



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

# Central Office Redesign



May 22, 2019  
Superintendent, Kyla Johnson Trammell



# Our North Star

## Quality & Sustainable Community Schools in every Neighborhood:

- Safe, engaging and clean learning environment
- Staff that feel supported and continually improve their practice
- Resources to support the whole child

**Vision:** Thriving Students who are prepared for college, career and community success

**Mission:** Full Service Community Schools focused on academic achievement while serving the whole child



# Our Theory of Action and Policies Guide Us

## OUSD VISION & MISSION

*Where are we going and why?*

## THEORY OF ACTION

*How will we get there?*

### ORGANIZATIONAL RESILIENCE

Teacher Retention &  
Recruitment

Leadership Development/  
[School Governance](#)

BP [5032](#) Equity Policy

### QUALITY COMMUNITY SCHOOLS

BP [6006](#): City Wide Plan

BP [6005](#): Quality School  
Development

LCAP:Differentiated Assistance

### FISCAL VITALITY

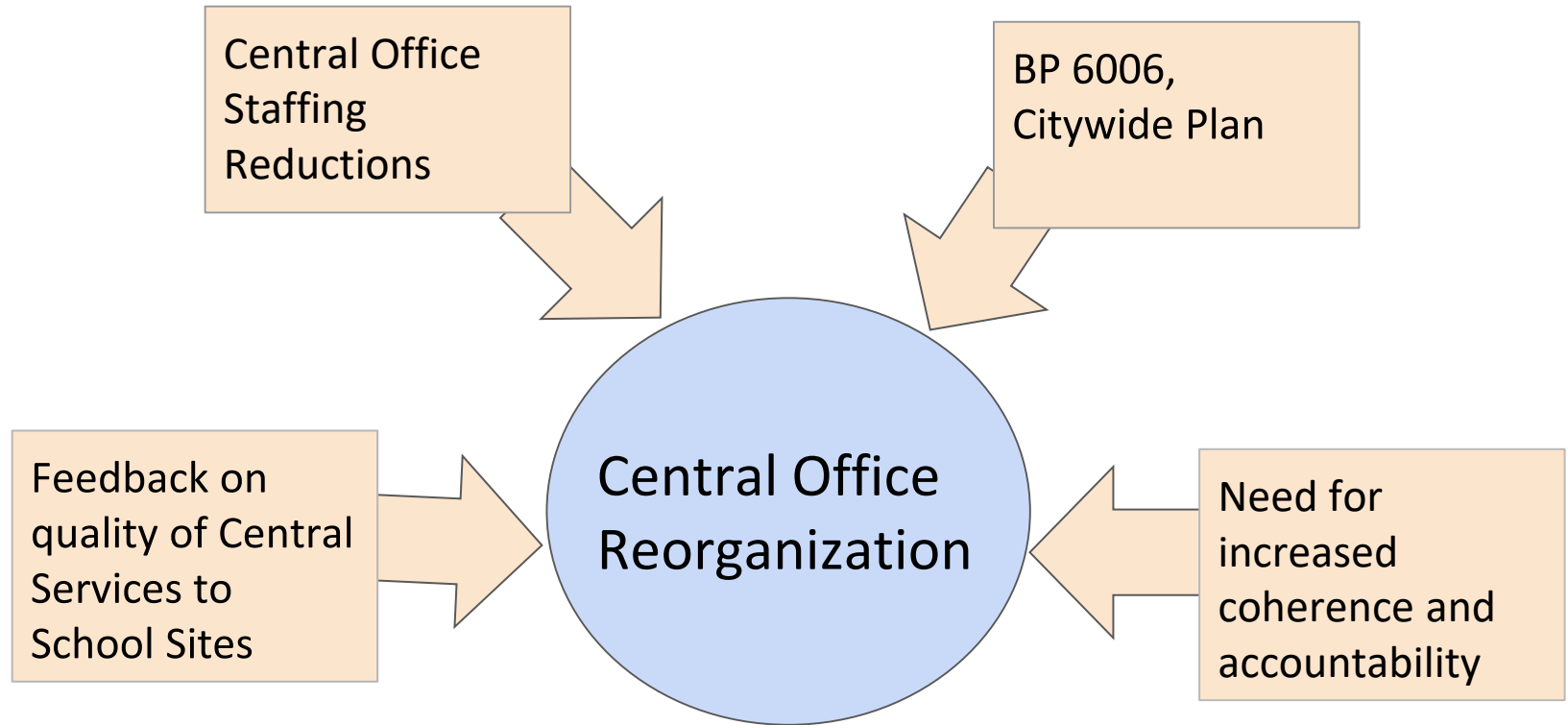
[Fiscal Vitality Plan](#)

