

Principal Advisory Committee

Mission: The mission of PAC is to represent principals by providing input into district decision making, giving voice to innovative ideas, raising important systemic issues with central leadership, and being a critical friend in the work of transforming communication between sites and the central office in service of schools.

PAC Principal Budget Prioritization Survey Fall 2017
PAC Principal Quality of Service Survey Spring 2018
PAC Principal Budget Prioritization Survey Fall 2018

If you have questions or would like more detailed data, contact
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Overview

1. 2017-18 PAC Survey Highlights

- Priorities and Feedback on Budget Practices
- Quality of Service

2. Fall 2018 PAC Survey Results

- Budget Prioritization
- The Intersection of Critical Supports and Quality
- Central Office Cycles of Improvement
- OUSD Theory of Action

Fall 2017 Budget Survey

4 Key areas still needing to be addressed

Operations

“Z-Score”

Measure G Library Funds

Teacher Appeals Process

For the past several years the district has experimented with a "Z-factor"

Findings: While the majority of principals believe “z factor” measures the right criteria, the majority believe allocation should follow students (65%) on a per-pupil basis (55%)

Overwhelming numbers are opposed to our current practice:

- Only 8% believe z-factor dollars should be allocated on a lump sum basis;
- Only 13% believe it should be allocated only to schools in the z-factor neighborhood.

| Z – factor value statements | |
|--|-----|
| z-factor criteria (ex. poverty, crime, health outcomes, grocery stores) are the right factors to measure | 70% |
| z-factor dollars should follow students from high z-factor neighborhoods if they enroll in schools in other parts of town | 65% |
| z-factor dollars should be allocated on a per-pupil basis to schools | 55% |
| z-factor criteria should change (ex. students who matriculate with low SRI scores, high absenteeism, previously suspended) | 33% |
| We should not have a z-factor, instead this money should go to schools with high LCFF rates. | 20% |
| z-factor dollars should only be allocated to schools physically located in the high z-factor zones | 13% |
| z-factor dollars should be allocated as a lump sum to schools | 8% |

Re-Assessing Measure G Library Investments

Background: In the 2016-17 budget cycle, Measure G Library funds changed from a per pupil allocation for all school to schools applying for funds. As a result, some schools receive more, less, or no funds at all. Similar schools may have received different allocations based upon the quality of their application. **The survey asked how principals felt about this new process.**



Finding: An overwhelming majority, 82% would like to return to the per-pupil allocation process for Measure G library funds.

* Note: These survey results were from 2017-18 Pac Survey

The **"teacher appeals"** process is a way for school sites to secure additional staffing resources after 1st round allocations are made. Historically, it deals with issues such as combo classes, bilingual programs, newcomers, middle school electives, and A-G offerings.



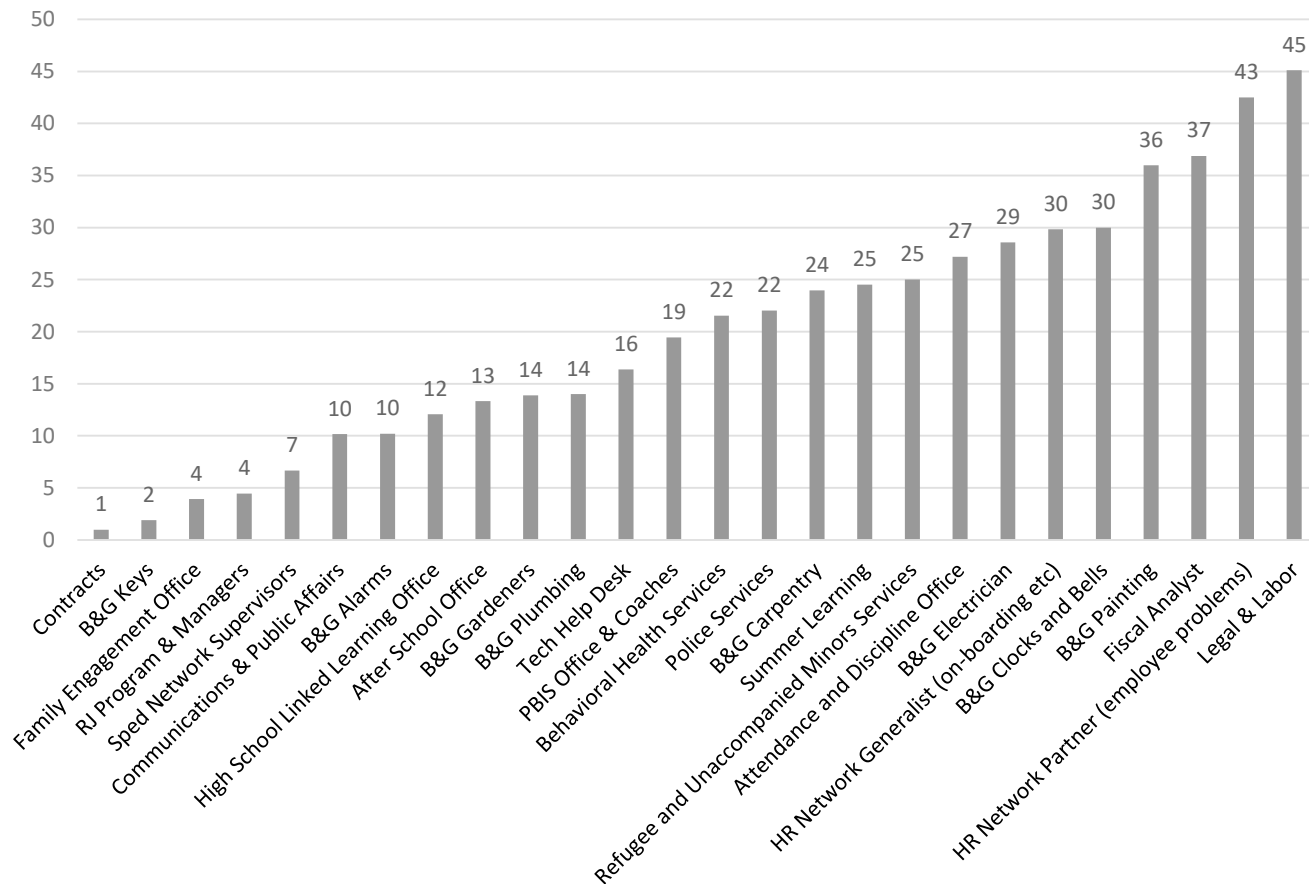
The process has been a pain point for many communities due to issues such as: changing criteria for appeals, the timeline, the process for making an argument, and who made decisions.

