

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

Presented by

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Presented to OUSD Board of Education

August 23, 2023



**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

- Review the Public Works Report produced as a result of the Board approved contract with Public Works LLC to provide recommendations for redesigning the Continuous School Improvement (CSI) Division, partially completing State Trustee requirements from the 2022-2023 budget development process;
- Provide insights on recommended themes to improve coherence, alignment, and accountability in our District to achieve the goals and initiatives within the Local Control and Accountability Plan (LCAP) and the Strategic Plan respectively; and
- Provide feedback on the timeline for the next steps.

Public Works LLC Team Members



Dr. JoAnn Cox—Dr. Cox is the Director of PK-12 Education for Education for Public Works.

Dr. Rudy M. Castruita has been a dynamic force in the field of education for 39 years; former Superintendent.

Dr. Bruce Harter—The former superintendent of schools in Corvallis, OR; Lee County, FL; Brandywine in Wilmington, DE; and for the final ten years in West Contra Costa Unified School District, CA.

Ms. Martha Martinez—is Co-Executive Director of the California Association of Latino Superintendents and Administrators (CALSA).

David Brewer—Vice Admiral David L. Brewer III, USN (Retired) served his country for over 35 years in the United States Navy; former Superintendent Los Angeles Unified.

OVERVIEW OF METHODOLOGY

PHASE I- PROJECT KICKOFF

Task 1: initiate project including initial data requests and kick-off meetings.

Task 2: Develop preliminary profile of 24 departments. Prepare all logistics for surveys and virtual meetings.

PHASE II- STAKEHOLDER INVOLVEMENT AND REVIEW

Task 3: Conduct online stakeholder surveys and synthesize survey results.

Task 4: Agree on and conduct peer district comparisons.

Task 5: Conduct virtual staff interviews and host parent / community focus groups

Task 6: Follow-up virtual interviews and focus groups

Task 7: Synthesize findings from all sources and weigh against best practices, district mission, and LCAP goals.

PHASE III- INTERNAL REPORTING

Task 8: Prepare preliminary findings and conduct interim briefing on proposed findings and recommendations.

Task 9: Prepare draft and final report. With OUSD leadership, co-present findings and recommendations to OUSD Board of Education.

PHASE IV- PROJECT REPORTING

Timeframe:
January - May of 2023

OUSD CSI Redesign Overview of Methodology



Interviews and Focus Groups:

Interviews with 135 OUSD staff.

Peer District Comparisons

- Fontana USD
- Sacramento City USD
- San Jose USD
- West Contra Costa USD

Local Control and Accountability Plan Analysis

- Fontana USD
- Sacramento City USD
- San Jose USD

Data Review: Each operational area team submitted data requests to OUSD staff. Over 300 documents were reviewed.

2 Redesign Surveys: (February 22-March 4)

Districtwide Survey- 329 OUSD Staff Responded (of which 52% were teachers)

CSI Staff Survey – 85 CSI Staff Responded

Tollgate Meetings/Report Vetting Process: hosted 9 Tollgate meetings with the CAO and key CSI leader overseeing each area to vet the findings and recommendations. OUSD staff provided the team with *verbal and written feedback* on any factual errors they detected and all factual errors were corrected.

OUSD CSI Redesign

Why This Report Matters: “Begin With The End In Mind” —Stephen Covey

- **Graduation**

OUSD had the lowest overall graduation among the comparison districts with only $\frac{3}{4}$ of the students graduating in four years of high school.

- **College-Going Rate**

OUSD had the lowest college going rate of the comparison districts with just under half of the students enrolling in post-secondary education.

- **Attendance and Suspensions**

OUSD has the highest proportion of chronically absent students among the comparison districts with nearly 48% missing more than 10% of the school year.

Bottom Line: Improved CSI & Central Office services are needed to better support OUSD schools and students.

All OUSD resources, processes, procedures, operations, initiatives, staff, and Board actions need to provide stronger support to the academic, social, and emotional needs of OUSD students.

Peer District Comparisons

- Fontana USD
- Sacramento City USD
- San Jose USD
- West Contra Costa USD

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.



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



Recommended Themes

6- 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 to 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.

6- 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.