AB 1840/AB1200

BP [3150](#)

# Factors influencing a need for a Central Redesign

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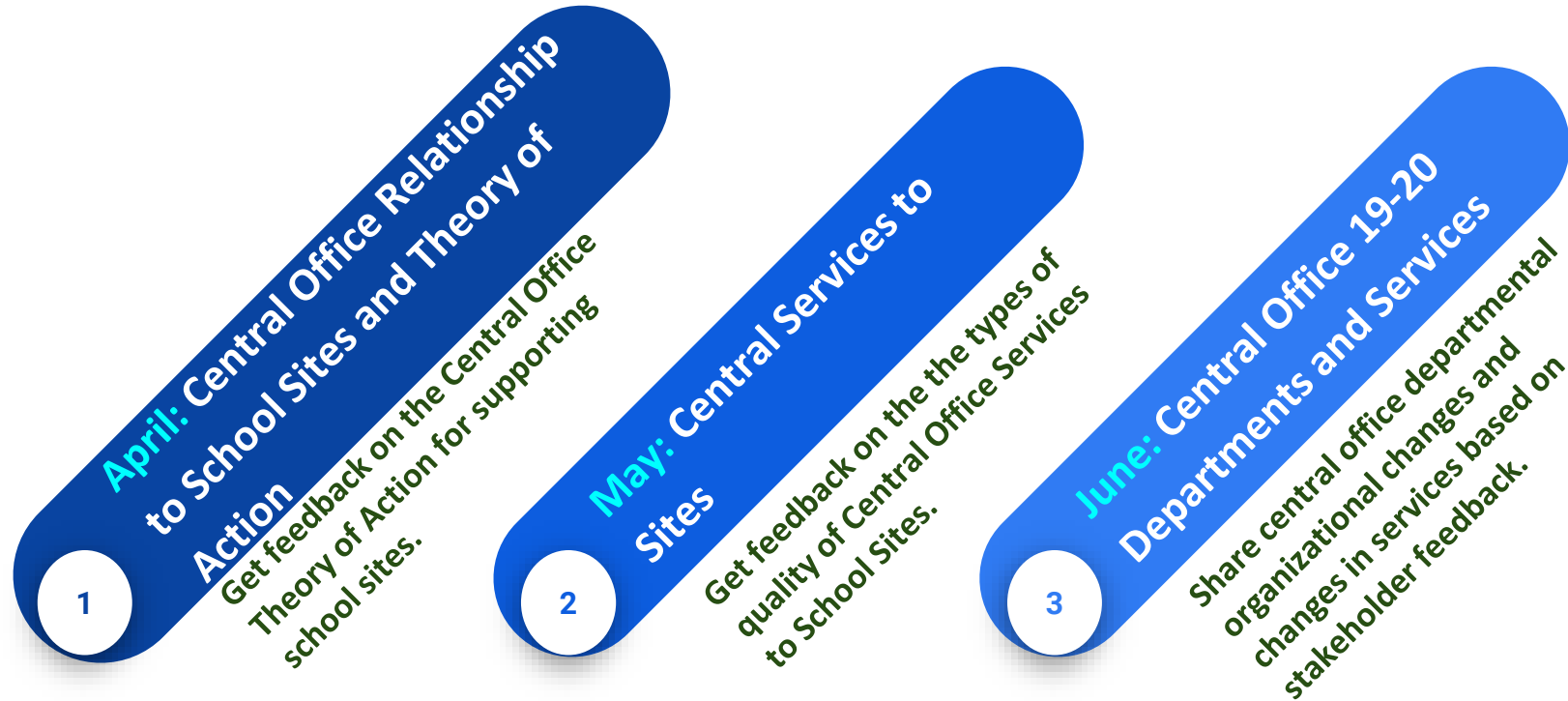
# Steps of Central Office Redesign

