Public Works LLC Report
Continuous School Improvement (CSI)
Division Redesign Overview

Presented by

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Our 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.

Our 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.

Ask of the Board

- Discuss quality community schools vision in relation to the alignment of the Continuous School Improvement Division redesign.

Total Recommendations and Commendations

TOTAL RECOMMENDATIONS 46
ALL CSI DIVISION

TOTAL COMMENDATIONS 22
ALL CSI DIVISION

Report structure:
- Each CSI Division department /network as a chapter.
- Each chapter list recommendations and commendations for that particular department/network.

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TOTAL RECOMMENDATIONS AND COMMENDATIONS BY CSI DEPARTMENT

Section #	# of Commendations	# of Recommendations
1. Overall Division of CSI Redesign		7
2. Academics and Instruction	5	4
3. Network Superintendents Team	2	8
4. Special Education	3	3
5. Community Schools & Student Services	1	4
6. English Language Learner & Multilingual Achievement (ELLMA)	2	4
7. Early Childhood Education	3	5
8. Research, Assessment and Data	2	2
9. Office of Equity	4	7
TOTAL	22	46

Public Works Recommended Themes

COMMONALITIES/THEMES OF REPORT

Theme #1: CSI Restructuring.

There exists a strong need for restructuring CSI to be more efficient and effective.

There are **over 25 positions that our team recommend to realign within CSI to be more productive, 29 positions to be eliminated, and 6 positions created**

Theme #2: Strong need to consolidate small schools improve CSI services.

The current CSI team could deliver improved services if there were fewer schools to serve.

The OUSD Board of Education must act to consolidate schools for the 2024-25 school year. Under AB 1840, OUSD is required to take “affirmative board action to continue planning for, and timely implementation of, a school and facility closure and consolidation plan that supports the sale or lease of surplus property.” The Fiscal Crisis and Management Assistance Team (FCMAT) has recommended school closures in Oakland for several years.

COMMONALITIES/THEMES OF REPORT

Theme #3: Lack of Accountability.

Many CSI departments do not use key performance indicators (KPIs) to measure and understand the performance and health of their units and to make data-driven decisions in order to achieve strategic goals.

Formal and informal evaluations are not consistently occurring to assist central office staff in self-improvement and professional development.

Theme # 4: There is a lack of **collaboration** among CSI departments and with Network Superintendents

Interviews with OUSD staff, in addition to overwhelming responses in the survey show several attempts of collaboration by CSI; however, overall there is a lack of coordination and alignment of CSI services.

COMMONALITIES/THEMES OF REPORT

Theme # 5: Lack of Clear Communication.

There is a pervasive theme throughout the schools that clear and timely communication is lacking in not just CSI, but Central Office in general.

Theme #6: Better balance is needed between site-based management/autonomy and Central Office non-negotiables that impact all schools.

Role of Central Office Discussion

What is the role of a central office?

- Implement programs according to State & Local Policies, including adhering to compliance of those policies;
- Create conditions for schools to serve students with a high quality experience;
- Build the capacity of adults that work with students to be the best support for students; and
- Identify strategic areas of focus to implement State and Local Policies to improve student success in academics and social emotional well-being.

Focus of the central office is to assist schools to implement a quality community school.

