education Center</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a Comprehensive Organizational Wellness 3-year Plan</li> <li>• Recommend Amendments to BP 5116 (Open Enrollment) with short term and long term changes</li> <li>• Increase revenue generation from leases of property</li> <li>• Recommend Blueprint for Quality Schools Cohort Proposals</li> <li>• Develop and Implement System for Quality Service to Schools Data and Improvement Plans</li> <li>• Develop a 2020-23 Strategic Plan</li> </ul>

# Performance Outcomes for Supt Work Plan

Performance Outcomes Aligned to Learning Continuity and Attendance Plan		2020-21
Student performance	Increase the percentage of students reading at grade level in kindergarten and first grade for all and targeted groups.	+5 percentage points (Fall 2020 to Spring 2021 )
	Increase growth on the annual ELPAC test and English Language Progress rates for English Learners and Long-Term English Learners	+2 percentage points (compare to 18-19 rates)
Attendance / Engagement	Increase graduation rates and A-G completion for all students & targeted subgroups	+2 percentage points
	Increase daily attendance rates of students participating in learning (evidence of participation in online activities, completion of regular assignments, completion of assessments)	95% of students participating
System - related	Increase student & family connections with employees (evidence of engagement by engagement tracker, cost team service referrals, and virtual home visit)	95% of students engaged
	Increase participation and satisfaction rates in Employee Covid 19 Survey	60% participation, +10 percentage points increase in satisfaction
	Increase student access to devices and wifi for online learning	100%



# 2020-21 Board Work Plan

	THRIVING STUDENTS	THRIVING SCHOOLS	THRIVING DISTRICT
<b>Goals</b>	<ol style="list-style-type: none"> <li>1) Provide high quality instruction in distance learning and blended learning</li> <li>2) Assess and address learning and access gaps as a result of unfinished learning</li> </ol>	<ol style="list-style-type: none"> <li>1) Launch the reimagination of safe, healthy, and welcoming learning environments</li> </ol>	<ol style="list-style-type: none"> <li>1) Provide quality, accessible and fiscally sustainable school options in every neighborhood</li> <li>2) Create conditions for improved governance and new board member orientation</li> </ol>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Adopt a Distance Learning Policy</li> <li>• Adopt a Learning Continuity and Attendance Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt District Safety Plan and begin year 1 implementation</li> <li>• Updated policies on race equity</li> <li>• Provide direction and goals for a climate sustainability plan (emergency preparedness, clean energy, living schoolyards, fresh food, environmentally preferable purchasing, climate literacy)</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt Strategic Plan for 2020-2023</li> <li>• Adopt updated Enrollment Policy</li> <li>• Increase revenue generation from leases of property</li> <li>• Approve Citywide Blueprint for Quality Schools Recommendations</li> <li>• Adopt 1st, 2nd, and 3rd interim 2020-2021 budgets</li> <li>• Adopt budget for 2021-2022</li> <li>• Complete New Board Orientation Sessions</li> </ul>



# Performance Outcomes for Board Work Plan

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Performance Outcomes Aligned to Learning Continuity and Attendance Plan	2020-21
Increase the percentage of students reading at grade level in kindergarten and first grade for all and targeted groups.	+5 percentage points (Fall 2020 to Spring 2021 )
Increase growth on the annual ELPAC test and English Language Progress rates for English Learners and Long-Term English Learners	+2 percentage points (compare to 18-19 rates)
Increase graduation rates and A-G completion for all students & targeted subgroups	+2 percentage points
Increase daily attendance rates of students participating in learning (evidence of participation in online activities, completion of regular assignments, completion of assessments)	95% of students participating

