OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Superintendent Report

iam OUSD

March 23, 2022

Superintendent Report Overview

Highlights from Schools

- Reach Academy, Oakland Tech

Growing a Diverse and Stable Staff

- Data review

Community Schools Grant

- Applications and Strategy

Covid Safety Protocols

- Testing, Vaccine Implementation & Mask Update

Enrollment & Attendance

- Enrollment & Attendance Counts & Strategies

Highlights from Schools

Providing Multilingual Support for Young Learners at REACH Academy

Karen Choi and instructional assistants **Graciela Perez** and **Jingjia Yu** at **REACH Academy** know that language learning takes a village. So they use a variety of classroom strategies and enlist the support of parents and family members to support their young students.

- They honor and welcome the children's home languages throughout the day so that children can freely express themselves.
- They introduce the children to books that reflect different cultures and languages.
- They provide and practice sentence frames like saying: I feel (blank) because (blank). They plan open-ended prompts to support children's oral language.
- They teach new vocabulary words to enrich and expand their English Language using visuals, songs, chants, rhymes, poems, games, and activities.
- They enjoy role play and total body movement or modeling to help children fully grasp the concepts and meaning of new words.

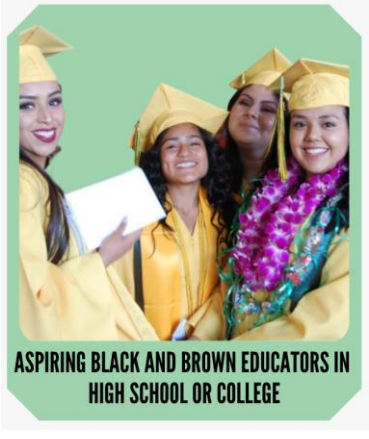
Oakland Tech Girls Basketball Team Wins State Title

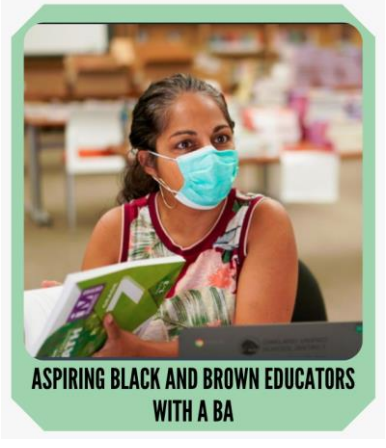
On Friday afternoon, March 11, the Oakland Tech Bulldogs won the State Championship game, to notch what amounted to their second state title in a row. They defeated the La Salle Lancers from Pasadena by 39-33 to take the California Interscholastic Federation (CIF) Division III Championship. The Bulldogs won the Championship in 2019, and there were no championships in 2020 and 2021, so this was their second in a row. I am looking forward to celebrating with them later this spring.

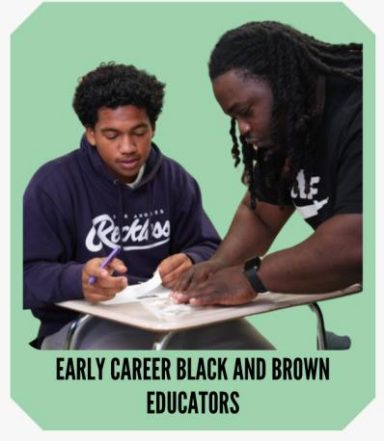
Growing a Diverse & Stable Staff

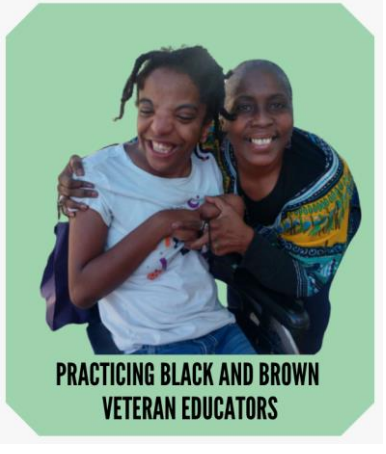
ATTRACTING AND RETAINING STAFF REFLECTIVE OF OAKLAND'S RICH DIVERSITY

We are building and maintaining accessible pathways into teaching and leading Oakland schools grounded in the core belief that the future educators of Oakland Unified are the children and young adults in our communities.