Our Priorities Identified: LCAP + STRATEGIC PLAN

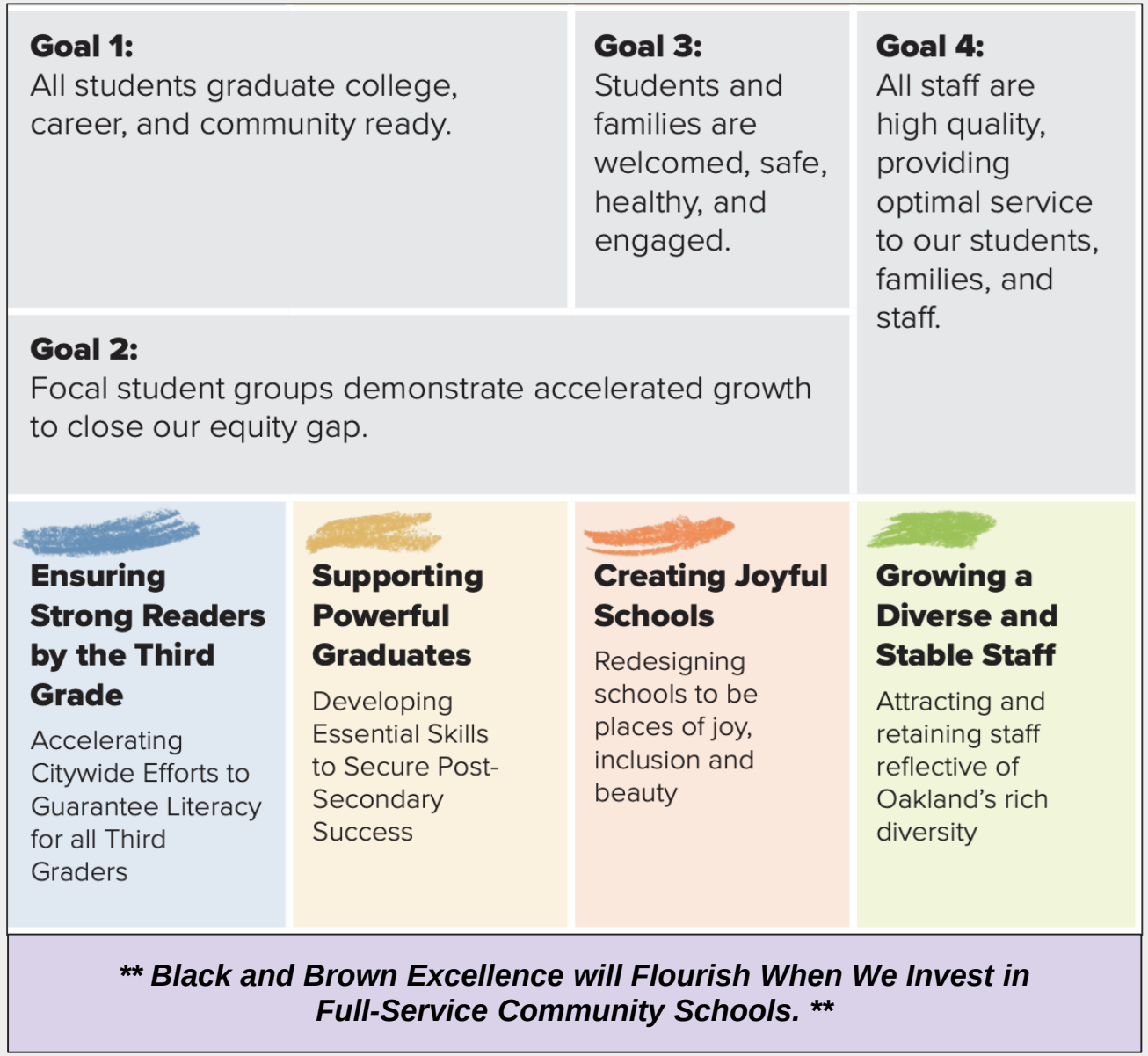
The Strategic Plan will enact the goals that the District has set out in its Local Control and Accountability Plan (LCAP).

LCAP

Our plan for addressing the needs of all students, especially our highest need students. The LCAP is adopted yearly along with the budget. The 2021 LCAP was a community effort - students, parents, staff, and community members have all contributed.

STRATEGIC PLAN

Our 3-year road map to realize our mission and vision. It is an opportunity to reimagine our work and to create an Oakland community and school system that fulfill our highest hopes and dreams for ourselves and the generations to come.