6- COMMONALITIES/THEMES OF REPORT

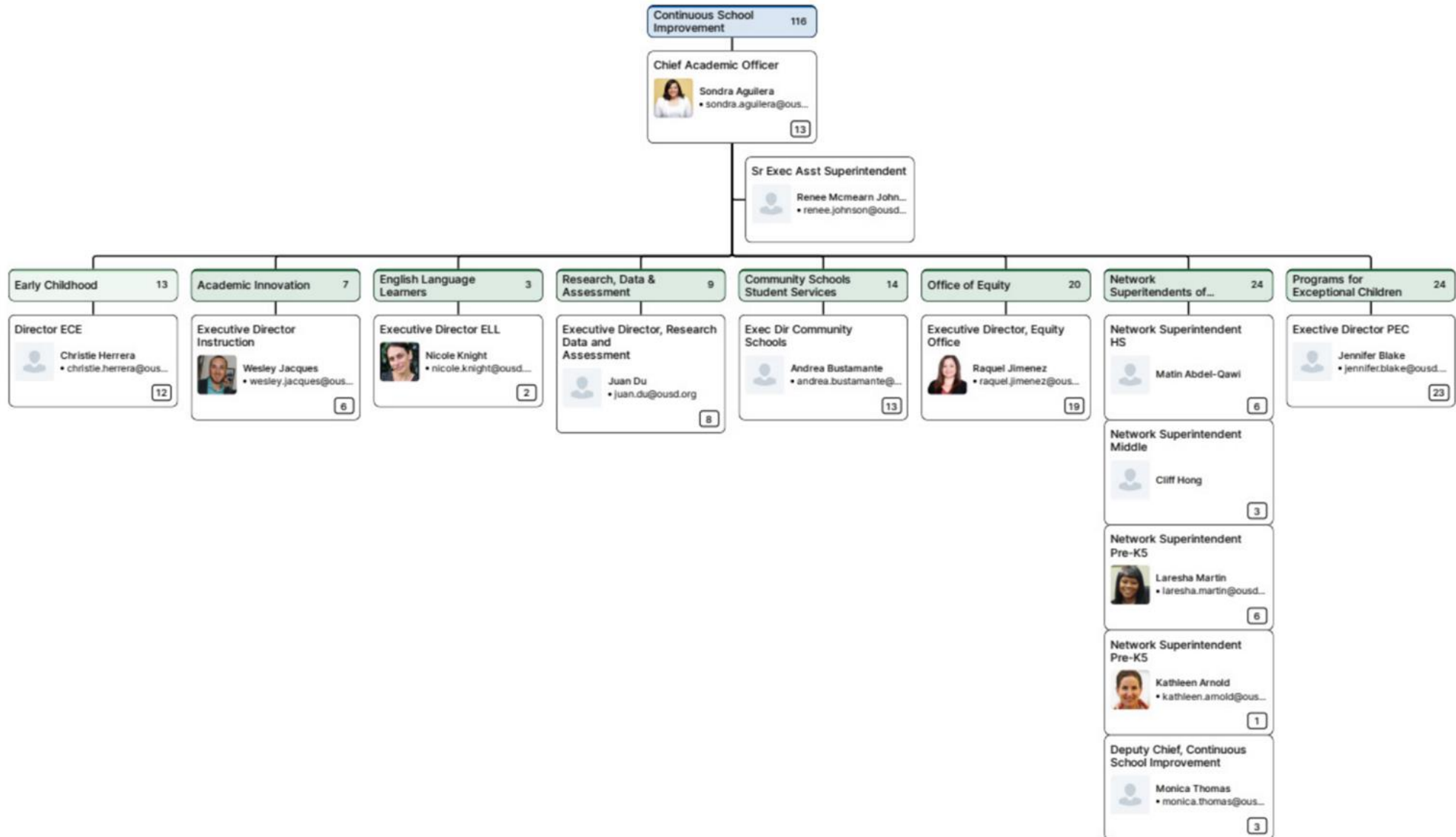
Theme # 5: Lack of Clear Communication.

