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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 23, 2023

Subject Continuous School Improvement Division Redesign

Ask of the Board The purpose of this presentation is to discuss and collect Board Director feedback on the recommendations to redesign the Continuous School Improvement (CSI) Division as proposed by the Public Works Report.

Background The Board approved a contract with Public Works LLC to complete an analysis on the Continuous School Improvement (CSI) Division of the central office to determine if the Departments within CSI were appropriately structured to achieve the goals of the Local Control and Accountability Plan (LCAP) and the District Strategic Plan. In addition, this analysis would partially fulfill the requirements of an action taken by the State Trustee to "stay positions funded with resource 0000 until a central office reorganization analysis is completed by an external party" (August 12, 2022). Staff from the CSI Division and schools participated in the analysis resulting in recommendations by Public Works suggesting ways to better structure the Division to address coherence, alignment, and accountability.

Discussion The recommendations from Public Works are described through the following Themes:

Theme #	Title	Details
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.
2	**Strong need to consolidate small schools to improve**	The current CSI team could deliver improved services if there were fewer

	CSI services.	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.
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.
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.
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.
6	**Better balance between site autonomy and central office non-negotiables.**	**Better balance** is needed between site-based management/autonomy and Central Office non-negotiables that impact all schools.

Recommended Next Steps

Public Works has recommended the following next steps take place:

- 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.

The Board is asked to provide feedback on the recommendations and timeline associated with implementing the described recommendations.

Fiscal Impact

There is no fiscal impact identified with reviewing the Public Works Report. There is a potential savings in *targeted funds* if the recommendations are implemented, an estimated $-3,483,735.50. The fiscal impact associated with the implementation of recommendations will be provided according to the budget development timeline and decisions are made regarding the new structure.

Attachment(s)

- Presentation
- Public Works Report - Executive Summary

Oakland Unified School District

Continuous School Improvement Redesign

PRODUCED BY PUBLIC WORKS LLC | JUNE 21, 2023

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Executive Summary

Request for a Redesign of the Continuous School Improvement Division

In September 2018, California Governor Brown signed Assembly Bill 1840 which was designed to provide Oakland Unified School District (OUSD) with additional funds to assist the district in repaying a $100 million loan that the district received in 2003. One provision of that legislation required OUSD to complete comprehensive operational reviews that compare the needs of the school district with similar school districts and provide data and recommendations regarding changes that the district can make to achieve fiscal stability. In 2020, OUSD contracted with School Services of California to conduct a review of the Business Services, Talent, and Technology divisions of the district that partially fulfilled the requirement under AB 1840.

On January 25, 2023, the OUSD Board of Education approved a contract with Public Works LLC to conduct a redesign of the Continuous School Improvement (CSI) Division, to partially fulfill the AB 1840 requirement. The major purpose of the redesign according to the Request for Proposal (No. 22-127 CSI) was "to ensure that school sites are supported by an efficient central office staff to reach the goals of the Local Control and Accountability Plan (LCAP). The requested analysis of the CSI division is to focus on the level of staffing necessary to reach intended goals of the LCAP and the district's vision mission and values."

While the study was mandated, the Chief Academic Officer and CSI staff were cooperative, provided our team with documents requested, and in general welcomed the opportunity to find ways to improve services to students and schools.

Overview of CSI and Overarching Redesign Theory

OUSD's CSI Division is responsible for developing and implementing educational programs that align with the district's goals, strategic plan, LCAP, and state standards. The Division's primary function is to ensure that all OUSD students receive a high-quality education that prepares them for college, career, and life success.

The main functions of the CSI Division are to:

1. Develop and implement curriculum: The division is responsible for developing and implementing the district's curriculum, which includes academic standards, instructional materials, and assessments.
2. Provide professional development: The division provides professional development to teachers and staff to ensure they have the skills and knowledge needed to deliver the curriculum effectively.
3. Assess student learning: The division is responsible for assessing student learning and using data to improve instruction and curriculum.
4. Ensure equitable access to education: The division ensures that all students have equitable access to high-quality education, regardless of their background or current achievement level.
5. Collaborate with community partners: The division works with community partners, such as parents, businesses, and non-profit organizations, to support student learning and achievement.
6. Monitor and evaluate programs: The division monitors and evaluates educational programs to ensure they are effective and aligned with district goals and state standards.