IMPROVEMENTS NEEDED: Principals and school communities need predictability from the district around staffing policies. The universal need for high school appeals also reveals problems with the base staffing formula as it relates to A-G graduation requirements.

PAC Quality of Service Survey

Spring 2018

Q5: Please rate to what extent to you agree with this statement... "This department provides good service and supports my school adequately."



100 = Strongly Agree
50 = Agree
-50 = Disagree
-100 = Strongly Disagree

There were several departments that had large discrepancies between principals in elementary and secondary.

Elementary principals rated **Sped** -56 compared to -4 secondary. **Custodial Services** was rated much more negatively -40 by secondary than elementary -18. The **Office of Counseling** was rated positively 5 by elementary and -28 by secondary. **Facilities project managers** had a -21 rating by secondary and a positive 6 rating by elementary. **Translation** had a -29 rating by secondary and a positive 12 rating by elementary. **Behavioral Health** services had a very high rating 48 by elementary principals but a -14 rating by secondary principals.

Representative comments for high performing departments ...

Legal & Labor - “The only people who answer their phone consistently in OUSD. They are very helpful.”

HR Network Partners (employee problems) – “... is extremely knowledgeable about talent management, legal and the contract. is extremely hard working and reliable.” “.... is super smart and the language that she generates to use when addressing employees/employee issues is strong.”

Fiscal Analyst – “... is awesome. So was before he left. I have worked with nothing but high-quality accessible staff.”

B&G Painting – “Awesome Staff. They all take pride in their work.” “... is amazing! he drives by the campus on his way to the office to see if we've been tagged”

B&G Clocks – “supportive; good effort to be timely to requests”

HR Generalist (on-boarding) – “.... is excellent...she always responds to my emails or calls in a timely fashion!” “2-3 years ago; this was not the case. However, new employees in the department have changed my experience.” “... has been effective. He gets back to me via email or phone and keeps track of next steps well.” “onboarding [outside the generalist's work] has taken way too long. I'm not sure if the generalist communicates to all other departments about what needs to happen to prepare the staff member (i.e. getting tech services to give them an email, into the sub system, getting a chromebook for new teachers, etc.)”

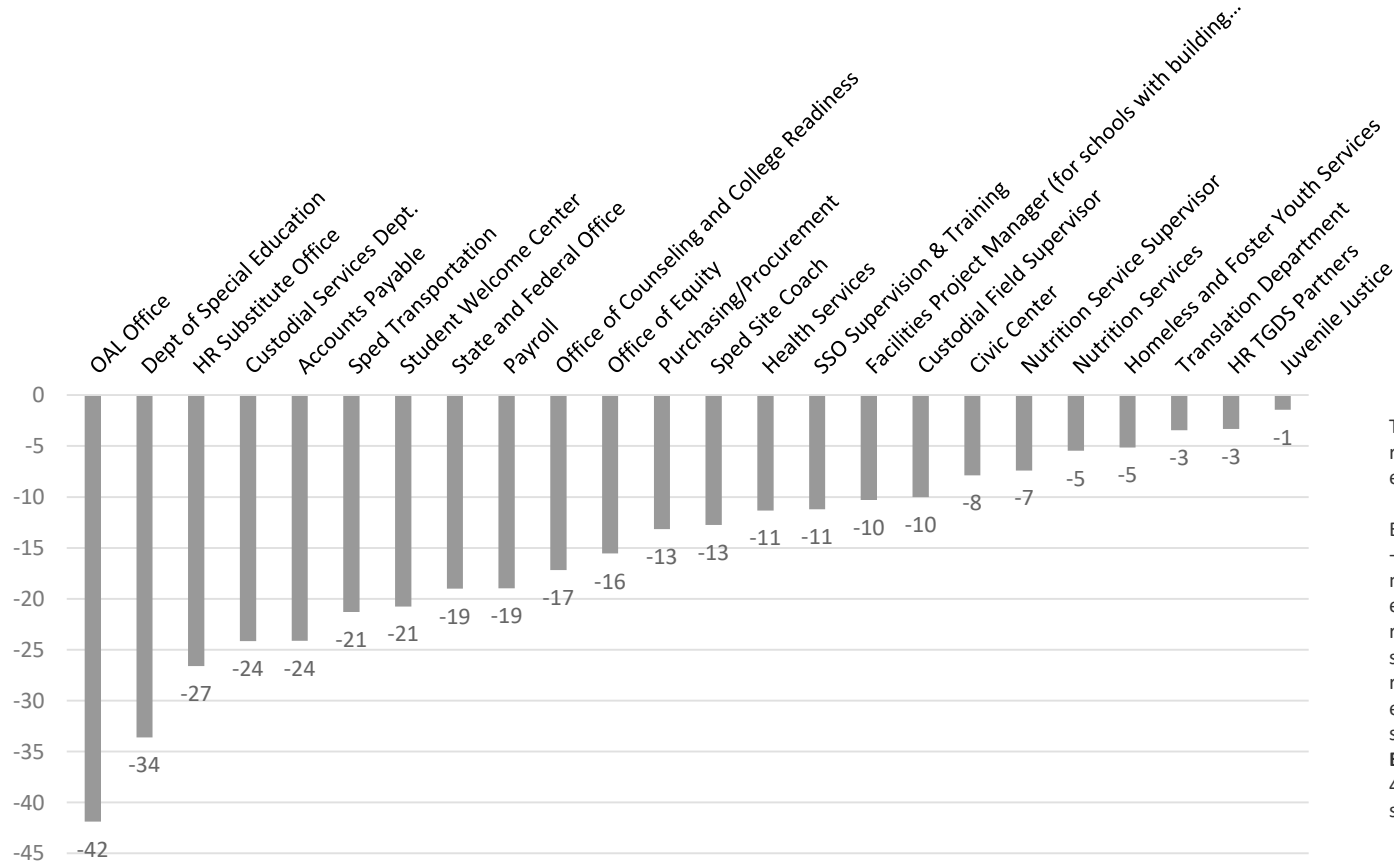
B&G Electrical - “Committed staff. We need money at the site to address on- going electrical needs, especially in the older facilities.” “very responsive and timely and hard working”