Grounded in an [Equity Design Framework](#): Historical Context Matters, Radical Inclusion, Process Matters

1. Ground ourselves in the OUSD Mission, Vision, Values, and Priorities
2. Clarify Central Office theory of action and its supports to schools sites
3. Define the relationship between central office and school sites
- 4. Prioritize Central Offices Services to School sites (do fewer things better)**
5. Create updated central office organizational charts, roles and responsibilities
6. Ongoing Implementation of Central Office Quality Service Models (Accountability structures for central office services to sites)

# Stakeholder Feedback Timeline

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# Central Office Departments

## Academics

Provides training, support and accountability for the district's academic programs and staff in all areas under curriculum, instruction, assessment and school improvement.

## Operations

Provides systems, training, support and accountability for all operations of the district.

## Fiscal

Provides financial management, reporting and accountability for the district.

## District Strategy

Provides strategy, communication and implementation of district wide initiatives and board policy

### Cross Department Interconnection

Academic Instruction & Innovation  
Network Offices  
High School & Linked Learning  
Early Childhood Development  
Community Schools & Student Services  
Research, Assessment & Data  
English Language Learner & Multilingual Achievement  
Special Education  
ICAP Management

Human Resources, Services and Support  
Facilities: Custodial, Grounds and Planning  
Transportation  
Printing & Mail Services  
Technology Services  
Risk Management  
Nutrition Services  
Warehouse & Distribution  
Police Services  
Enrollment

Budget  
Accounts Payable  
Accounting  
Payroll  
Procurement  
State & Federal

Chief of Staff  
Communications  
Legal  
Board Office  
Innovation  
Charter School Office  
Equity Office  
Ombudsperson

# Academics

## Key Areas of Work for 2019-20

- Develop the 2020-2023 LCAP Goals
- Finalize and begin implementing a Defined Autonomies Framework
- Implement Instructional Focus Guide for Continuous School Improvement

## Key Areas of Departmental Restructuring

- Align the LCAP Office and State & Federal
- Create a stronger connection between Academics & Equity
- Align parent and community engagement supports (e.g school site and district-wide governance)

## Key Central Services to Sites

- Foundational Professional Learning for Teachers, especially New Teachers
- Create professional learning structures and processes for school sites to share best practices
- Provide mental health services through partnership with the county



# Operations

## Key Areas of Work for 2019-20

- Provide training and improve implementation of Escape
- Review and improve process for onboarding
- Review and improve the delivery and accountability for clean schools
- Review enrollment processes and overall strategy
- Create Central Office Continuous Improvement Framework

## Key Areas of Departmental Restructuring

- Create a Chief Systems and Services Officer to support in effectively bridging central office and school sites

## Key Central Services to Sites

- Provide training to school sites on our operations and fiscal information system (ESCAPE)
- Provide training for site level clerical support
- Coordinate transportation services to school sites

## Key Areas of Work for 2019-20

- Improve and clarify the Budget Development Process, reporting and engagement
- Improve systems and processes for Payroll and Procurement Departments (e.g Escape)
- Continue to implement the Fiscal Vitality Plan

## Key Areas of Departmental Restructuring

- Align the LCAP Management with State & Federal
- Restructure Fiscal Analyst roles and supports to sites
- Restructure the Procurement Department

## Key Central Services to Sites

- Support school leaders in budget development process
- Process accurate and timely payments for all employees

# Districtwide Strategy

## Key Areas of Work for 2019-20

- Implement the Citywide Plan to Improve quality and fiscal sustainability district wide
- Seek non-traditional paths for revenue generation
- Continue implementation of Central Redesign
- Update the Local Control Accountability Plan (LCAP) 2020-2023
- Exit Differentiated Assistance for Academic Growth

## Key Areas of Departmental Restructuring

- Create stronger connection between Academics and Equity
- Refocus the role of the Charter office to have more focus on quality programs and strategic facilities placement