# 2020-21 Senior Leadership Team



**Dr. Kyla JohnsonTrammell**  
**Superintendent**  
kyla.johnson@ousd.org  
[Hear from Dr. Johnson Trammell on OUSD](#)


**OUSD SENIOR LEADERSHIP TEAM**



**Curtiss Sarikey**  
Chief of Staff  
curtiss.sarikey@ousd.org



**Sondra Aguilar**  
Chief Academic Officer  
sondra.aguilar@ousd.org



**Lisa Grant Dawson**  
Chief Business Officer  
lisa.grantdawson@ousd.org



**Preston Thomas**  
Chief Systems & Services Officer  
preston.thomas@ousd.org



**Tara Gard**  
Chief Talent Officer  
tara.gard@ousd.org



**Josh Daniels**  
General Counsel  
josh.daniels@ousd.org



**Jenine Lindsey**  
Executive Director, Labor Relations  
jenine.lindsey@ousd.org



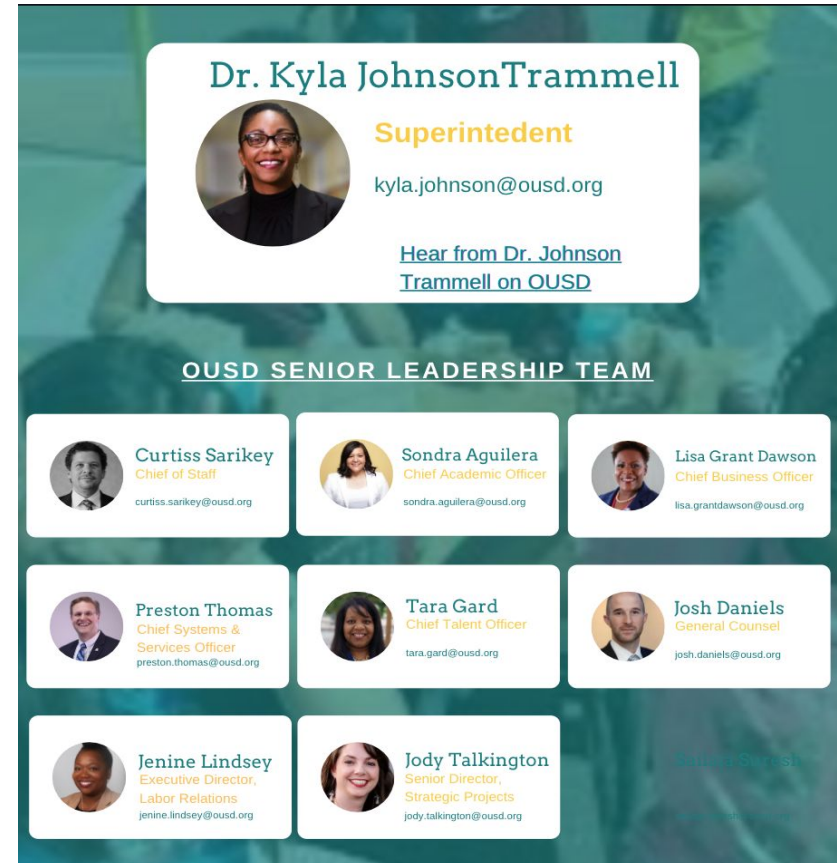
**Jody Talkington**  
Senior Director, Strategic Projects  
jody.talkington@ousd.org

## OUSD Org Charts

- ❖ Chief of Staff
- ❖ Academics
- ❖ Business and Operations
- ❖ Systems and Services
- ❖ Talent
- ❖ Legal and Labor

# World Cafe: Going Deeper with Staff

- Board members will rotate through their choice of 2 “stations” with SLT members to build relationships and share board member ideas about the work the SLT members shared earlier (Two 15 min sessions).
- Board members share with SLT members
  - **What do you see?**
  - **What do you think?**
  - **What do you wonder?**



The graphic displays the OUSD Senior Leadership Team. At the top is Dr. Kyla JohnsonTrammell, Superintendent, with her contact email kyla.johnson@ousd.org and a link to hear from her. Below her is a grid of nine team members, each with a headshot, name, title, and email address. The team includes Curtiss Sarikey (Chief of Staff), Sondra Aguilera (Chief Academic Officer), Lisa Grant Dawson (Chief Business Officer), Preston Thomas (Chief Systems & Services Officer), Tara Gard (Chief Talent Officer), Josh Daniels (General Counsel), Jenine Lindsey (Executive Director, Labor Relations), Jody Talkington (Senior Director, Strategic Projects), and Satisha Swarth.

**Dr. Kyla JohnsonTrammell**  
**Superintendent**  
kyla.johnson@ousd.org  
[Hear from Dr. Johnson Trammell on OUSD](#)

**OUSD SENIOR LEADERSHIP TEAM**

Name	Title	Email
Curtiss Sarikey	Chief of Staff	curtiss.sarikey@ousd.org
Sondra Aguilera	Chief Academic Officer	sondra.aguilera@ousd.org
Lisa Grant Dawson	Chief Business Officer	lisa.grantdawson@ousd.org
Preston Thomas	Chief Systems & Services Officer	preston.thomas@ousd.org
Tara Gard	Chief Talent Officer	tara.gard@ousd.org
Josh Daniels	General Counsel	josh.daniels@ousd.org
Jenine Lindsey	Executive Director, Labor Relations	jenine.lindsey@ousd.org
Jody Talkington	Senior Director, Strategic Projects	jody.talkington@ousd.org
Satisha Swarth		

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# Closing: Reflections & Appreciations

---

- Something\_\_\_\_\_said really pushed my thinking...
- I appreciated getting to hear a bit more about\_\_\_\_\_...
- I found it useful the way\_\_\_\_\_reframed a question or point...