Attendance and Discipline – “Very responsive office.” “Mishaa has been very supportive in providing direct service to our site as a new school that is setting up systems.” “love the trio of misha, lauren, and theresa - wonder if they can support and help more with attendance and sart/sarbs”

Refugee & Unaccompanied Minor Services – “We work extensively with this office and they offer consistent and high quality support to our students and families with school placement, navigating services, and summer enrichment opportunities.” “Nate is great!!!” “... has supported our newcomer program generally”

Summer Learning – “Has partnered to help allocate resources where available for site-based programs.” “We are sorry to see a reduction in the summer learning budget. :(It was also hard to find out the budget so late. We need to find a way for sites to easily supplement the summer school budget. Long ago we could use title 1 and now we can't.”

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Representative comments for under performing departments ...

OAL - "Communication is terrible. The last minute rule changes and venue changes are frustrating." "To be honest, the meetings were so terrible, I stopped going. They ... don't start on time, don't address the issues that we need to talk about, are sit-and-gets Ugh...I think a lot could be improved by a bi-monthly email with all the updates etc. The league seems to not be digitally inclined. So much depends upon face to face. No notes mailed out etc." "Money wasting, doesn't take feedback or improve."

SPED - "[name] is great but we are deeply broken as a system. Don't have enough para subs or special ed teacher subs (these should be by dept. so they can be specially trained). Students are moved with little to no notice. The past two years I have been cleaning up other schools mistakes students who weren't assessed correctly or who had issues with their IEP's. We don't have enough bilingual sped support at my site. I am concerned parents haven't been notified that their children are not receiving their legally mandated minutes." "The SpEd department failed to provide a .5 RSP for my school this year and most students went without services this year. We received a new SDC class and it seems as though no one actually looked at the IEPs of students before placing them in the classroom, resulting in an unsafe room we have been unable to keep staffed or convince parents to bring their students to daily." "Buses are often late both at pick up and drop off with no communication. On minimum days buses do not arrive until 20 minutes after school ends."

HR Sub Office - "My sub fill rate is about 40%. I cannot consistently anticipated that my sub jobs will be filled." "I wish the sub office had continuous hiring. I have tried several times to send people to get credentialed but they were told to wait for some event. They ended up going to other districts where it was faster to get into the sub system. With a shortage of subs we should make it easier to get into the system. I also don't understand why every year I have to call/email/beg for new teachers to be added into the sub system. HR should do this automatically. The on-boarding folks sit cubicles away from the sub office folks. Why are 80+ principals doing this task every year?" "When it comes to long term subs that need to teach content the office is not able to help at all. For the past 4 years I have had teachers out for entire marking periods if not longer and I received NO assistance finding a sub that has the knowledge to teach [high school subjects]"

Accounts Payable - "Its very hard to understand why things, people didn't get paid and we don't find out sometimes till its too late then we get the blame and get hit in our budgets the next year." "Our system is paper based It needs to get automated." "Why do we have to sign and date invoices before they will be paid? If we're creating a purchase request and receiving in IFAS, then this step seems like an unnecessary extra."

Custodial - "Our school is dirty and under supplied." "I bring my own toilet paper to school..." "Custodians have been moved and not replaced. Some custodians have not followed through on their responsibilities. Meanwhile the piles of trash grow." "We have not had a permanent .5 night custodian for much of the year and the subs have been inconsistent. We have oftentimes not had a sub at all. Our school is filthy. Additionally, the budget provided to my head custodian for supplies was not nearly enough to cover the cost of supplies for the year." "There should be a rubric for cleanliness that is provided to principals. Supervisors and principals should fill it out together. Custodians, supervisors and principals should know what is expected."

Student Welcome Center - "Hard to get anyone on the phone." "Going online for enrollment this year was a big headache for all involved. I think we should have done a pilot in the hill schools of online enrollment before we took it system wide. Many parents at flat land sites found it very challenging to complete and it took a lot of office staff support and time to ensure families were able to complete the forms. We are creating an equity issue by having everything online when not all our families are or the forms don't translate as well"

Payroll - The system is NOT intuitive and it takes FOREVER for us to follow up on extended contract timesheets that have not been processed, which is embarrassing as a leader promising funds to teachers for extra work.

State & Federal - "Department seems to be in the business of keeping us from spending funds as oppose to eliminating the barriers to getting fund spent." "Denied most requests and did not provide adequate information on reasons why requests were denied even though SSC approved and proper documentation was submitted. If there are going to be changes to the way we operate as an organization, principals and clerical should have received training around this proactively."

Office of Equity - "Love the idea of equity but the office has not made an impact on outcomes for our young people, all of whom are children of color." "I had no interaction with the office of Equity. Not sure what they do"

Office of Counseling and College Readiness - "All our strong work happens at the site. The district level people aren't leading any real work or providing any strong service." "Terrible training for counselors."

Q5: Please rate to what extent to you agree with this statement ...
“This department provides good service and supports my school adequately.”