Overall, the CSI Division plays a crucial role in ensuring that students receive a high-quality education that prepares them for success in the 21st century.

OUSD's Chief Academic Officer (CAO) has been instrumental in navigating the range of needs, especially in light of the high number of direct reports (15). The CAO has the heavy responsibility for making sure all the pieces contributing to academics—instruction, assessment, research, and supporting services, are working together. Our staffing recommendations include lessening the CAO's direct reports to 11 to provide the CAO with additional time to focus on implementing this redesign with fidelity and to facilitate the development, implementation, and evaluation of the district's curriculum, instructional materials, teaching practices, and supporting services. To do so, time is needed to breakdown some existing silos and improve collaboration among CSI departments. While there are examples of excellent collaboration within CSI (examples are included in the full report), much work is yet to be accomplished.

The reader should also note that one of our primary recommendations is to reduce the number of Network Superintendents by one and move the Network Superintendents to the top of the CSI Redesign organizational chart to oversee the key departments within CSI. Under the redesign, the four Network Superintendents would report to the CAO to assist in bringing a systematic and coherent approach to delivering central office services to schools. This approach must balance allowing school sites autonomy while simultaneously holding school leadership accountable with non-negotiable strategies and practices expected of all schools.

It is important to note that our key recommendation to eliminate one Elementary Network Superintendent is contingent upon the district reducing the number of schools. OUSD has the largest number of schools among the comparison districts with 77 and an average number of students in each school of 447. Sacramento City Unified School District (SCUSD) has 3,500 more students in 68 schools with an average school size of 559 students. Fontana Unified School District (FUSD) has a student population of about 500 more students in 46 schools with an average school size of 763 students. San Jose Unified School District (SJUSD) has fewer than 26,000 students in 41 schools with an average school size of 626.

OUSD and two of the comparison school districts have charter schools in their attendance areas. Oakland has the most with 28, SCUSD has 15, and SJUSD has five. There are no charter schools in FUSD.

All of the districts include private schools which are significant because the public school district, under Federal law, is required to provide private schools some services. Again, OUSD has the most with 37, followed by SCUSD with 27, SJUSD with 24, and FUSD with 6.

School consolidation is always fraught with controversy and hurt feelings that may continue for decades. Schools throughout the nation are experiencing similar decline in enrollment as happened in the early 1980s. Schools were closed and repurposed. Even districts that have experienced rapid growth in the 2000s like San Ramon Unified, are now in decline. The Staff Report: Resolution No 2223-036 at the January 25, 2023 Board meeting provides a thoughtful and compelling rationale and impact for consolidating and merging small schools in OUSD.

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.

To accompany the consolidation of elementary schools, OUSD should reduce the elementary networks from three to two for the 2024-25 school year. Reducing one of the elementary networks would result in each network supervising schools that serve approximately 8,800 students and approximately 520 classrooms. While the intended key focus of the project was to analyze the CSI Division's staffing, the Public Works LLC team went beyond staffing recommendations and found numerous best practices as we conducted our work

and those commendations can be found throughout the report. Our team analyzed voluminous data and interviewed 135 OUSD district and school-level staff and we learned much more about CSI than just the effectiveness of its level of staffing. Thus, we have included several findings and recommendations within each section of the review related to the efficiency and effectiveness of CSI's operations.

In this report our team uses the terms central office, district, or OUSD interchangeably.

Acknowledgments

Public Works LLC wishes to express the team's appreciation to OUSD Board of Education, Superintendent, Dr. Kyla Johnson-Trammell, Dr. Sondra Aguilera, Dr. Sabrina Moore (Alameda County Office of Education), central office staff, school principals, and the many district employees and other partners who supported and provided input for this review. We would like to thank the superintendents and staff in SCUSD, FUSD, and West Contra Costa USD. Those districts were used as peer districts for this study and their staff assisted by providing our team with various peer district data. Originally, San Jose USD was selected as a peer; however, staff did not respond to our data requests.

We are grateful for the cooperation of the OUSD Board, administration, and central office and school-level staff for their input into this review. The administration and staff are also to be commended for their dedication toward improving educational opportunities for all students in the district.