We are strengthening a continuum of support that encourages sustainable growth and development for teachers and removes barriers to living and working in Oakland.

Strengthen partnerships: Strengthening partnerships across key stakeholder groups in the Bay Area, in particular with individuals and organizations of color, to support the other three focus areas

Strengthen pathways: Creating clear pathways for our students to become educators, activating the desire to teach for local citizens, and providing opportunities for Black and Brown community members

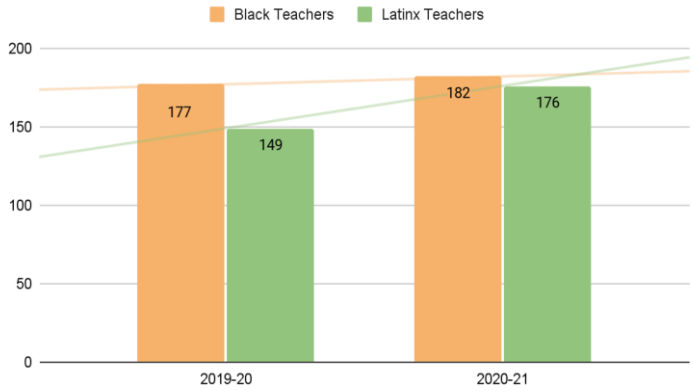
Strengthen affinity-based support structures: Establishing dynamic, affinity-based support structures for educators across OUSD

Strengthen conditions for educator learning & professional growth: Creating conditions in school that serve educators, students, and families; building nimble growth opportunities to meet educators' ever-evolving needs; removing inequitable barriers for Black and Brown folks in Oakland to become and stay educators; adapting teaching and learning based on what has been learned through the pandemic

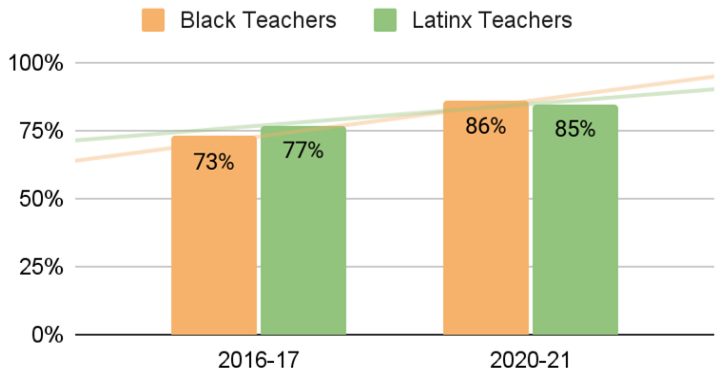
Current Context: Diverse and Stable Staff Data

LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.

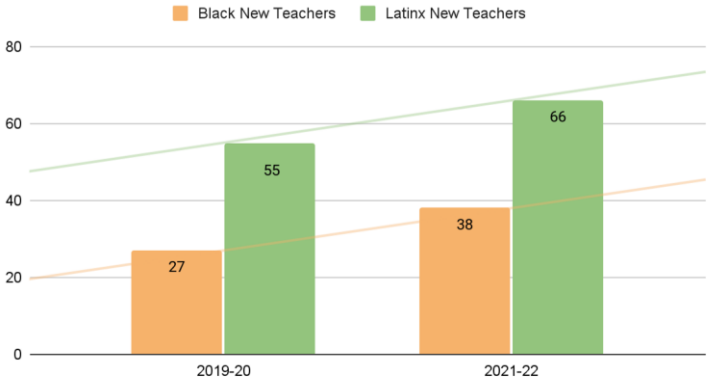
Black and Brown Applicants for teaching positions



