



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Central Office Redesign



April 24, 2019
Superintendent, Kyla Johnson Trammell

Revised 4/22/19



Our North Star

Quality & Sustainable Community Schools in every Neighborhood:

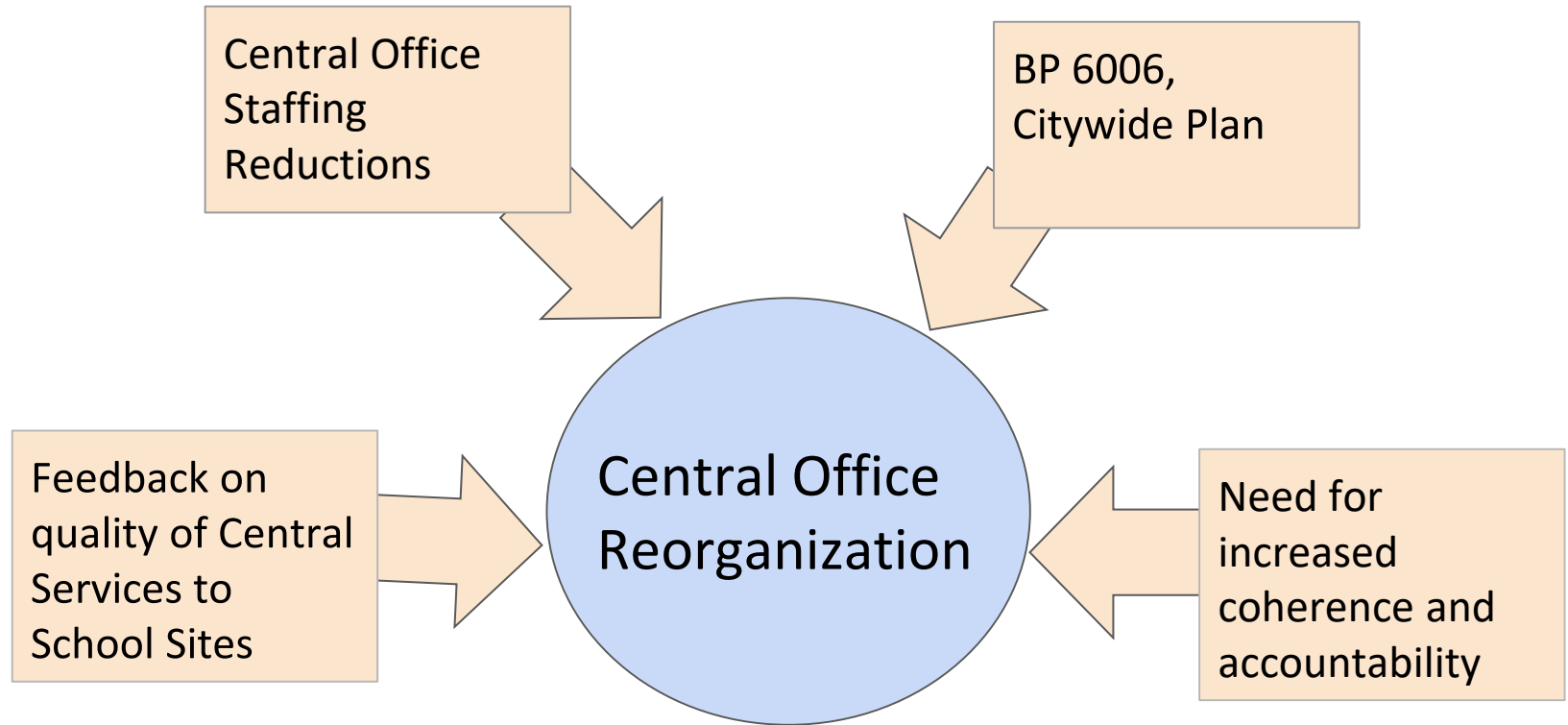
- Safe, engaging and clean learning environment
- Staff that feel supported and continually improve their practice
- Resources to support the whole child

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



Factors influencing a need for a Central Redesign



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)

Central Office Theory of Action: Four Key Drivers for Our Work

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)