## Key Central Services to Sites

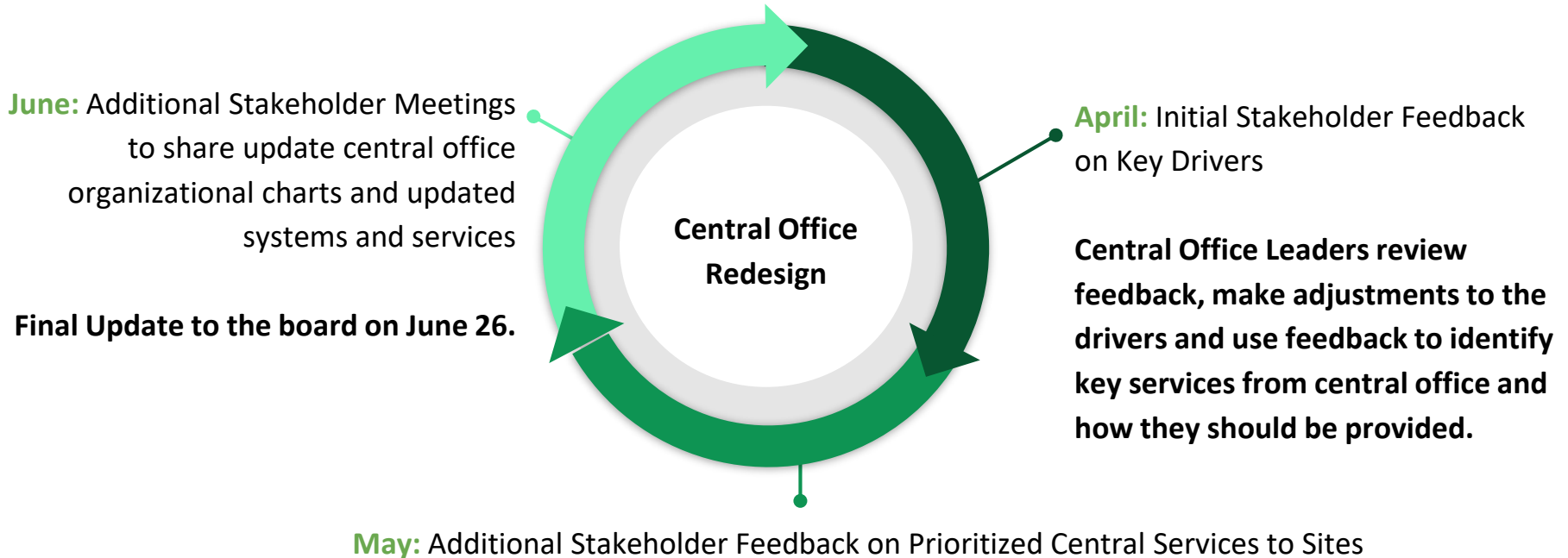
- Create a central office directory with contact information for each department
- Create key messaging of district wide initiatives to school sites, families, and community

# May Engagements

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Stakeholder Group	Meeting Dates
Principals	5/17 (All principals- feedback from each network)
Teachers	5/16 (focus group)
Students	5/13 (focus group) 5/29 (All City Council)
Parents	5/13 (focus group) Living Room Chats with Parents
Community Partners	5/14 (focus group)
Central Staff	5/3 & 5/31 (40 central office leaders)

# How Feedback is Informing the Work



**Central Office Leaders review feedback and update department work plans, restructure roles and responsibilities to support prioritized services to school sites**

# June 26 Board Meeting- Final Update

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## Deliverables

- 2019-20 Organizational Charts
- 2019-20 Superintendent Work Plan (first read)
- Initial Thinking on Leadership Team Structures and Cross-Divisional Teams
- Update on Central Office Department One Pagers
- Update on Central Office Continuous and Accountability Improvement Framework



# Quality Schools in Every Neighborhood!



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1000 Broadway, Suite 680, Oakland, CA 94607

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



**@OUSDnews**

# APPENDIX



# Summary of Feedback on Central Departments from May Engagements

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# Summary of Feedback from April Engagements

## Alignment & Clarity

- Focus on fewer things
- Clarity on what central office does and who to contact
- Determine base staffing and services to school sites