The Rating Scale:
 100 = Strongly Agree
 50 = Agree
 -50 = Disagree
 -100 = Strongly Disagree

Key Differences between Elementary and Secondary
 Several departments had large ratings discrepancies between elementary and secondary principals.

| Department | Elementary | Secondary |
|-----------------------------|------------|-----------|
| Special Education | -56 | -4 |
| Custodial services | -18 | -40 |
| The Office of Counseling | 5 | -28 |
| Facilities project managers | 6 | -21 |
| Translation | 12 | -29 |
| Behavioral Health services | 48 | -14 |

Q6: Please rate to what extent you agree with these statements about central office supports for academics (Teaching & Learning, ELLMA, data, assessment etc.)

100 = Strongly Agree
 50 = Agree
 -50 = Disagree
 -100 = Strongly Disagree

There were several areas that had large discrepancies between principals in elementary and secondary. Elementary principals rated science support very highly, 45 compared to -21 in secondary. Secondary principals reported higher ratings for RAD and digital dashboards. They also reported increased levels of satisfaction related to curricular flexibility.

| | Weighted Average | Second | Elem |
|---|------------------|--------|------|
| The Sped department builds capacity among Sped paraprofessional staff that results in student growth and learning. | -50 | | |
| The Sped department builds capacity among Sped teaching staff that results in student growth and learning. | -40 | | |
| The Sped department builds capacity for technical aspects of IEP writing and compliance among Sped teaching staff that results in improved levels of technical proficiency. | -22 | | |
| The support I receive from the Assessment department makes administration of state assessments smooth and efficient. | -8 | | |
| The Social Studies department builds capacity among staff that results in student growth and learning. | -4 | | |
| The Math department builds capacity among staff that results in student growth and learning. | 4 | | |
| The ELA department builds capacity among staff that results in student growth and learning. | 5 | | |
| The support I receive from the RAD department helps me navigate student data to drive instruction and achievement. | 12 | 20 | 4 |
| The Science department builds capacity among staff that results in student growth and learning. | 17 | -21 | 45 |
| I have flexibility to use curriculum that best serves the needs of my site, program, and students. | 18 | 32 | 6 |
| The ITL position works well at my school. | 38 | | |
| The ELLMA department builds capacity among staff that results in student growth and learning. | 39 | | |

Q7: Please rate to what extent to you agree with these statements about principal PD and supports.

100 = Strongly Agree
 50 = Agree
 -50 = Disagree
 -100 = Strongly Disagree

There were large disparities between secondary and elementary principals in 4 areas charted above. Interestingly secondary principals reported that “their opinion” counted at a far higher rate than their counterparts. However, one of the largest discrepancies was in support for new principals. Secondary new principals felt far less supported by central office. They had better feelings about mentoring. The principal mentoring program had a range of responses from strongly agree to strongly disagree, likely dependent upon the support provided by the individual mentor; that said, 2.4 times as many principals agreed than disagreed that mentoring helped them as a leader.

| | Weighted Average | Secondary | Elem |
|--|------------------|-----------|------|
| The half day mandatory Kiosk days at Cole adequately support the operational needs of my school. | -60 | | |
| "PD Go" is a useful tool for me and my school. | -42 | -58 | -33 |
| Through PD or supports I have sufficient knowledge of union contract and labor rules to supervise my staff. | -21 | | |
| Professional development is differentiated to meet my needs as a learner. | -12 | | |
| (1st & 2nd year principals only) District PD, central services, and network partners provide adequate support for me to learn and navigate OUSD operational systems. | 5 | -36 | 25 |
| (1st & 2nd year principals only) The principal mentoring program helps support me as a new leader. | 14 | 0 | 21 |
| Principal PD includes development of theory and practice. | 25 | | |
| In principal PD I have the opportunity to share my expertise with my peers. | 25 | | |
| My opinions count. | 27 | 44 | 14 |
| In principal PD I have the opportunity to learn from my peers. | 47 | | |
| In the last year, I have had the opportunity to learn and grow. | 51 | | |

Q10: Please rate to what extent to you agree with these statements about the budgeting process.

100 = Strongly Agree
 50 = Agree
 -50 = Disagree
 -100 = Strongly Disagree

There were large disparities between secondary and elementary principals in 4 areas related to budgeting and the SPSA. Secondary principals had far stronger negative responses, perhaps in part because their schools, budgets, and requirements are more complex – more students, Measure G/N compliance, master scheduling etc.

| | Weighted Average | Second | Elem |
|---|------------------|--------|------|
| The timeline by which I received my budget one pager and participated in my lock-in session allowed me the necessary time to engage my community and think strategically about my budget process. | -53 | -71 | -42 |
| The SPSA tool is useful and allows me to communicate with my SSC. | -28 | -44 | -18 |
| When necessary, my state & federal partner helps me craft language or strategies that would allow me to compliantly use funds and meet site needs. | -22 | -34 | -11 |
| The SPSA tool is user friendly and easy for me to access. | -22 | -33 | -15 |
| The budgeting tools provided to me (budget handbook, one pager, budget planning session) were useful in the planning process. | 18 | | |
| I understand the budgeting process. | 24 | | |
| My fiscal analyst is knowledgeable and helpful in the budget planning process. | 31 | | |
| I can effectively plan multiple budget scenarios to support my school. | 31 | | |
| I know how to maximize my budget. | 35 | | |
| I can understand the alignment of my budget and my SPSA. | 38 | | |

PAC Principal Budget Prioritization Survey

September 2018

Q3: My school is a ...

| | | |
|--------------|-----|----|
| High School | 13% | 8 |
| Continuation | 7% | 5 |
| 6-12 | 7% | 4 |
| Middle | 18% | 11 |
| K-8 | 5% | 3 |
| Elementary | 49% | 30 |
| Total | | 61 |

Survey administrator noted that the schools represented a diversity of school types (big, small, elevation, non-elevation, hills and flats).