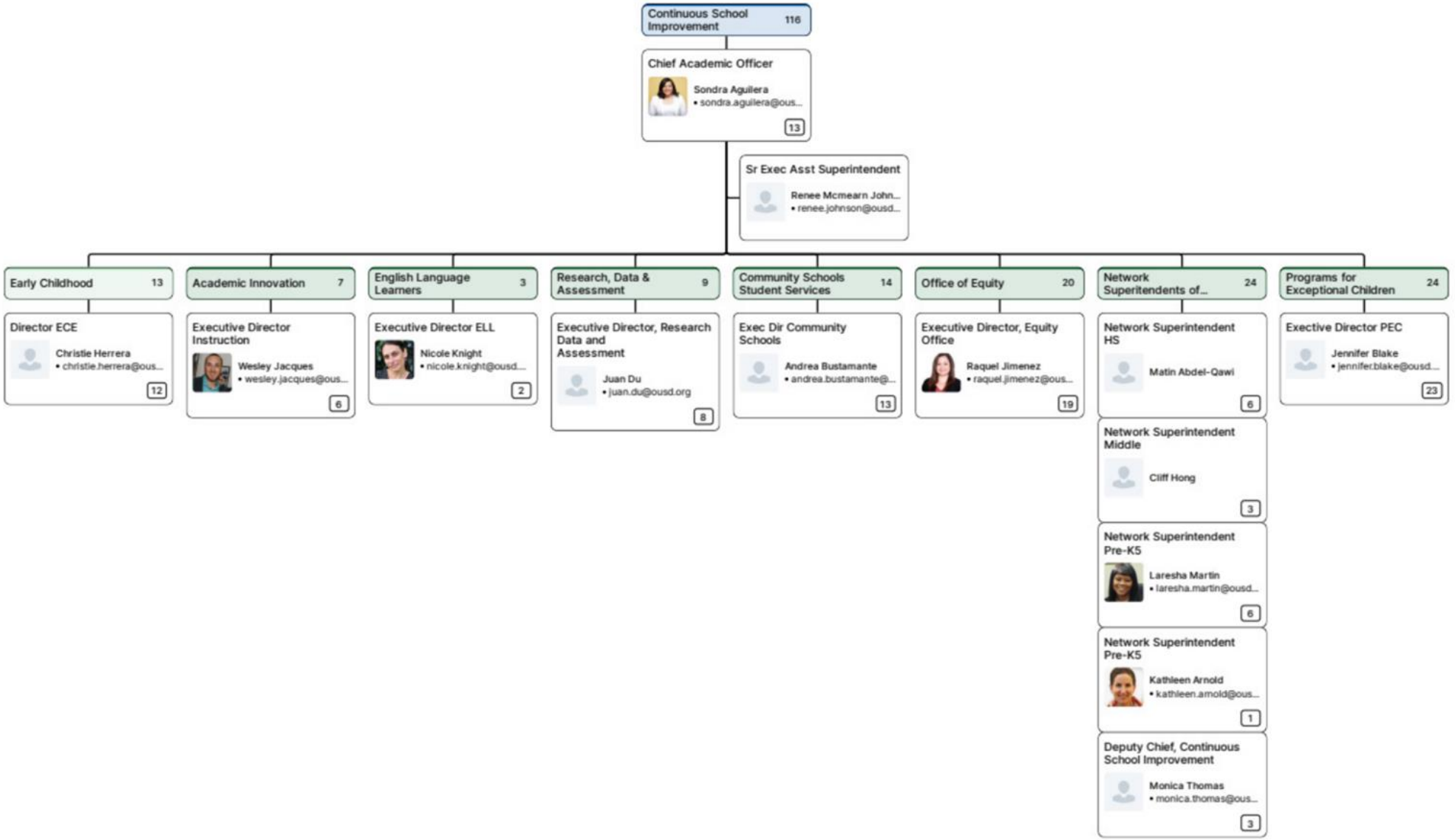


College, Career & Community School Supports

Base Program	College, Career and Community School Supports	Shared Costs
● Teachers ● Principal ● Assistant Principals ● Attendance Clerk ● Noon Supervisors ● Admin Assistant ● Prep Teachers: PE, Music, Dance, etc.	● Mental Health Services ● Family Engagement ● Teacher Coaching & Support ● Academic Acceleration Support ● College/Career & Community Supports ● Restorative Safety Supports ● Enrichment ● 1:1 Device and Tech Support	● Custodians ● Nutrition Services ● School Nurse ● Library Services ● Special Ed services ● Central Office Operations ● Intervention Specialists ● Newcomer Supports ● Expanded Learning ● After School Literacy Support