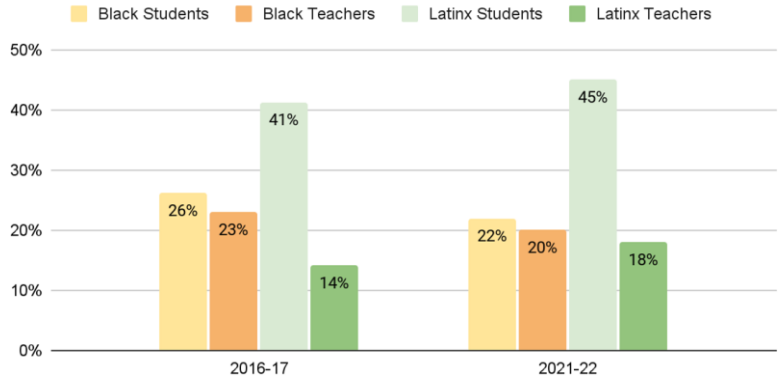
Black and Latinx Teacher Retention



Black and Brown New Hires for teaching positions



Comparison of teacher demographics to student demographics



Focus Area 1:
Black & Brown Aspiring Educators in HS & College

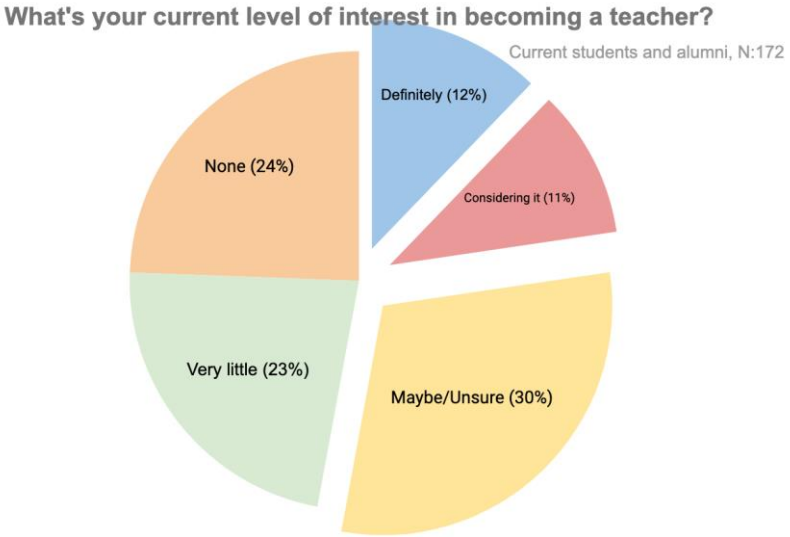
Our Vision: Aspiring Black and Brown educators with a BA will have a clear sense of their direction, with a pathway to a credential program, supported by structures such as cohort models, residencies, paid veteran teacher mentors, and opportunities to gain experience working within education and to build relationships with school sites. They will be encouraged to think about their long-term growth with career planning and learning about trajectories in education.

Focus Area 1
Black & Brown Aspiring Educators in HS & College

Current Progress	Opportunities and Feedback

- Establishing ongoing meetings with Skyline Ed Academy, Berkeley City College, Chabot College and Merritt College to establish ongoing support with students who participate in the apprenticeship program.
- Working to support Skyline Ed Pathway to develop internships at local elementary schools for high school students in the Ed Pathway. These students will be the pilot "cohort."
- Oakland High School has started a internship where 38 students are pairing with local elementary students to support in the classroom.
- Alumni Groups in OUSD and Alumni Job Newsletter: MPA, OHI, Tech, Skyline, Castlemont and MAC
- Relationship Building with Local Organizations: Spanish Speaking Citizens, EBAYC, San Jose State University Career Center, Latino Task Force (formerly LEN)
- Establishing pilot to meet Basic Skills requirement for aspiring and current educators, as well as offering CODESP to support HS grads to become Para Educators
- Continue Rainin Early Literacy King support in partnership with Office of Equity

Survey results from current high school student and alumni survey, below:



Focus Area 2:
Black & Brown Aspiring Educators with a Bachelor's Degree

Our Vision: Aspiring Black and Brown educators in high school or college will be inspired by clear pathways with related projects and organized supports, such as summer programming and work opportunities.

They will be supported by college and career readiness staff in an academy structure, by their work-based learning coordinator and counselors, and by their own teachers of color.