Q4: How many years have you served as a principal in OUSD?

| | |
|-----------|-----|
| 1 year | 23% |
| 2-3 years | 23% |
| 4-6 years | 26% |
| 7+ years | 28% |

ELLMA Department

Department Description: The ELLMA team works collaboratively with all OUSD departments and schools to support English Language Learners with equity and access to a quality education. We are guided by the LCAP goals as well as the four priorities outlined in our [Roadmap to ELL Achievement](#): **1) Advance Quality Instruction; 2) Meet the Needs of the Whole Child; 3) Expand and Enhance Language Programs; and 4) Align Central Practices and Policies.** Our services include centrally and site-held professional development for teachers and instructional leaders, differentiated site support around instruction and language program design/implementation, and direct student services for newcomers, refugee/asylees, and unaccompanied minors.

Non-Grant Budget Total: \$2,017,972

- Unrestricted - \$446,221
- Title II: \$190,696
- Title III Immigrant: \$210,657
- Title III LEP: \$1,020,335

Refugee School Impact Grant: \$150,063

Non-Grant Funded FTE: 13

Non-Grant Funded Non-Labor Budget: \$313,494

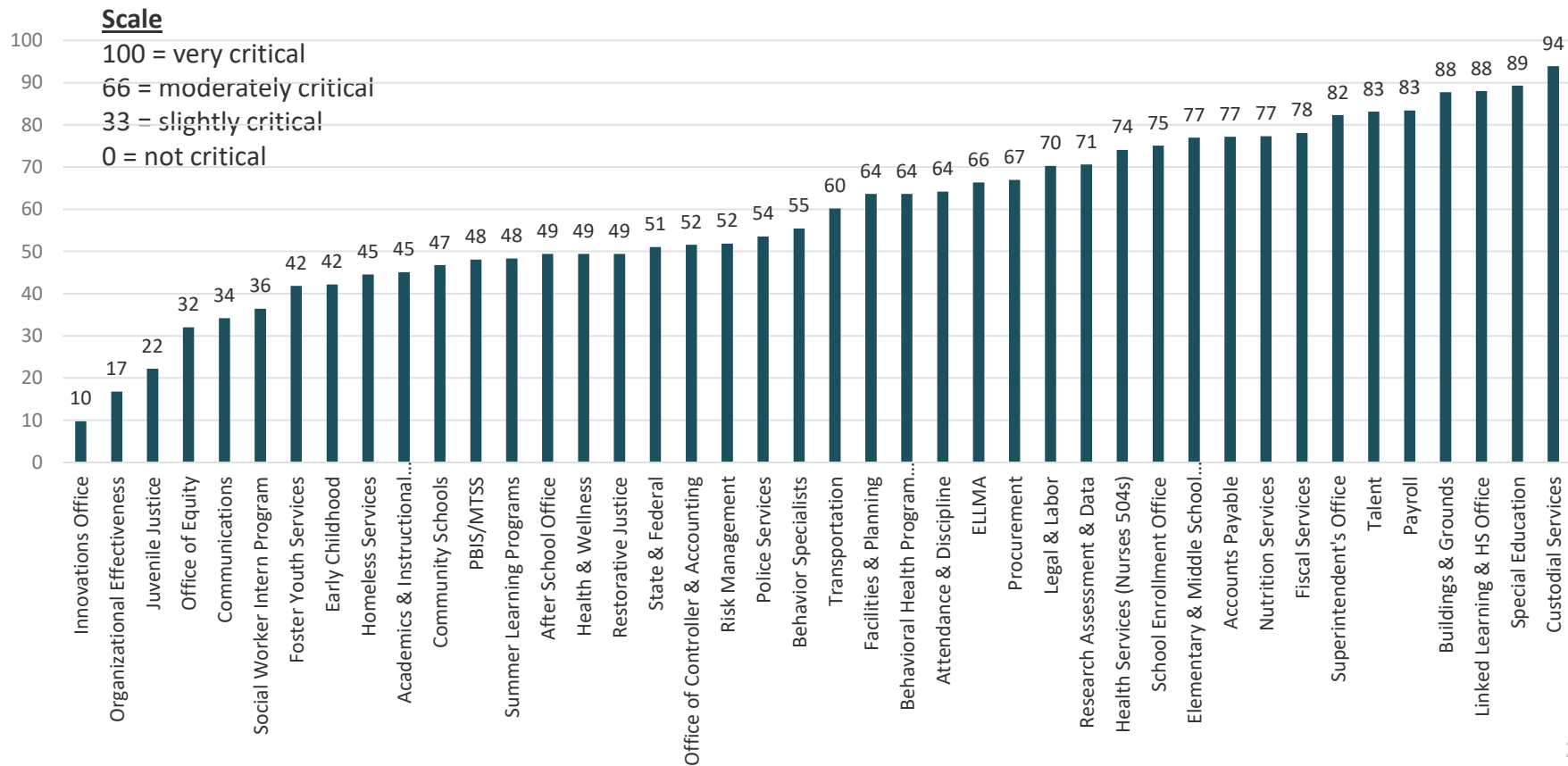
Grant Budget Total: \$1,763,836

Grant Funded FTE: 19.5

Grant Funded Non-Labor Budget: \$64,570

| Centrally Based FTE: 14.5 | School Site Based FTE: 18 |
|--|--|
| ELLMA Org chart 1 Ex Director 1 Director 2 Coordinators 2 Program Managers - (1.0 grant) 7 TSAs (.5 Grant) 1 Classroom Specialist .5 Admin Assistant | 9 Social Workers for newcomers (grant) 7 Newcomer Assistants (grant) 1 Newcomer Counselor (grant) 1 newcomer safety intervention specialists (grant- contracted) |
| Centrally Based Non-Labor Expenses: (projected) | School Site Based Non-Labor Expenses: |
| Non-Grant Contracts: •Community navigators - \$40,494 •BeGLAD to train in-house GLAD trainers- \$13,000 Supplies/ mileage - \$5,000 Grant Sanctuary and know-your-rights workshops - refreshments, honorariums, materials, custodial overtime, etc. (San Francisco Foundation) - \$10,000 PD and materials for social workers (Salesforce) - \$10,000 | Non-Grant Extended Contracts Teacher PD - \$176,000 Contracts: •Soccers without Borders - \$52,000 •Mills Teacher Scholars - \$27,000 Grant Extended Contracts / Subs for Teacher PD (Haas) - \$37,240 Contracts: Soccer without Borders (CalNEW) - \$7,330 |

Q5: How critical is this department to maintaining YOUR school's functionality and/or achieving your student outcomes.