CSI Game

2022-2023 CSI Division



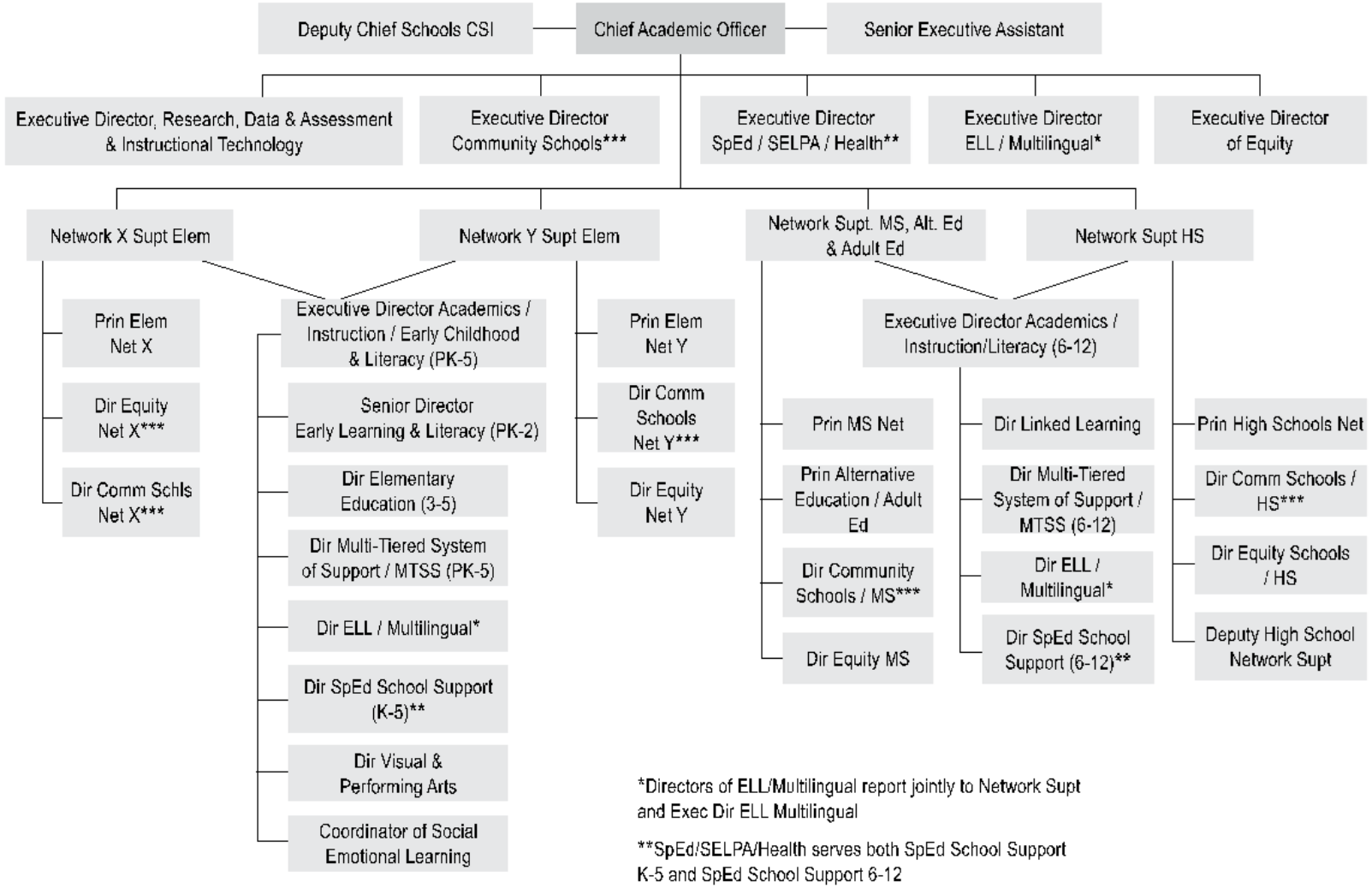
Eliminations of Positions	Creation of New Positions	Realignment of Existing Positions
• Director of PK-3 Literacy • 1 Elementary Network Superintendent (if schools are closed) • Executive Director of ECE • Director of Elementary Instruction • 2.5 Early Learning Specialists • Vacant positions of .5 N 3 Literacy Specialists, HS Math Coordinator, and Library Specialist • 2 School Technology Specialists • Network 4 MTSS Partner Position • Vacant Network 2 MTSS Partner Position • Network 3 MTSS Partner Position • Executive Director of Alternative Education • Combining the 2 Special Education Director positions into 1. • Director of Newcomers Program • Multilingual Coordinator • Director of Kindergarten Readiness • 1 RAD Analyst Position • 2 Special Education Administrators • 7 Special Education teaches by Special Assignment	• Director of ELLMA • Senior Director of Early Learning PK-2 • Executive Director of Academics and Instruction /EC and Literacy PK-5 • *Upgrade the Coordinator of Instructional Technology to the Director of Instructional Technology • Instructional Technology Specialist • Director of MTSS (6-12) • Director of Early Childhood Development	25 positions were realigned
Totals 29	**6**	**25**