OAKLAND EDUCATOR PATHWAY PROGRAMS: TEACH OAKLAND

PATHWAY	DESCRIPTION	YEAR ESTABLISHED	PROGRAM DEMOGRAPHICS
After School to Teacher	After-school staff are supported in a cohort to as they continue in their position for the first year; then supported to become Intern teachers in their second year. Support includes test prep/tutoring, credential counseling, group and 1:1 mentorship support, and financial assistance.	2016-2017	**2019-20: 19** (26% Black; 21% Latino) **2020-21: 23** (13% Black; 22% Latino)
Classified to Teacher	Classified staff at various education and credentialing stages are supported to obtain their BA and / or teaching credential in a cohort setting. Support includes test prep/tutoring, credential counseling, group and 1:1 mentorship support, and financial assistance.	2017-2018	**2019-20: 41** (54% Black; 32% Latino) **2020-21: 54** (48% Black; 33% Latino)
Local Solutions	Special educators and Classified staff in Special Education are supported with financial assistance for fees, tuition, debt relief and other pathway-related expenses.	2019-2020	**2019-20: 137** (26% Black; 19% Latino) **2020-21: 127** (30% Black; 25% Latino)
Newcomer Administrative Pathway	With support from the Stuart Foundation, OUSD is supporting induction and preliminary administrative licensing for 26 emerging and developing school site leaders.	2019-2020	**2019-20: 11** (18% Black; 0% Latino) **2020-21: 12** (42.8% Black; 28.5% Latino)
Maestr@s	Maestr@s is a partnership support offering through the Office of Equity that provides ongoing social and emotional support for Latin@ educators, alongside career counseling, credential and educational navigation, and relationship building.	2018-2019	**2019-20: 42** (0% Black; 100% Latino) **2020-21: 42** (0% Black; 74% Latino)
Oakland Teacher Residency	The Oakland Teacher Residency is an immersive one year apprenticeship program that prioritizes high quality mentorship, a gradual release model, and strong partnerships between Oakland Unified and University partners - current programs are SpEd and STEM.	2019-2020	**2019-20: 8** (13% Black; 13% Latino) **2020-21: 47** (23% Black; 23% Latino)
Emergency Permit Teachers w/ Mentors	Teachers with emergency permits are supported to continue their development as educators in the classroom. Support includes test prep/tutoring, credential counseling, group and 1:1 mentorship support, and financial assistance.	2017-2018	**2020-21:** (28% Black; 26% Latino) **2021-22:** (30% Black; 31.5% Latino)

Focus Area 2
Black & Brown Aspiring Educators with a Bachelor's Degree

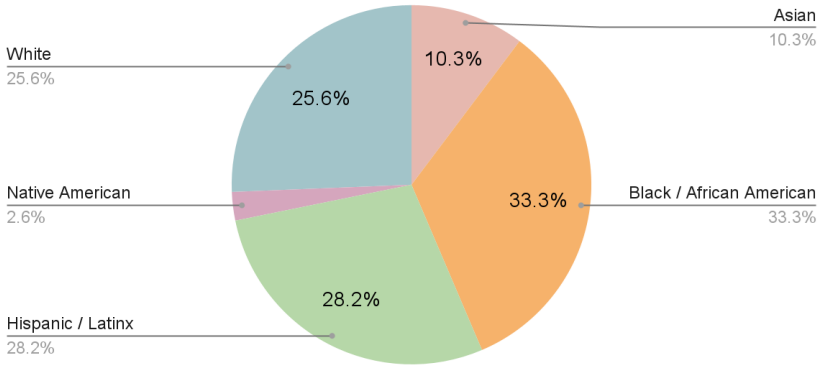
Current Progress

- Significant outreach and partnership with local colleges and universities to encourage employment concurrently and after graduation
- Targeted university outreach campaign with a focus on universities and colleges that serve higher percentages of Black and Brown educators
- Counseling, test preparation, credential fairs, drop in informations, Pathway Information Sessions, and test vouchers for aspiring staff
- Engaged Jennifer Bloom to research feasibility of in-house OUSD teacher credentialing program and had initial meeting.
- Partnered with Urban Ed Academy and CalStateTeach to apply for grant funding to establish a residency pathway for eight Black male educators each year over the course of five years. Grant has been conditionally-approved.
- We hope to expand our partnership with Alder to include Bilingual multiple subjects candidates
- Continue developing and deepening Oakland Pathways, including Oakland Teacher Residency, Classified to Teacher, Salesforce, Local Solutions, After School to Teacher, Affinity Based Support structure
- Continue to support student teaching placements with local teacher credentialing programs

Opportunities and Feedback

- Continue to develop online presence on university base recruitment tools, e.g. Handshake
- Continue to engage in a needs assessment of current staff and invite targeted staff to in-house events for engagement (e.g. Prospective Teachers Panel, Credential Info Sessions, Pathways Information Session, Classified and Certificated recruitment events)
- Surveyed Support Staff to learn more about interests in education in order to provide targeted supports through partnership with Teach Navigator
- Continue to develop affinity based cohort support through licensure and credentialing process

Current Support Staff Interested in Becoming Teachers.
(STIP Sub, Newcomer Learning Lab, ISS, Para, etc.)