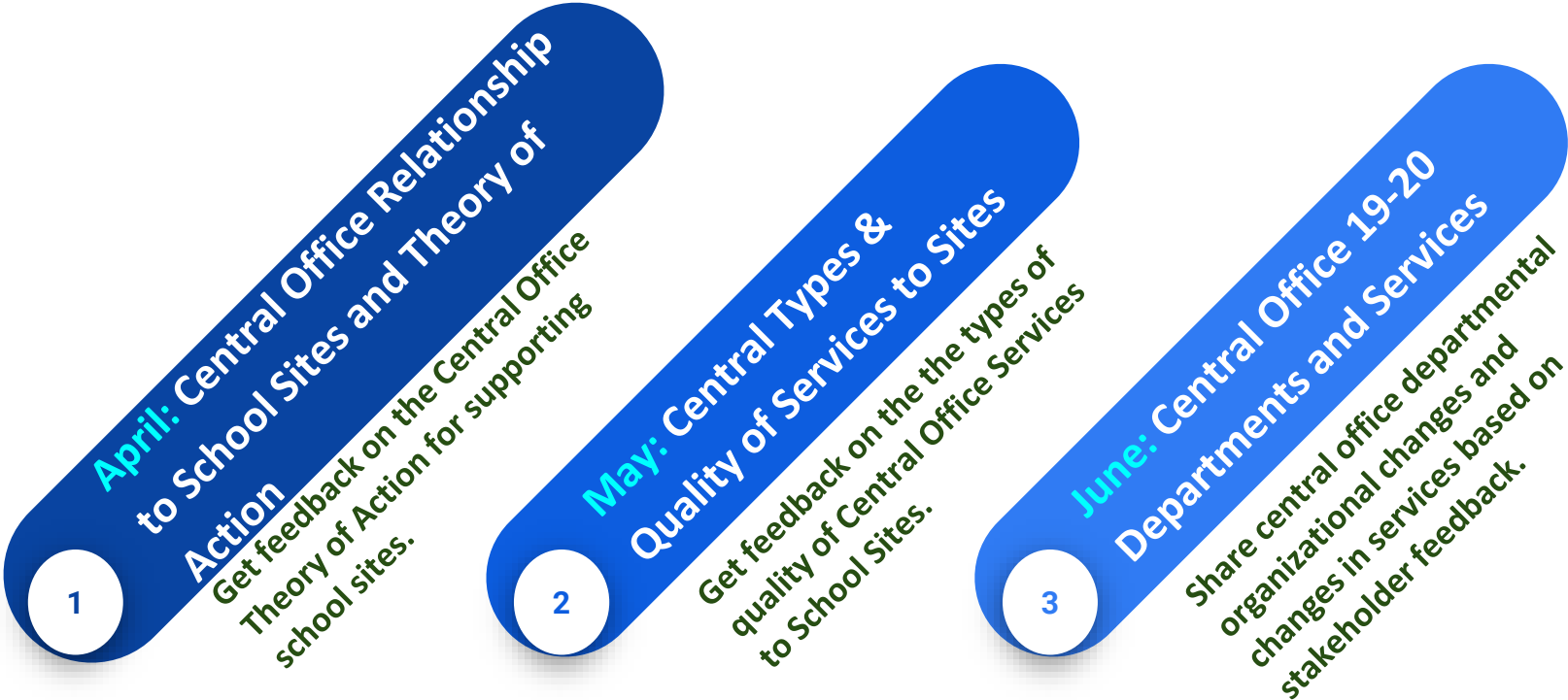
Central Office Theory of Action

If Central Office implements 4 key drivers (cultivate culturally responsive learning environments, harness the power of teams, enhance customer service, and create a sustainable system)

Then Schools can focus on academic achievement while serving the whole child

Leading to thriving Students who are prepared for college, career and community success.