## Professional Development & Curriculum

- Professional learning based on best practices from OUSD staff at schools
- More training for clerical staff
- More alignment for SPED and Gen Ed professional learning

## Systems

- Need clear framework for Defined Autonomy
- Need system for central office accountability and continuous improvement
- Improve internal systems (e.g. Onboarding, Custodial, Escape)

## Resources

- Need more mental and behavioral health services
- More supports for teacher retention

## Accountability & Feedback

- Implement a system for central departments to get more feedback from school sites
- Have school site supervise central employees who work at school sites

# Central Office Theory of Action:

## Four Key Drivers for Our Work

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01

**Cultivate Student-Centered and Culturally & Linguistically Responsive Learning Environments**  
(Quality Community School)

02

**Harness the Power of Teams**  
(Organizational Resilience)

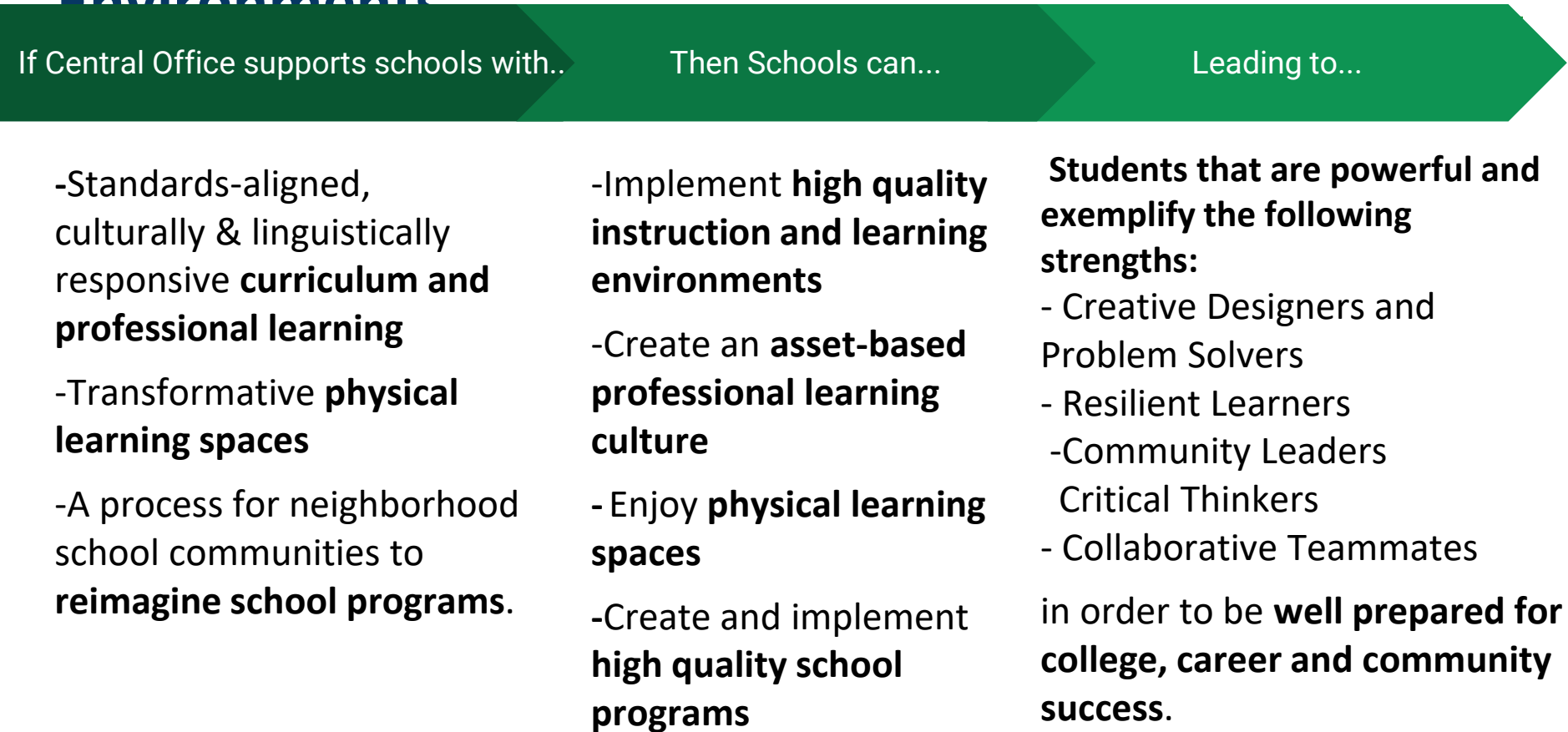
03

**Enhance Customer Service**  
(Organizational Resilience)

04

**Create a Thriving System**  
(Fiscal Vitality)

# Driver #1: Cultivate Student-Centered and Culturally & Linguistically -Responsive Learning Environments



# Cultivate Student-Centered and Culturally & Linguistically Responsive Learning Environments (Quality Community School)

Categories	Principals	Teachers	Community Partners	Students
Alignment/ Clarity	<p>Provide common district-wide definitions</p> <p>Provide big rocks (do fewer things better)</p>	<p>A singular focus cycle of learning from central office ("three things we are going to focus on...")</p> <p>Common language we all use</p> <p>Common understanding of student-centered and culturally responsive</p>	<p>Who from central provides training for this?</p> <p>Do RJ &amp; Equity Office provide PD in this area?</p>	<p>Define what is Quality</p>
Professional Development and Curriculum	<p>Expertise on PD &amp; instruction should come from school (central office learns from and amplifies for district wide)</p> <p>More opportunities for sharing best practices</p> <p>Common PD for all new teachers</p> <p>Give curriculum autonomy to sites</p>	<p>Training must be community informed (reflect culture and languages in the city)- how do we invest in people from Oakland to do this PD?</p> <p>Make explicit what quality instruction in this area looks like for teachers</p>	<p>No top down PD-- Central should learn from best practices and expertise at sites - compile and amplify them so all sites have the best</p>	<p>Have students inform curriculum choices and help in the design</p> <p>Improve PE curriculum</p> <p>Use books and materials that are more diverse</p>

# Cultivate Student-Centered and Culturally & Linguistically Responsive Learning Environments (Quality Community School)

Categories	Principals	Teachers	Community Partners	Students