*2021 Survey of Support Staff : 56% of staff surveyed (N:69) reported interest in teaching

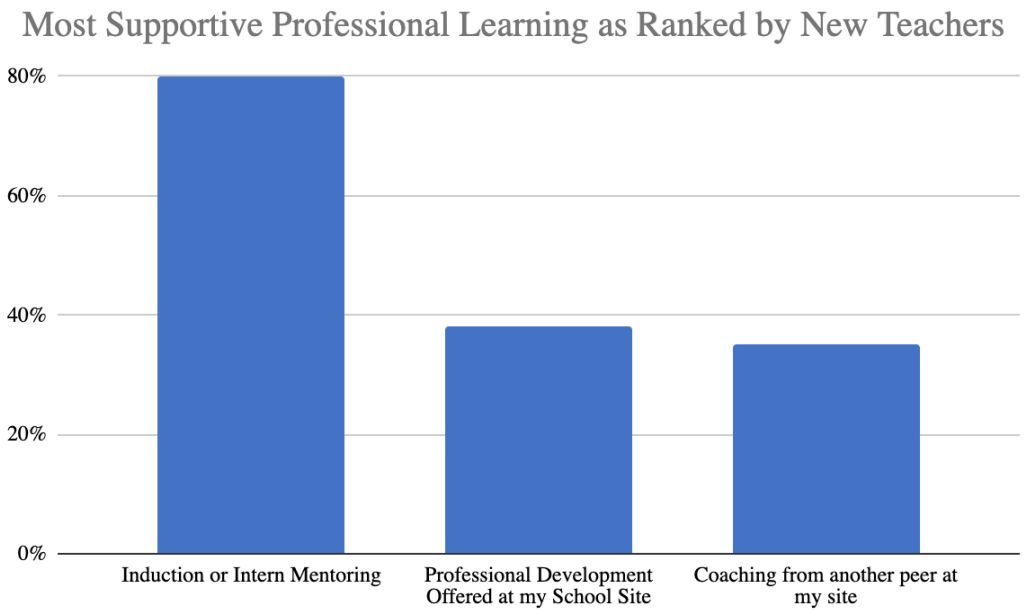
Focus Area 3:
Black & Brown Early Career Educators

Our Vision: *Early career Black and Brown educators will experience a personal, relational entry into teaching. They will have supports from multiple levels of the system, from district-organized affinity groups and new teacher mentoring programs to site-level systems of support. They'll have a professional development (PD) plan to support their self-sufficiency with both universal foundational PD and individualized learning in content areas of interest.*

Focus Area 3
Mentoring for Early Career Educators

Question: What has been the most supportive of your professional learning this year?

Response: ~80%* name their NTSD mentor as among their top three support structures



Focus Area 3
Mentoring for Early Career Educators

Survey Statement % = Rated A Fair Amount + A Great Deal	19-20 Significant Impact	20-21 Significant Impact
How much has working with your mentor positively influenced your teaching practice?	88%	**95%**
How much has working with your mentor positively impacted your students' learning?	85%	**92%**
Of the success you've had as a teacher, how much would you attribute to help from your mentor?	81%	**86%**
To what degree is the work with your mentor aligned to other forms of OUSD professional learning in which you engage (e.g. department/grade level teams, school-site PD, PLCs, curriculum training/adoption, SpEd department, SEL-focused PD, etc.)?	79%	**84%**
NTSD mentoring programs are well-organized and effectively run.	75%	**82%**

Focus Area 3
Comprehensive Support System for Early Career Educators

Who	What	Centering Black and Brown Excellence

New Teachers (~650)	- Weekly Individualized Mentoring
	- New Teacher Professional Learning
	  - Daily Lesson Planning
	  - Classroom Culture & Routines
	  - Time Management & Organizational Practices
	- New Teacher Wellness & Social Gatherings
	- Credentialing Support & Progress Monitoring
		- Ground all professional learning in antiracist, equity-centered principles and practices
		- Elevate the expertise and experiences of Black and Brown educators across our support spaces
		- Increase recruitment of Black and Brown mentors
		- Offer affinity-based pairings for new Black and Brown teachers with Black and Brown mentors
		- Prioritize outreach to schools with high percentages of Black and Brown students and staff