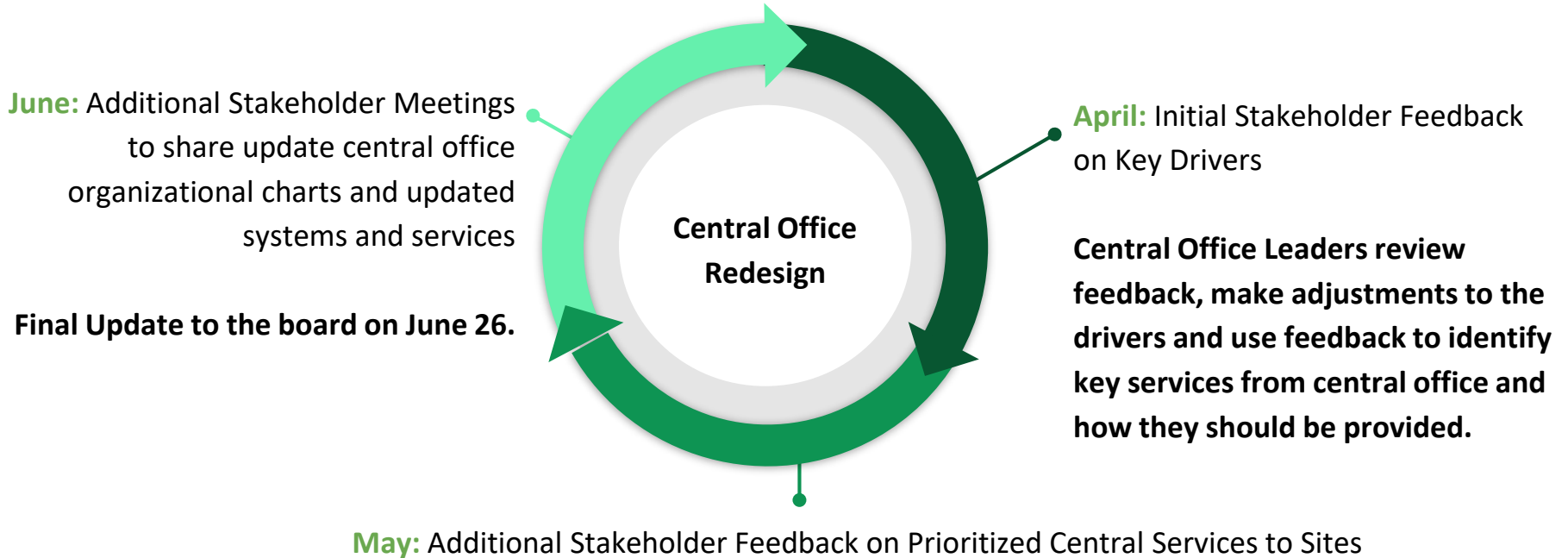
Stakeholder Feedback Timeline



April Engagements So Far

Stakeholder Group	Meeting Dates	Next Steps
Principals	4/12 (All principals- feedback from each network)	
Teachers	4/16 (focus group)	Planning for 2-3 more focus groups to engage more teachers
Students	4/24 (All City Council)	
Parents	Living Room Chats with Parents	Planning special meeting with PSAC and other parent
Community Partners	4/17 (focus group)	Planning for 2-3 more focus groups for more partners
Central Staff	3/15, 4/19 (40 central office leaders)	Reviewed feedback from stakeholders and identified next steps

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

Additional Stakeholder Meetings

- April 12: All Administrator Meeting
- April: Meetings with All City Council, PSAC and Community Partners
- **April 26: Board Meeting**
- May 17: All Administrator Meetings
- May: Meetings with All City Council, PSAC and Community Partners
- **May 22: Board Meeting**
- June: Meetings with All City Council, PSAC and Community Partners
- **June 26: Board Meeting**

“Recognizing the multiplicity of stories, truths, their proximities, their intersections, and the people who own the stories are requisites of equity design work.”

-Equity Design Collaborative



Quality Schools in Every Neighborhood!



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



[@OUSDnews](https://twitter.com/OUSDnews)

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

If Central Office supports schools with..

Then Schools can...

Leading to...