Systems	Reduce operational burdens on school sites Create criteria for site autonomy vs centralized supports Create systems for monitoring and tracking Invest in and maintain good platforms			
Resources	Prioritize training and staffing for behavioral health (counseling, SEL & psych services) Create timeline for facilities renovations	Need adult learning and intervention spaces for kids at school sites It's hard to have quality learning environments with large class sizes	Need strong engagement teams to reimagine schools	
Accountability and Feedback	Allow school leaders to supervise central staff at school sites (SSO, custodian, ITL, Nutrition) Better feedback loop between sites & central (quicker response time)		Ensure way to track what is working at the different sites and accountability to ensure desired outcomes	Work at the state level to change testing requirements

# Driver #2: Harness the Power of Teams

If Central Office...

Then Schools can...

Leading to..

- Focuses on **courageous & compassionate leadership development** for central and school site leaders
- Builds the capacity of school and district teams to engage in **collaborative inquiry and problem-solving**
- Involves central partners, school teams, families and students in **talent recruitment and induction**

- Develop, mentor, and work with equity-minded leaders** at all levels of the organization
- Foster strong **cultures of continuous improvement**
- Attract talent that reflects the diversity of Oakland** that is nurtured to reflect district core values

An increase in the following:

- **Central office capacity to provide high quality services** to schools
- **School capacity to improve the quality of student learning, school culture and parent engagement**
- Employment of **diverse and high capacity talent** for schools and central office
- **Retention** for teachers, school leaders and central offices

Categories	Principals	Teachers	Community Partners	Students
Alignment/ Clarity	Create structures and processes to develop collective responsibility (e.g. team charters, vision, norms)		Not sure how this driver really improves things for school sites	
Professional Development and Curriculum	Invest in team development training Provide a model for sites for developing teams	How can the district support SPED and Gen Ed teachers working together more? Provide more short term learning opportunities - not just year long commitments		students should inform leadership development plans
Systems	Need a team approach to Escape implementation Central office should have PLCs on how to support school sites Streamline hiring process Create real pathways for all staff	How can SSCs be more involved in recruitment and retention? How are parents and schools working together (e.g. Farmer's market, GED classes)	Teachers should be seen as valuable members of cross-functional teams Central should learn from strong practices of team development from schools sites and share district wide	Involve students in the hiring process for teachers