Overview of OUSD

OUSD serves 34,265 students in grades TK-12 at 77 district-run schools and the district's student population is one of the most ethnically and linguistically diverse school districts in the nation. According to the California Department of Education's Data Quest, OUSD students are 45% Hispanic/Latino, 21% African American, 11% Asian, 11% White, 6% two or more races, and all others 5%. More than 50% of OUSD students speak a language other than English at home, and 33% of the students are English Language Learners. Nonetheless, OUSD faces some of the same challenges as any high-needs urban district in this country. Nearly 75% of OUSD students are low income, 17.5% of the students receive Special Education services, and 18% of school-aged children live below the US poverty standard.

REDESIGN METHODOLOGY

Project Kick-Off Meetings

For each phase of the project, Public Works LLC held a project kick-off meeting to review the scope of work with OUSD leadership and provide them with a road map of project expectations for the study.

Data Analysis

We began by gathering, reviewing, and evaluating data, manuals, procedures, organizational charts, and other documentation. Our team reviewed and analyzed over 300 documents in the nine areas of the study.

Peer District Analysis

In conjunction with OUSD leadership, three school districts were chosen as comparison school districts based on student enrollment, and percentages of students receiving free and reduced lunch. Superintendent Kyla Johnson-Trammell wrote to each of the peer district superintendents to ask for their cooperation in providing our team requested data. The majority of the peer districts complied with our request for information. **Appendix D** is a summary of comparison data and our team used various data points and our findings to support some of

our recommendations. It is important to note that Public Works LLC did not solely rely on peer data to make any recommendations. Our team's standard procedure is to use multiple data sources to support any of our recommendations.

Peer District Comparisons

Three California unified school districts were selected as comparison districts for the study, Sacramento City, Fontana, and San Jose. For some measures, it was not possible to get information and data from San Jose, so Public Works LLC gathered information for West Contra Costa Unified to supplement the information from the other two districts and OUSD. The comparison districts are similar in size and student population.

The comparison districts range in student enrollment between 26,000 and 38,000 with enrollment declining in each district. Hispanic/Latino students are the largest population in each of the districts, ranging from 41% in Sacramento City to 87% in Fontana.

In the academic measures, OUSD students perform about as well as students from Sacramento City and Fontana and less well than students in San Jose. OUSD lags behind all of the comparison districts in graduation and college-going rates.

OUSD has a smaller percentage of long-term English Language learners than the peer school districts. OUSD has the highest rate of chronic absenteeism and second highest suspension rate among the comparison districts.

Oakland Unified has more financial resources than any of the other districts both in total spending as well as per pupil spending. OUSD spends 22% more per pupil than Fontana, 23% more than Sacramento, and 37% more than San Jose. Much of that difference is from the amount that OUSD spends on classified salaries, which is 67% more than Sacramento City, 40% more than San Jose, and 37% more than Fontana.

Teacher salaries lag in OUSD with the average salary 17% lower than Sacramento City, 23% lower than Fontana, and 15% lower than San Jose. The differences in average salaries comes in large part from OUSD's much lower rate of average teacher experience. High levels of teacher turnover in OUSD explain the differences in teacher experience. OUSD's average three-year return rate is just over 50%. **(See Appendix D for details on the peer district comparisons.)**

Partner Surveys

Two major partner groups—district-wide central office staff, teachers, principals and staff, and CSI Division staff—received a survey focusing on resources and staffing of the CSI Division's capacity and service delivery that provide school leadership, staff, and students with the tools, resources, supports and technical assistance needed to ensure that every school is on a path towards excellence. Request #2 The 13-question survey with a mix of matrix measures and open-ended comments generated well over 700 comments among 414 respondents. *While the focus of the questions related specifically to CSI, a few of the questions sought information about all of OUSD district operations.*

> **District-Wide Survey:** An e-survey invitation was sent to 2,460 district-wide OUSD staff upon which responses were gathered over a ten-day period during February 22-March 4, 2023. There were 329 respondents, yielding a 13.4% response rate. Among them, the majority of respondents were teachers (52%), while 21% identified as Central Office Staff and the remaining were principals and classified staff. Nearly 30% have worked five or fewer years for OUSD, and a quarter have been employees between six and ten years. Nearly half (46%) have worked with the district for eleven-plus years.
>
> Overall, respondents believe that the district faces uphill challenges in meeting the multiple and significant needs of students exacerbated by the lack of resources to do so. The majority (58%) rated