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

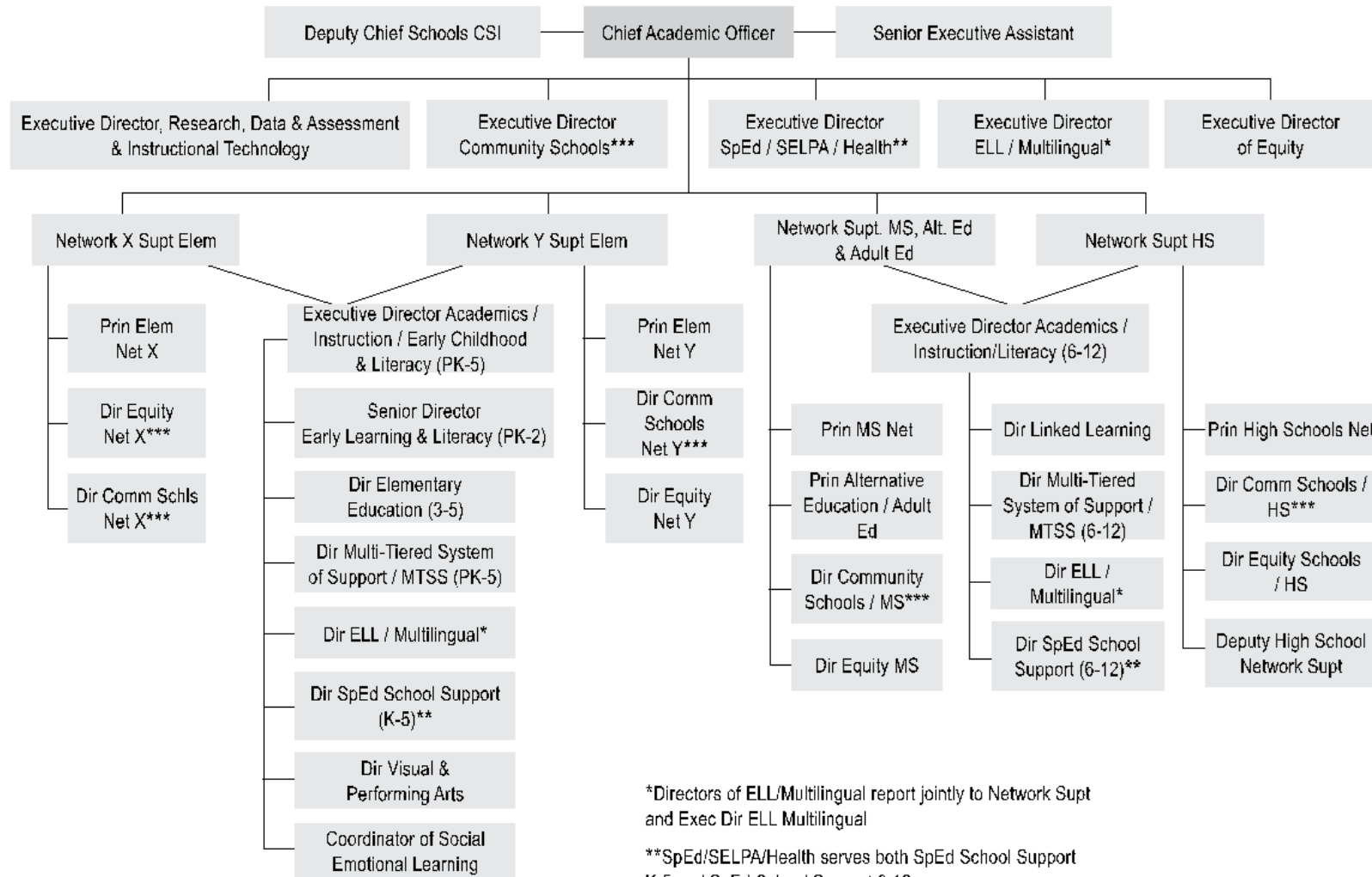
Theme #6: Better balance is needed between site-based management/autonomy and Central Office non-negotiables that impact all schools.



CSI Division



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.

Eliminations of Positions	Creation of New Positions	Realignment of Existing Positions
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>25 positions were realigned</p>
<p>Totals 29</p>	<p>6</p>	<p>25</p>

Source: Created by Public Works LLC, 2023.