# Public Comment & Questions

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# Quality Schools in Every Neighborhood!



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*Community Schools, Thriving Students*

1000 Broadway, Suite 300, Oakland, CA 94607

[www.ousd.org](http://www.ousd.org)



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# Board Orientation November 21, 2020



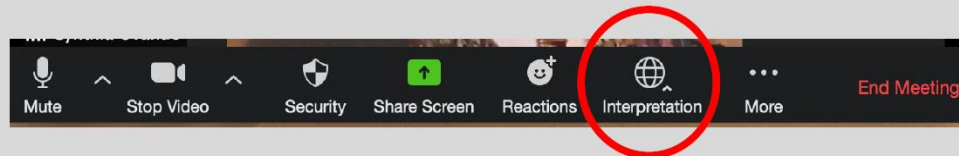


# Welcome and Introductions

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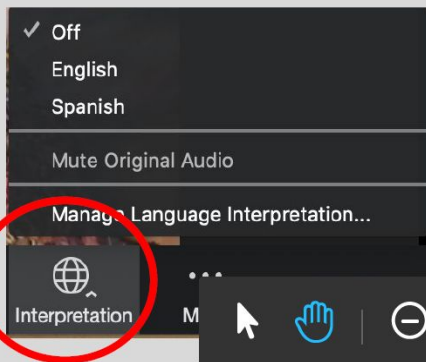
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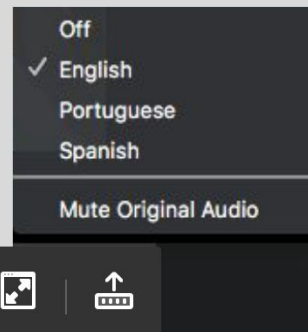
## 2 Click “Interpretation”

Clic en “Interpretación” | 翻譯



## 3 Choose a Language

Escoja un idioma | 選擇一種語言



# Today's Outcomes

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## Outcomes:

- To begin to identify the different working styles of the new and continuing board members
- To have a common understanding of communication rules and guidelines for board and staff, the strengths and weaknesses of the work styles of others on the governance team, and what we have learned about working together effectively.

# Existing Board Norms

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- Honor Time - No Sidebars, Technology Aligned to Meeting Purpose, Start and End on Time
- Act as a Collective Body - Honor Confidentiality
- Check for Understanding, Surface Assumptions
- Share Divergent Views - Value as a Learning Opportunity
- Celebrate Successes and Each Other's Contributions
- Presume Positive Intent
- No Personal Attacks

# Creating a Culture of Care

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You can't tell by looking at me...



# You can't tell by looking at me...

---

**Board Members and staff share something you'd like others to know about you that they might not expect or imagine by looking at you.**

- You don't need to share beyond your comfort zone.
- Challenge yourself
- Surface connections with others you might not assumed existed

# HOTS Activity

These are four types that identify yours and other's preferred approach in any process. While all of us can and have to come up with ideas, make plan, identify problems and check off our 'to do' lists, there is an approach we MOST prefer if we have a choice. Any process benefits from every type.

(Adapted from initial model received from André Salvage)



## Hares

They **come up with ideas**, brainstorm and dream, are problem-solvers. No idea is considered too ambitious and every idea is worth considering.



## Owls

They **develop the plan**... they advise, strategize, and formulate a plan of action. They are the one that say: "Okay, if this is what you want to do, then "step one" "step two" "step three" etc.



## Turtles

They **find the flaws** in the ideas or plans. They see that we may run out of time, treasure or talent here or there. They see potential mistakes and miscalculations.



## Squirrels

They **do the work**, research, outreach, or data entry. These are people who are meticulous, detail-oriented, and get the job done.

# HOTS Activity

**Step 1:** Read the [HOTS Activity](#) handout to identify your working style (5min)

**Step 2:** Share with a small group your most dominant style and the strengths and challenges you bring (15min)



## Hares

They **come up with ideas**, brainstorm and dream, are problem-solvers. No idea is considered too ambitious and every idea is worth considering.