Mentors (~275)	- Personalized orientation to the mentor role - Ongoing, high quality professional learning to develop and deepen mentoring practice - Mentor tools and resources - Pathway into teacher and school leadership	
School Leaders	- Easy and flexible access to new teacher & mentor resources & support systems - Resources and consultation to develop/strengthen new teacher support plans on site - Elevate the new teacher support systems already in place at sites and create opportunities for school leaders to learn from and with each other	

Focus Area 4:
Black & Brown Practicing & Experienced Educators

Our Vision: *Practicing Black and Brown veteran educators will feel recognized for their experience, valued for their cultures, successful in their efforts, and respected in decision-making. They will be a part of a connected community through affinity groups, communities of practice, peers and colleagues, and site coaches. Planning time, space for reflection, peer observations, and a personalized PD plan will support the ongoing growth of their practice, as well as opportunities for continued growth into greater leadership as experienced educators.*

Focus Area 4
Mentor Professional Learning & Support

Who	What	Centering Black and Brown Excellence

New Teachers (~650)	- Weekly Individualized Mentoring
	- New Teacher Professional Learning
	  - Daily Lesson Planning
	  - Classroom Culture & Routines
	  - Time Management & Organizational Practices
	- New Teacher Wellness & Social Gatherings
	- Credentialing Support & Progress Monitoring
		- Ground all professional learning in antiracist, equity-centered principles and practices
		- Elevate the expertise and experiences of Black and Brown educators across our support spaces
		- Increase recruitment of Black and Brown mentors
		- Offer affinity-based pairings for new Black and Brown teachers with Black and Brown mentors
		- Prioritize outreach to schools with high percentages of Black and Brown students and staff

Mentors (~275)	- Personalized orientation to the mentor role - Ongoing, high quality professional learning to develop and deepen mentoring practice - Mentor tools and resources - Pathway into teacher and school leadership	
School Leaders	- Easy and flexible access to new teacher & mentor resources & support systems - Resources and consultation to develop/strengthen new teacher support plans on site - Elevate the new teacher support systems already in place at sites and create opportunities for school leaders to learn from and with each other	

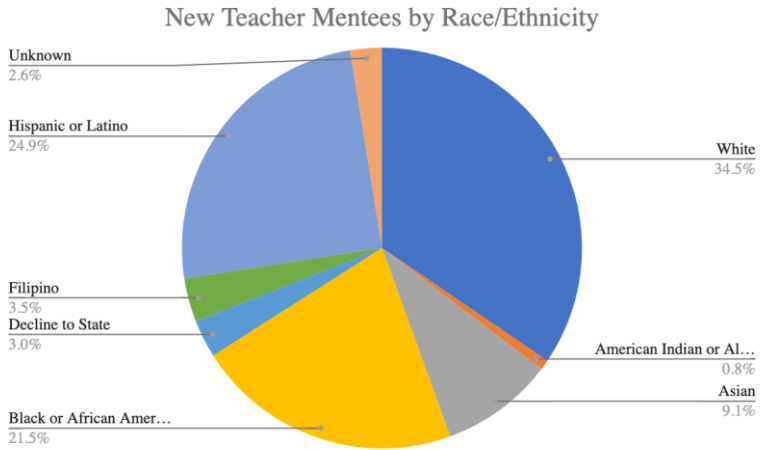
Focus Area 4
Mentor Experience & Feedback