Social, Emotional, & Academic Supports as Fair/Poor while needs of English Language Learners are high. More than half (52%) disagree that the budget is well managed by the administration, many of whom state that the money spent on administrators could be better spent on employing direct service positions serving students. Three-quarters believe that "work practices to attract and retain staff" should be a high priority of the district and CSI. A repeated theme throughout the comments suggested that CSI would do well to embed their staff at school sites to inform their "real-world" understanding of how policies and practices they promulgate impact teaching and learning. Working alongside each other would also foster collaborative policy-making and problem-solving with principals, teachers, students, and families. Respondents repeatedly reported that they knew very little as to what CSI does or the services it offers.

Continuous School Improvement Division Survey: The same survey was also distributed to 21 departments within CSI accounting for 294 persons receiving an e-survey invitation during a ten-day period (February 22-March 4, 2023) of which 85 responded, yielding a 29% response rate. The majority (59%) have worked for the district for five or fewer years which is in stark contrast to the district-wide respondents whose bulk of respondents (46%) have been with the district for eleven-plus years.

Overall, most CSI staff believe they are doing the best they can with the resources they have to allocate. Over three-quarters agree that staff collaborate, have technology to support their work, and believe they prioritize student needs. Nearly half (49%) disagree that there is adequate staff to carry out Central Office functions, and (29%) disagree that the budget is well managed. Emotional Supports received the most Fair/Poor rating (44%), and just over one-third gave the same rating for Social Supports (37%) and Academic Supports (35%). Sixty percent report that they collaborate with each other, however, one-third disagree that CSI works collaboratively or has adequate staff. Thirty-one percent contend that needs of exceptional students are not being met, especially impacting English Language Learners, due to lack of staff and resources.

Nearly 70 percent say reducing central office administrators is a low/no priority. Nearly half (46%) disagree that OUSD Central Office is appropriately staffed, while 39% do not believe CSI is appropriately staffed. This is in stark contrast with the views of district-wide respondents who believe both entities are over-staffed. Eighty percent see identifying workplace practices and benefits that attract and retain staff as a high priority.

A 50-slide presentation of the findings of both surveys with quantitative tables, summaries of comments and actual quotes capturing major highlights of both surveys is presented in **Appendices A and B of the report.**

Local Control and Accountability Plan (LCAP) Peer Comparisons

As part of our team's analysis, we conducted a comparison of OUSD and peer district's LCAP plans. Some of the findings included the following. The full comparison can be found in **Appendix C.**

- Three of the four districts identify college and career readiness as a goal (Fontana Goal 3, Oakland Goal 1, and Sacramento City Goal 1).
- Oakland (Goal 2) and Sacramento City (Goals 9, 10, 11) specify the focal student groups in their goals.
- Oakland (Goal 3) and Sacramento City (Goal 6) identify implementation/expansion of MTSS services as a goal.
- All four districts include academic improvement, achievement, and growth among their goals.

- Other common goals include systems of support, student, community and family engagement, and climate and safety.
- Oakland is the only district that directly addresses staffing in the goals (Goals 4 and 5).
- The districts share common successes such as college and career readiness. The districts also have common needs regarding chronic absenteeism, suspensions, and graduation rates, although Sacramento City also reports improvements in chronic absenteeism and suspension rates among their successes.

Interviews and Focus Groups

Our team interviewed 135 OUSD district and school-level staff as well as Board members and parents. We tried to schedule a focus group with All City Council (students); however, the meeting never materialized. All of the interviews were confidential. Some staff were interviewed multiple times.

Draft Report Zoom Meetings

Public Works LLC held numerous tollgate/zoom meetings with the leads of each CSI Department to review the draft findings and recommendations and permit staff to provide written and oral feedback. The majority of CSI staff members who oversee each of the areas of evaluation were supportive and welcoming of Public Works LLC's findings and recommendations for improvement in their respective areas. The Public Works LLC team corrected any factual errors brought to our attention and modified the draft where we believed the feedback was appropriate.