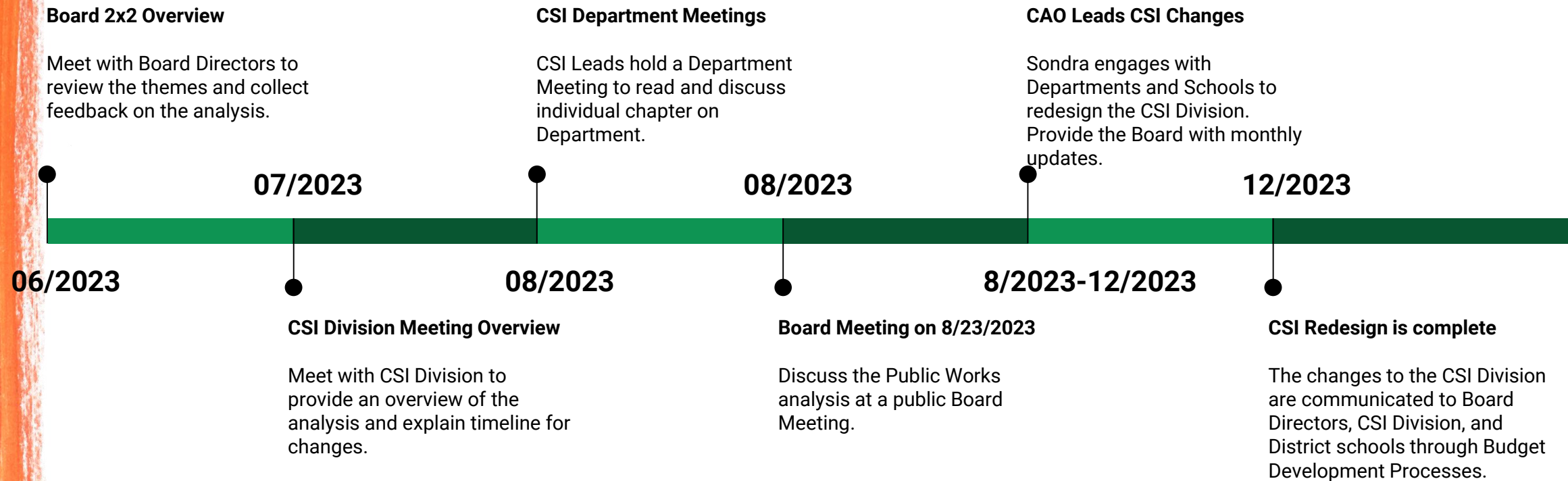
Cost of the CSI Redesign

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	

NEXT STEPS

- The OUSD Superintendent and CAO should create a recommendation implementation plan including which recommendations will be implemented as is, which recommendations to modify and implement, and/or which recommendations should not be implemented with a sound rationale for not doing so.
- The OUSD Board should direct the Superintendent to develop an implementation plan and present that plan to the Board within 90 days.
- On a monthly basis, a point person should collect the information from each of the appointed staff and assemble it into a report for the superintendent and /or board's review.
- At the end of 6 months or a year, the district should determine the overall rate of implementation and the associated fiscal impacts (costs and savings).
- The Board should review the implementation progress quarterly.

TIMELINE



Ask of the Board

- Provide feedback on the Public Works Report recommendations and next steps.



APPENDIX

Select Commendations by Section

- OUSD is commended for placing a high priority on reinventing its MTSS process and for ensuring it is in alignment with the California Department of Education MTSS model and in alignment with OUSD's Local Control and Accountability Plan. (Commendation 2-A)
- OUSD is commended for creating a research-based TK-5 literacy framework. (Commendation 2-B)
- CSI is commended for creating and implementing a research-based walk-through instrument to guide improved instruction. (Commendation 2-D).
- The Instructional Technology Department is commended for the development, coordination, and maintenance of the Teacher Central and Family Central websites. (Commendation 2-E)
- OUSD Special Education Department is commended for using the FCMAT Special Education Efficiency Tool. (Commendation 4-C)
- OUSD is commended for transitioning to an intervention and prevention organization. (Commendation 5-A)

Select Commendations by Section (cont.)