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Principals provided feedback on 42 departments and programs. In the majority of cases, principals gave similar responses across school types. There are a few outlier departments whose data needed to be investigated more fully, either because the department serves only particular grade levels or because there is a large variation of results between school types.

Behavioral Specialists: are rated as being above moderately critical (77) by elementary principals but received much lower ratings by middle (39) and high school (23).

PBIS: is rated as being moderately critical (66) by elementary principals but received much lower ratings by middle (39) and high school (17).

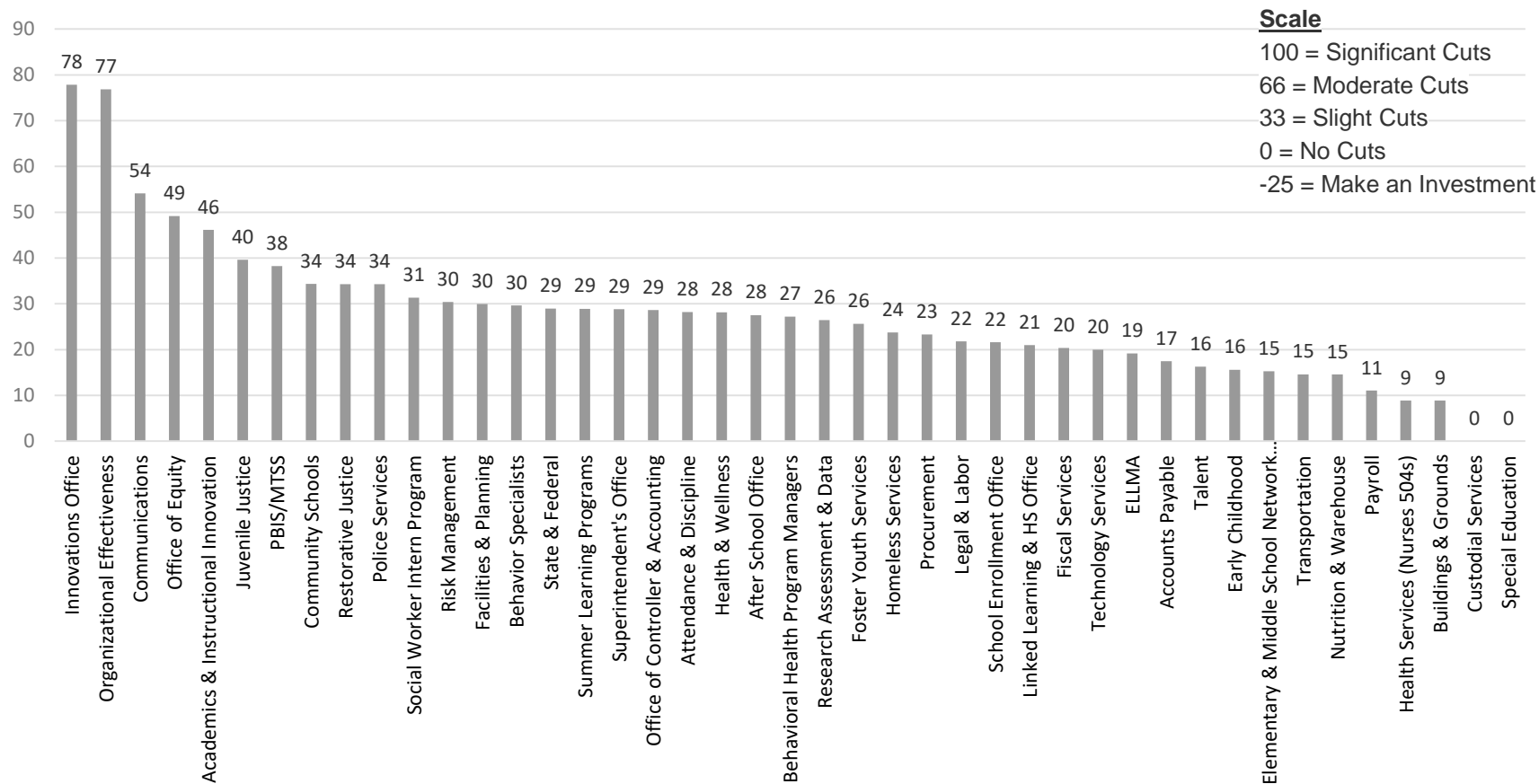
Academics & Instruction: is rated as being more critical by elementary (54) and middle school principals (48), receiving much lower ratings by high school (25).

The scores for the **Elementary and Middle School Network** reflects the opinions of only those principals (77), not all principals.

The scores for the **Linked Learning and HS Network** reflects the opinions of only those principals (88), not all principals.

Apologies to **Technology Services** for accidentally being left off this particular question.

Q6: Do you think the department's budget should be considered for reduction or investment?



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Behavioral Specialists: is rated as needing fewer cuts by elementary (7) than by secondary (53, 58) principals

Behavioral Health Programs: is rated as needing fewer cuts by elementary (8) than by secondary (50, 50) principals

PBIS: is rated as needing fewer cuts by elementary (18) than by secondary (42, 72) principals

Academics & Instruction: is rated as needing fewer cuts by elementary (33) than by secondary (50, 65) principals

Elementary & Middle School Network: Principals in these networks rate the suggested level of cuts as 10 and 7.

Linked Learning High School Office: Principals in this network rate the suggested level of cuts as 21.

Top 5 Departments Recommended For Cuts

Innovations Office
Organizational Effectiveness
Communications
Office of Equity
Academics & Instruction

Top 5 Departments Recommended For Cuts

Innovations Office #1

- I have no idea what they do nor what their budget is. Very difficult to give an accurate response.
- The Blueprint Process feels far too slow to actually save us any money. I would encourage the Superintendent to make some swift, hard decisions and avoid investing in a drawn-out process that may or may not lead to cost-savings in the end.