- Standards-aligned, culturally & linguistically responsive **curriculum and professional learning**
- Transformative **physical learning spaces**
- A process for neighborhood school communities to **reimagine school programs.**

- Implement **high quality instruction and learning environments**
- Create an **asset-based professional learning culture**
- Enjoy **physical learning spaces**
- Create and implement **high quality school programs**

Students that are powerful and exemplify the following strengths:

- Creative Designers and Problem Solvers
- Resilient Learners
- Community Leaders
- Critical Thinkers
- Collaborative Teammates

in order to be **well prepared for college, career and community success.**

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

Categories	Principals	Teachers	Community Partners
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? Do RJ & Equity Office provide PD in this area?</p>
Professional Development and Curriculum	<p>Expertise on PD & 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>

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

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

Driver #2: Harness the Power of Teams

If Central Office...

- 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**

Then Schools can...

- 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

Leading to..

- 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

02

Harness the Power of Teams

(Organizational Resilience)

Categories	Principals	Teachers	Community Partners
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	
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

02

Harness the Power of Teams (Organizational Resilience)

Categories	Principals	Teachers	Community Partners
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		
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
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
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	
Accountability and Feedback	Ensure quick response time from central office	Enforce protocol of email/phone response time of 24 to 48 hours to school sites	HR and Payroll Offices need to have accessible hours to teachers working during the day Clear and public metrics for rating central offices

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

04

Create a Thriving System

(Fiscal Vitality)

Categories	Principals	Teachers	Community Partners
Alignment/ Clarity	Determine a standard base that all schools have		Identify a base level of staffing that every school needs
Professional Development and Curriculum	<p>Custodial and Food Services should operate like clerical and have one central person training and all other staff supervised by principals</p> <p>Provide a model of quality programs that are sustainable regardless of leadership</p> <p>Need “how to” trainings for new principals</p>	Be proactive on Special Ed requirements to not pay fines for not being compliant	
Systems	<p>More communication between departments</p> <p>Eliminate non-mandatory tasks asked of principals</p> <p>Create a pipeline for talent development</p> <p>Support school leaders in developing marketing plans</p>	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

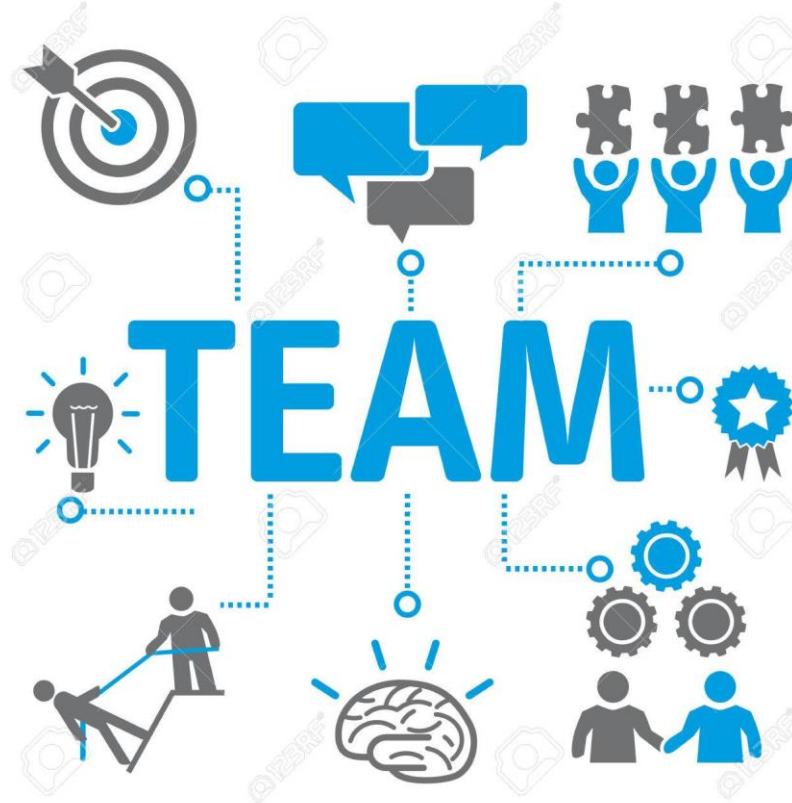
04

Create a Thriving System (Fiscal Vitality)

Categories	Principals	Teachers	Community Partners
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>

Bolstering Fiscal Vitality Efforts with ACOE

Collaboration



Acceleration



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