Categories	Principals	Teachers	Community Partners	Students
Resources	Develop teams helping with retention Pay more for positions at school sites, instead of more pay for central positions Mentor site leaders in areas of equity, data, assessment and teacher retention			Support students being on school site teams
Accountability and Feedback	Develop rubric for high performing teams Central teams get regular feedback from school sites		More teams with central and schools sites together	

# Driver #3: Enhance Customer Service

If Central Office...

-Provides a **high quality service to schools** that is efficient, responsive, and solutions-oriented

Then Schools can...

-Implement a high quality education for students by receive the necessary effective supports, resources and guidance in a timely fashion from central office

Leading to..

-Schools that thrive because they function in supportive conditions in partnership with central office.

03	Enhance Customer Service (Organizational Resilience)			
Categories	Principals	Teachers	Community Partners	Students
Alignment/ Clarity	Publicize central office phone number Departments be organized to not send same requests to sites from multiple departments	Make more visible the work that central office is doing	Clear information to post in schools about who to call for what need	Need to define quality customer service
Professional Development and Curriculum	Focus on increasing the effectiveness of essential operations departments (HR/Subs, Fiscal/Payroll/Budget/IT/Custodial)			
Systems	Bring back the RATER system for measuring central office effectiveness	Need to streamline onboarding of staff Streamline the central office directory- help sites have to call multiple people to get response		
Resources	Focus central supports for key times of the year (e.g. assessments, enrollment, registration, master scheduling)	Place central office at a more accessible location with parking		Support schools to fix problems themselves and involve students
Accountability	Ensure quick response time from	Enforce protocol of	HR and Payroll Offices	Ensure youth are at the

# Driver #4: Create a Thriving System

If Central Office...

- Right-sizes the number of schools we operate in relation to student enrollment
- Leverages surplus property to generate revenue that is invested in robust programs
- Develops sustainable funding models for essential programs and services

Then Schools can...

- Implement high quality programs that are resourced with sustainable levels of staffing and instructional program supports

Leading to..

- Greater family satisfaction with OUSD school program options
- Greater long-term financial stability for the district
- Greater success and higher student outcomes for all students

Categories	Principals	Teachers	Community Partners	Students
Alignment/ Clarity	Determine a standard base that all schools have		Identify a base level of staffing that every school needs	How is the right size of a district determined?
Professional Development and Curriculum	Custodial and Food Services should operate like clerical and have one central person training and all other staff supervised by principals Provide a model of quality programs that are sustainable regardless of leadership Need “how to” trainings for new principals	Be proactive on Special Ed requirements to not pay fines for not being compliant		Students should determine essential programming
Systems	More communication between departments Eliminate non-mandatory tasks asked of principals Create a pipeline for talent development Support school leaders in developing marketing plans	Plan multiple years for programs (long term plan for funding)	If we don't change the fiscal structures and implement best practices for quality- more money won't help us	Invest in ways to bring Oakland youth back to Oakland schools

Categories	Principals	Teachers	Community Partners	Students
Resources	<p>Focus on quality of essential services (HR, Custodial)</p> <p>Give more stipends to teachers and leaders for work and have less central office staff</p> <p>Need more behavioral health services</p> <p>Function with fewer departments</p>	<p>Ensure funding for reliable support staff (e.g. Instructional Teacher Leaders)</p> <p>Provide update on surplus property (are we willing to lease or sell? what is happening with 1025?)</p> <p>Maintain ongoing tech supports</p>	<p>Ensure right-sizing the district also allows room for growth and innovation</p>	
Accountability and Feedback	<p>Central office staff needs to be community facing</p> <p>Ensure emails are returned in 48 hours</p> <p>Create system of central office accountability for student outcomes</p> <p>Create end of year celebrations for staff who meet milestones</p>	<p>Collect data on programs that are working and which are not to know where to invest</p>	<p>Ensure the needs of our most marginalized students are accounted for in right-sizing process</p>	<p>How are we getting family buy in</p>