- The English Language Learning and Multi-lingual Achievement (ELLMA) Department is commended for their efforts in meeting the needs of the Whole Child. These efforts are evident in the design of support services and programs and the allocation of resources to address the physical, social, and emotional needs of students and families. (Commendation 6-B)
- The Early Learning Department is commended for using a Whole Child approach that prioritizes the development of the whole child including their emotional and social well-being, in addition to their academic progress. (Commendation 7-C)
- OUSD is commended for developing and implementing an extensive set of data dashboards that staff can use to make decisions in their professional work and that the public can use to gain detailed information about a variety of topics. (Commendation 8-A)
- The African American Male Achievement (AAMA) Program has implemented an effective Student Leadership Council. (Commendation 9-B)

Select Recommendations by Section

- Restructure the CSI Division for the 2024-25 school year to reduce silos, ensure stronger collaboration between Academics & Instruction, and reduce the number of direct reports to the CAO from 15 to 11. (Recommendation 1-1)
- Charge the CAO with forming a task force to collect all of the various frameworks being used by central office and school-level staff, synthesize existing ones, and adopt fewer frameworks to ensure alignment to the district's strategic plan and LCAP plan. (Recommendation 1-3)
- Update Board Policy 6005 to ensure a clear definition of site-based autonomy and delineate non-negotiables that all schools should be required to implement to ensure a strong and consistent implementation of the district's instructional vision and plans. (Recommendation 1-4)
- Assign all CSI staff space in schools beginning July 1, 2023 until the new central office building is opened and require staff to contribute two hours a week in assisting the school leadership with various teaching and learning initiatives. (Recommendation 1-5)

Select Recommendations by Section (cont.)

- Reorganize and streamline the Department of Academics and Instruction in order to better facilitate the growth of teachers in content area and pedagogy, design innovative curricula, and develop more meaningful partnerships with school sites and other CSI units. (Recommendation 2-1)
- Dissolve the OUSD Board Curriculum and Instruction Committee and replace it with a districtwide Curriculum and Instruction Advisory Committee. (Recommendation 2-4)

Select Recommendations by Section (cont.)

- Reduce the number of elementary schools for the school year 2024-25 allowing for the elimination of one Elementary Network. (Recommendation 3-2)
- Eliminate the position of Executive Director of Alternative Education when those responsibilities are assigned to the Middle School Network Superintendent. (Recommendation 3-4)
- Ensure all OUSD networks develop and implement the planning and tracking system as used in Network 3. (Recommendation 3-8)

Select Recommendations by Section (cont.)

- Assign the supervision and evaluation of the speech therapists to the principals and the psychologists to special education network directors and combine the remaining functions of the two positions into one. (Recommendation 4-1)
- Create and fill four Director of Community Schools positions (internally) that report jointly to the Executive Director of Community Schools and to the Network Superintendents for the 2024-25 school year. (Recommendation 5-1)
- Expedite the hiring of a Director of Behavioral Health and conduct an analysis of mental health personnel needs at the school level. (Recommendation 5-4)

Select Recommendations by Section (cont.)

- Reorganize the English Language Learner & Multilingual Achievement Department to facilitate greater alignment of instructional programs and services for ELLs and Multilingual students and to build stronger collaboration with the Academics & Instruction Department. (Recommendation 6-1)
- Ensure adequate staffing for the delivery of base and supplemental instructional programs and services for ELLs, specifically Newcomers, as identified in OUSD's EL Master Plan. (Recommendation 6-2)
- Realign the 13 elementary schools with Newcomer Programs and all the Multilingual schools under one Elementary Network Superintendent for effective implementation of best practices for ELLs and to support improved communication to sites impacted with high numbers of ELLs. (Recommendation 6-3)

Select Recommendations by Section (cont.)

- Reorganize the Early Learning Department (PK-2) and establish a developmental pathway for early elementary grades that continues to build on what children learn in preschool/transitional kindergarten, building connections in curriculum, pedagogy, and assessments between early childhood programs and elementary education. (Recommendation 7-1)
- Reduce the number of reports and deliverables in the Research, Assessment, and Data Department to enable the reduction of one analyst position. (Recommendation 8-2)
- Transfer the Family Engagement Specialists from the Office of Equity to the Network Superintendents. (Recommendation 9-1)



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