## Owls

They **develop the plan**... they advise, strategize, and formulate a plan of action. They are the one that say: "Okay, if this is what you want to do, then "step one" "step two" "step three" etc.



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## Squirrels

They **do the work**, research, outreach, or data entry. These are people who are meticulous, detail-oriented, and get the job done.



# Break

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# Board Member-Staff Communication



# Board Member-Staff Communication

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## Regular Structures

- Monthly one-on-one meetings with the Superintendent
- Monthly one-on-one meetings with the General Counsel
- Bi-Weekly written “Message to the Board” from the Superintendent
- Legal Updates
- 2x2s with staff on key work



# Board Member-Staff Communication

## Fundamental Tenets

- No surprises
- Initial communications always with Superintendent and SLT members. SLT Members will connect you with other staff as needed.
- Always cc Superintendent, General Counsel, and Senior Director, Special Projects when communicating with individual SLT members

Dr. Kyla JohnsonTrammell



**Superintendent**  
kyla.johnson@ousd.org

[Hear from Dr. Johnson Trammell on OUSD](#)

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 <p>Preston Thomas Chief Systems &amp; Services Officer preston.thomas@ousd.org</p>	 <p>Tara Gard Chief Talent Officer tara.gard@ousd.org</p>	 <p>Josh Daniels General Counsel josh.daniels@ousd.org</p>
 <p>Jenine Lindsey Executive Director, Labor Relations jenine.lindsey@ousd.org</p>	 <p>Jody Talkington Senior Director, Strategic Projects jody.talkington@ousd.org</p>	 <p>Sadhana Swarsh Senior Director, Communications sadhana.swarsh@ousd.org</p>

# Board Member-Staff Communication

## Chief Academic Officer



All instructional matters  
All school site matters

## Chief Systems and Services Officer



All IT matters  
All nutrition services matters  
All custodial matters

## Chief of Staff



All external matters  
All media matters

## Executive Director, Labor & ADR



All labor matters

## Chief Talent Officer



All employee matters

## General Counsel



All legal matters

## Chief Business Officer



All finance and budget matters  
All facilities matters

## Senior Director, Special Projects



All other matters  
(will help direct to the appropriate person)

# Board Member-Staff Communication

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## Board Bylaws

- **Media (BB 9010):**
  - Board President is official spokesperson for Board
  - Individual Board members have right to speak with media and express individual viewpoints
    - When speaking with media, individual Board members should make it clear that they are not speaking for the Board unless otherwise authorized by the Board President
    - First consult with Chief of Staff to obtain more information
    - If Board member publishes written opinion, it is expectation that s/he will notify the Superintendent, the General Counsel, and other Board members in advance

# Board Member-Staff Communication

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## Board Bylaws

- **Request for Information (BB 9200):**
  - Authorizes Board member to submit a request for information to the Superintendent
  - At Superintendent's discretion, may respond to request or refer it to entire Board for consideration

# Board Member-Staff Communication

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## Board Bylaws

- **Role/Authority of Individual Board Member (BB 9005 and 9200)**
  - Refrain from performing management functions that are responsibility of Superintendent and General Counsel and staff
  - Board authority rests with Board as a whole and not with individual Board member
  - Individual Board members may not exercise any administrative responsibility with respect to the schools or command services of any school employee
  - Superintendent is neither obligated nor expected to follow directions or instructions of individual board members



# Check for Understanding

# Scenario 1: Check for Understanding

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- A Board member wants a particular school in the Board member's district to participate in an exciting field trip opportunity
- *With whom should the Board member communicate?*

# Scenario 2: Check for Understanding

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- A Board member wants information regarding suspensions for all schools in the Board member's district
- *With whom should the Board member communicate?*

# Scenario 3: Check for Understanding

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- A reporter contacts a Board member with a question regarding what the District is doing to reduce suspensions.
- *With whom should the Board member communicate?*

# Scenario 4: Check for Understanding

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- One staff member at a school site emails you (a Board member) to express concerns about the behavior of another staff member at the same site.
- *With whom should the Board member communicate?*

# Board Comment & Questions

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# Closing: Reflections & Appreciations

---

- Something\_\_\_\_said really pushed my thinking...
- I appreciated getting to hear a bit more about\_\_\_\_\_...
- I found it useful the way\_\_\_\_reframed a question or point...

**Next Meeting:** December 11, 1-4pm

# Public Comment & Questions

---







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