Source: Created by Public Works LLC, 2023.

Cost of the CSI Redesign

Redesign Type	Cost	Resources
Position Eliminations (-29)	$-4,831,532.50	Supplemental, Concentration, Special Ed (6500=0), Rainin, ESSER, Dual Language, First 5
New Positions (+6)	$1,347,797.00	Pending Creation and allowability in a particular resource
Subtotal (-13)	$-3,483,735.50	

Proposed Redesign of CSI



*Directors of ELL/Multilingual report jointly to Network Supt and Exec Dir ELL Multilingual

**SpEd/SELPA/Health serves both SpEd School Support K-5 and SpEd School Support 6-12

***Directors of Community Schools report jointly to Network Supt and Exec Dir Comm Schools

Source: Created by Public Works LLC Team 2023.

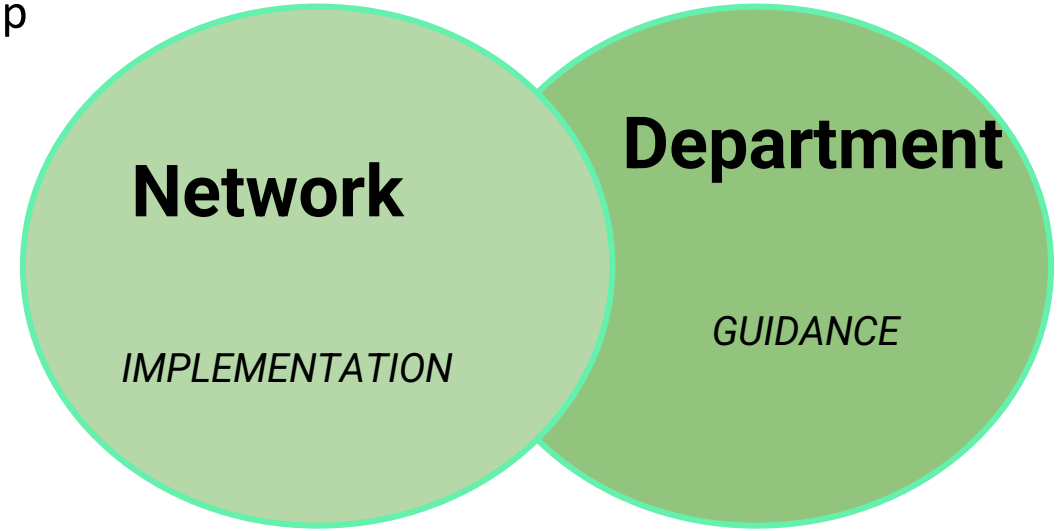
Network Superintendent

- Implement the recommendation to change the Academic Structure to situate Department Partners underneath the Network Superintendent. This adjustment addresses the need to improve coherence, collaboration, and communication.
- CSI Division be restructured so school services are implemented and supervised by the Network Superintendent.
- These changes represent shifting coordination between Networks & Departments and clearly messaging the roles and responsibilities of the School Support Teams.

Network & Departments

Guidance and Implementation:

- Departments develop the Content Guidance;
- Network Team develops the implementation plan with schools.
- Collaboration is still expected, Network Team has content knowledge and Departments have experience with implementation.



Department Leads prepare Department Partners to know the content and Network Sup directs the Department Partner to support specific schools, the frequency of support, and the Department Partner's weekly schedule.

Trust between Departments and Network Team

- There is a level of trust that a Network provides a Department- the Department has the bandwidth to create the guidance and collect Network Team input to produce final guidance.
- Network Team collaborates with Departments on the best practices for implementation.

School Support Teams

Previous Structure

- Network Partner

Assigned Department Partners

- English Language Arts
- STEM (Math & Science in Secondary)
- ELLMA
- MTSS
- Family Engagement
- Targeted Strategies
- Special Education (compliance)

New Structure

- Network Partner
- English Language Arts Coordinator
- STEM Coordinator
- ELLMA Specialist
- MTSS Partner
- Family Engagement Specialist

Assigned Department Partners

- Special Education (compliance)