Organizational Effectiveness #2

- This [values] work feel like a luxury when Rome is on fire. I wish this person was focused on helping get Escape and other systems fixed.
- Cut the whole office, this has not had an impact. We are less effective as an organization than when this office was started.
- No measurable or imaginable impact
- Cut the entire department
- Never seen the benefit of this office, though I love its leader.

Top 5 Departments Recommended For Cuts

Communications #3

- 2 directors, 2 managers, 2 program managers plus a deputy chief? Why? Keep translators and add more languages instead.
- KDOL and translators deeply impact my work. Work description 1 and 5 [digital communications/translation] are impactful for me. I have experienced the others [community engagement, legislative affairs, school support and promotion] as deeply flawed and problematic.
- There needs to be clear goals and benchmarks this group is working towards.
- Why so much on Contracts, External Work Orders and Personal Expenses?
- There are a lot of manager/directors. Still we don't know how to communicate internally. No district directory and we are 6 weeks into the school year.
- Does this make a difference at the site level? Does this make a difference for our students?

Top 5 Departments Recommended For Cuts

Office of Equity #4

- I deeply value this work and focus on it, but it's really unclear exactly what they do. There seems to be much money spent on swag and branding. I have only worked with AAMA and even then, the effect of that work is unclear. I don't have data to refer to about actual effectiveness. No one is directly reaching out from the departments about the services they provide. And they are really expensive for school sites. Honor roll communication has been horrible for years and it comes late.
- Very concerned that this [department] was pitched as grant funded but isn't. Also has had literally no response or impact to/on the sites of any principals at my table despite repeated requests
- I have not seen evidence that this office is creating more equity for our students.
- The mission is Essential work but how much management does it need? Compare the responsibilities of a site leader to the responsibilities of a Deputy Chief and 2 Directors.
- I do not understand what this office does and what the impact of its work is on my students. I do not see the impacts of this office on my student outcomes--either SEL or academic.
- Again, seems we need an organizational constitution outlining equity. This should be a major component of the organization's DNA that informs our decision making and accountability systems, rather than islands of racial/ethnic focus.
- I have not seen any direct benefit to our school site even though we have one of the highest number of LCFF students.

Top 5 Departments Recommended For Cuts

Academics & Instruction #5

- Unclear what the impact of this work is for my students
- Maintain site-based FTEs
- This work needs to be site embedded. Huge waste at secondary.
- Content area supports (team science, math, and history) are the only useful services for our site
- I have never worked with them. Unsure what they do. I would rather have money or a position that I can manage and that is site specific and internal.
- Send library allocations on a per pupil basis to school sites. It is wildly inequitable right now.
- We could likely cut any services to HS and we wouldn't feel the difference.
- I do not see the impacts of this office on my student outcomes. Also the amount of S&C and Title 1 funds drawn out of schools to fund this office feels wrong.

Q6: Where are principals interested in making an investment?

The average rating for both custodial services and special education services was a zero, indicating that overall principals believe the departments' budgets should remain as they are. However, it is worth paying attention to the fact that significant numbers of principals believed investments should be made in these areas.

**21% of principals want to see increased investments in custodial services.
(19% Elementary, 11% Middle, 31% High)**

**16% of principals want to see increased investments in
special education.
(23% Elementary, 9% Middle, 5% High)**



Q6: Where should we invest?

In the comments section of the survey, **high school** principals across school types asked for **investment in an 8 period day** and were **willing to sacrifice central services**

“As a site leader, I would prefer that the maximum amount of funds be placed into FTE in order to fund an 8-period day in high schools -- rather than having Title 1 and S&C money poured into central offices.”

“We need an 8 period day. We are willing to give up a bunch of "central services" to have more money to direct specifically at the sites. Money is being wasted in ineffective places. We need to slim way down on centrally lead work and find ways for the sites to lead. We need to shift our culture to one that focuses on school sites and valuing working with kids above all else. There are too many jobs about teaching that don't involve working with kids. The expertise exists at schools and with kids. We need to lift that work up, not try to trickle down instructional work that never takes root.”

“The high school appeals process must be fixed. We need funding for A to G and an 8 period day in order to graduate our LCFF students. I would be willing to sacrifice most central supports in order to achieve this funding at the site level.”

How should we think about the intersection between critical functions and quality?

Ideally, district leadership needs to triangulate multiple sources of information when making decisions on how to fund and restructure departments/programs. No one source sees the entire picture.

| Need to Engage: | How: | Best Practices |
|---------------------|--|--|
| Principals & PAC | Surveys | Academic Return on Investment – Which investments have the highest impact on student success? |
| SSCs | Focus Groups | |
| Teachers & Staff | SSC Engagements | Zero Based Budgeting – Everything and everyone is on the table; each year we reassess. |
| Department Managers | Performance Dashboards | Transparent Budgets - We don't know if a service is worth it if we don't know how much it costs |
| Department Staff | Presentations to Fiscal Vitality Sub Committee | Multiple Data Points – Make sure we have a clear picture by hearing all stakeholders, knowing that some stake holders are better positioned to have insight into particular issues |
| | Cycles of Inquiry | Big City Schools Performance Data – How do we compare? |

There have been several principal surveys that, when taken together, can offer some nuance to this conversation.

For example, we can overlay information about how critical a department is and quality of service it provides.

This is a small random sample of departments to illustrate how we might want to think about making with the highest impact on service to students and schools.