Final Report and Board Presentation

The draft report revisions were made as a result of the tollgate meetings and the written feedback forms provided by OUSD. The final report and Board PowerPoint presentation were provided to OUSD Board, Superintendent, and the CAO in June 2023.

The final report includes:

- Table of Contents
- Executive Summary
- 9 Sections (one section for each of the CSI review areas)
- 2 Sections with a list of all commendations and recommendations
- Appendices (survey analyses, peer district analysis, LCAP comparisons, and sample job description)

The full report has 46 recommendations and 22 commendations. Our team recommends that OUSD considers implementation of the recommendations for the 2023-24 school year.

Limitations/Challenges

- In our standard review process, we conduct extensive onsite meetings so that we can talk with staff face-to-face, see school sites and work areas firsthand, and meet with students, teachers, parents, community members, and others outside the district hierarchy who otherwise are hard to reach remotely, but important to seek face-to-face input. Unfortunately, that was not possible in this project due to the tight project timeline: The project launch was pushed back twice, due to delays in contract approval by the OUSD Board of Trustees; project completion and various intermediate deadlines remained fixed, however. The information-gathering period thus was severely compressed on the front-end and our engagement process had to be streamlined. As a result, no onsite activities were conducted by our team as part of this review.

- Our team requested up-to-date organizational charts for each of the departments reviewed. The majority of the charts provided were outdated and in inconsistent formats. We received a variety of documents showing different FTEs for each of the departments in CSI. Much time was spent clarifying and documenting what exists in the status quo of the organization of CSI.
- Information on OUSD's website is frequently outdated. Our team had to rely on documentation and interviews to learn the current status.
- Our team requested data on how many CSI staff had undergone formal evaluations; however, that information was not provided.
- Some of the data provided to our team had not been vetted by OUSD's Research, Assessment and Data Department. We did not know the data had not been vetted until late into the writing process and therefore had to delay progress (and change some commendations and recommendations) until we received the accurate, vetted data.

Commendations and Recommendations

Exhibit ES-1 shows the total number of recommendations for each CSI department. As shown, there are a total of 22 commendations and 46 recommendations in the report.

EXHIBIT ES-1
TOTAL RECOMMENDATIONS AND COMMENDATIONS BY CSI DEPARTMENT

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

This executive summary highlights only a few of the 46 recommendations and 22 commendations. For a complete list of all recommendations and commendations by page number, see Sections 10 and 11.

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 Team 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)
- The English Language Learning and Multilingual 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)
- Hold OUSD Departments accountable for collecting, codifying, and updating important OUSD staffing data and organizational charts. (Recommendation 1-6)
- 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 district wide Curriculum and Instruction Advisory Committee. (Recommendation 2-4)
- Reduce the number of elementary schools for the school year 2024-25 and reduce from three elementary networks to two elementary networks and Network Superintendents. (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)
- 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)
- Immediately hire a Director of Behavioral Health and conduct an analysis of mental health personnel needs at the school level. (Recommendation 5-4)
- 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)
- 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 Research, Assessment and Data Department's deliverables 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)

Exhibit ES-2 shows the number of positions our team recommended eliminating, adding, and/or realigning within the CSI. As shown, if implemented the redesign would entail the elimination of 29 CSI positions, adding six new positions, and realigning 25 existing positions. The net difference results in a reduction of -13 positions/full-time equivalent.

EXHIBIT ES-2
RECOMMENDED TOTAL NUMBER OF CSI POSITIONS ELIMINATED, CREATED, OR REALIGNED

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.

*Note: This position exists, but we recommend it be upgraded to a director-level position. It is not counted as a new position.

Next Steps

Although the redesign of CSI study was mandatory, our team suggests the district leadership consider the following 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. A realistic timeline is important. The redesign is not an overnight, quick fix and will take careful planning to execute appropriately. Each section should be assigned to a point person to monitor the implementation status of all recommendations.

1. 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.
2. 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).

Some districts have established an electronic database to assist in monitoring implementation of the recommendations.

In addition, the report shares a number of commendations. Many districts have found showcasing the commendations to the parents, media, and public helps promote improved community relations and respect for the best practices being conducted in the district.

The OUSD Board should direct the Superintendent and CAO to develop an implementation plan and present that plan to the Board within 90 days.

The Board should review the implementation progress quarterly.