- Targeted Specialists

Creating an Improvement System

Tiering Schools

- The areas for tiering are a cascade from the definition for a Quality Community School;
- We will tier each school according to specific metrics pertaining to the domain area within Quality Community Schools;
- Each tiered area will have a Department Partner responsible for direct support to schools to implement expected actions;
- The content of Department and Network meetings are focused on progress monitoring schools against the Quality Community School definition.

Network Superintendent

- Network Superintendent is responsible for setting a predictable schedule with the School Support Teams and the Department Executive Director;
- Dual Supervision continues to be the approach to manage the Department Partners;
- Network Superintendent supervises the Academic Program and the Grade-Span specific Executive Director.

Structure Change: Academics and Network Superintendent

- **2022-2023:** Executive Director of Academics and Instructional Innovation reported to Chief Academic Officer;
- **2023-2024**, a temporary structure was adjusted:
  - Did not back-fill the Executive Director of Academics & Instruction;
  - Director of Elementary Instruction Reports to ES Network Sups;
  - Director of Literacy reports to ES Network Sup;
  - Director of Secondary Instruction reports to HS and MS Network Sups.
- **2024-2025** New Structure:
  - Elementary Executive Director supervised by ES Network Sups;
  - Secondary Executive Director supervised by HS and MS Network Sups;
  - Eliminate the previous Executive Director of Academics & Instruction; eliminate the Director of Elementary & Director of Secondary in 2025-2026 or earlier if possible; and
  - Changes 3 positions into 2.

On-Going Changes

- The Early Childhood Education Department will not be eliminated and the hiring for the Executive Director is underway;
- The Chief Academic Officer and the Executive Director of ECE will make changes to the structure in the near future;
- Public Works proposed the creation of Directors to be part of the Network Support Team: Director of Equity, Director of Community Schools, Director of ELLMA. These additions are not possible due to the need to significantly decrease investments.

Ask of the Board

- Discuss quality community schools vision in relation to the alignment of the Continuous School Improvement Division.

APPENDIX

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT

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