High Quality

High Quality and Not Critical

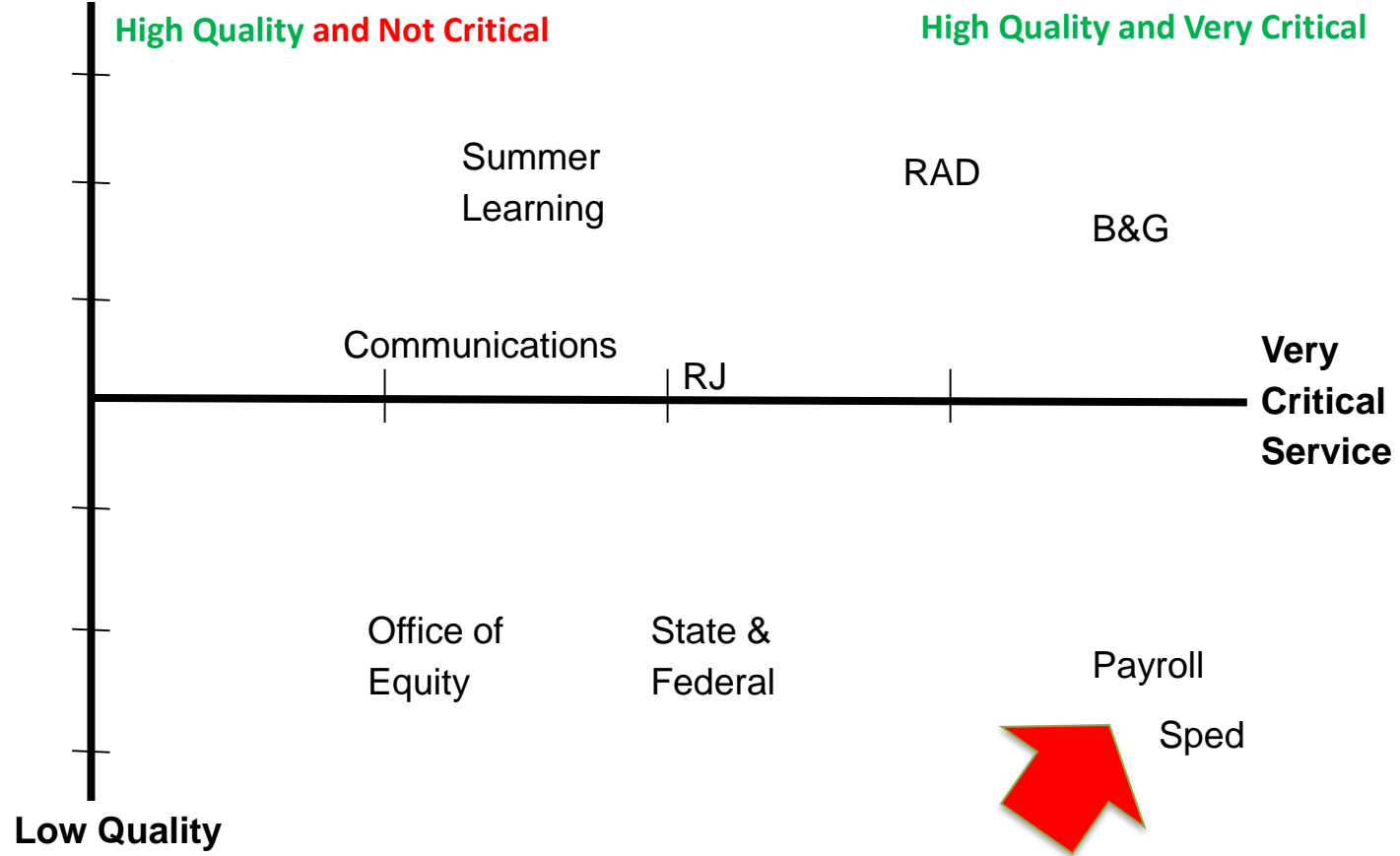
High Quality and Very Critical

Low Quality

Low Quality and Not Critical

Critical to Improve

Very Critical Service



Central Department Work Should Mirror Schools

Short term indicators are checked to determine if operational change has been implemented. Results are shared and reflected upon by stakeholders. Course corrections are made.

Human and capital resources are redeployed strategically to effect change

Seek Feedback

Obtain Data

User feedback, PAC Surveys, AROI, Focus Groups provide district with effectiveness and quality of service data that should be made public. This creates shared understanding and urgency in the system.

Interrogate the Data

Deputy chiefs and deputy superintendents meet with program managers and department staff to identify pain points and areas of opportunity ... further data gathering may be necessary to understand the problem

Change Operations

Set Goals

Short and long term measurable performance goals are agreed upon ... goals are communicated through the system and made public

Who owns this process?

Who is holding departments and the system accountable?

| OUSD Theory of Action | No Evidence of Implementation | Rarely Implemented | Uneven Implementation | Often Implemented | Strong, Consistent Implementation | Weighted Average |
|--|-------------------------------|--------------------|-----------------------|-------------------|-----------------------------------|------------------|
| OUSD consistently applies quality data in making decisions about high quality and effective academic and social support for students | 8% | 23% | 53% | 15% | | 44 |
| OUSD maximizes school site-based decision-making regarding staffing, finances, calendars, and programs | 5% | 23% | 48% | 23% | 2% | 48 |
| OUSD ensures that there is high-quality and effective instruction in every classroom that results in high-quality learning for every student | 10% | 41% | 46% | 3% | | 36 |
| OUSD partners with diverse providers in alignment with our policies, to ensure high quality schools in every neighborhood | 8% | 31% | 44% | 17% | | 42 |
| OUSD ensures that all facilities are used in service of quality outcomes for students, including constructing and maintaining facilities in accordance with principles of sustainability | 23% | 34% | 38% | 5% | | 31 |
| OUSD applies data in ways that maximize fiscal and academic opportunities by operating a central office and the number and type of schools that we can sustain over time | 28% | 30% | 35% | 7% | | 30 |
| OUSD includes and partner with the community and families to ensure quality options in each neighborhood throughout Oakland | 10% | 38% | 33% | 17% | 2% | 40 |
| OUSD prioritizes equitable allocation of resources across the district based on need, recognizing that students come to school needing different resources and supports | 13% | 30% | 42% | 15% | | 40 |