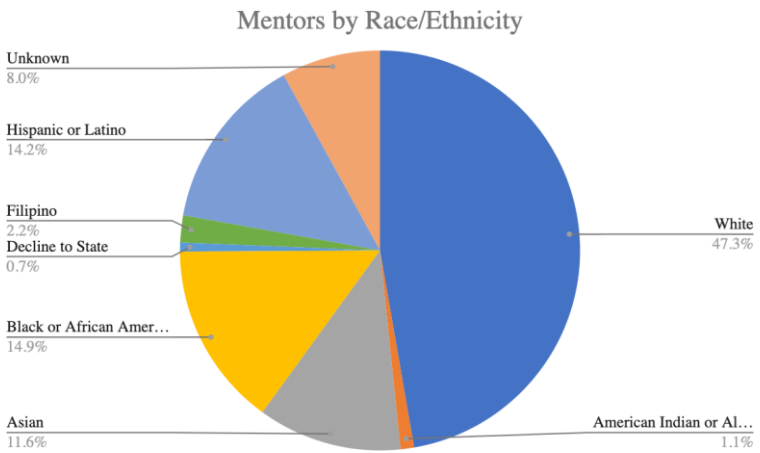
Survey Statement	19-20 Agree/ Strongly Agree	20-21 Agree/ Strongly Agree
The NTC/OUSD mentoring model ensures I can provide individualized, tailored support to meet each teacher's needs.	91%	**96%**
The focus on high leverage practices (lesson planning, analysis of student learning, and observation cycles) supported my mentee's reflection and growth this year.	92%	**95%**
The new program structures and supports allow me to focus more energy on competency building (mine and my mentees') and less energy on compliance.	84%	**89%**
The [mentor] training has been a valuable use of time.	80%	**80%**
NTSD mentoring programs are well-organized and effectively run.	----	**91%**

Focus Area 4
Black & Brown Practicing & Experienced Educators

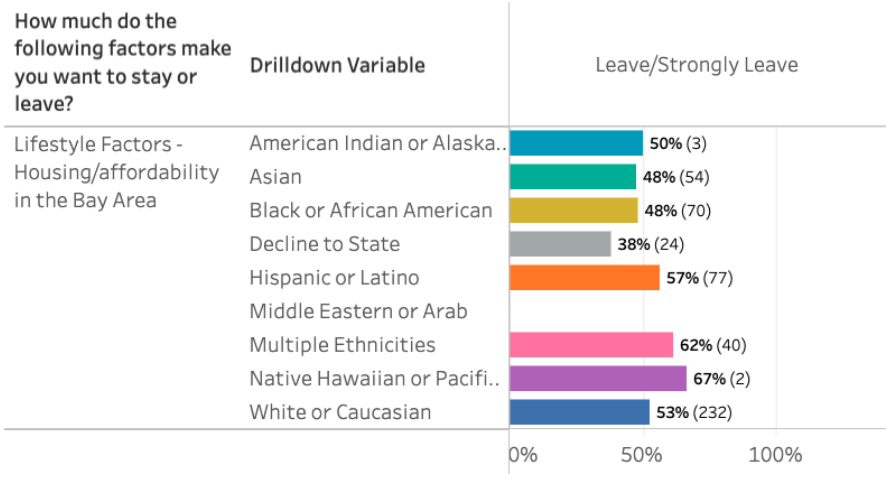
Progress Toward Vision

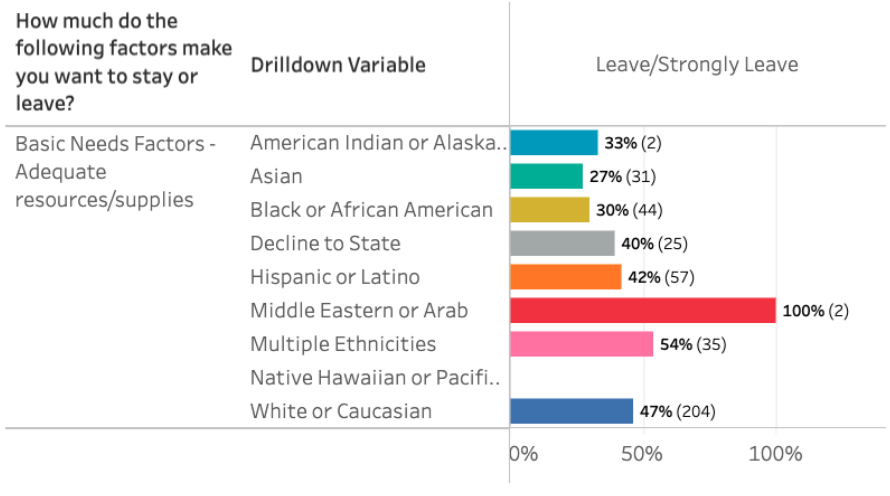
We aim to close the gaps observed below by elevating the new teacher mentor role as a clear pathway into teacher & school leadership, with a focus on increased recruitment of Black and Brown mentors to support Black and Brown new teachers.



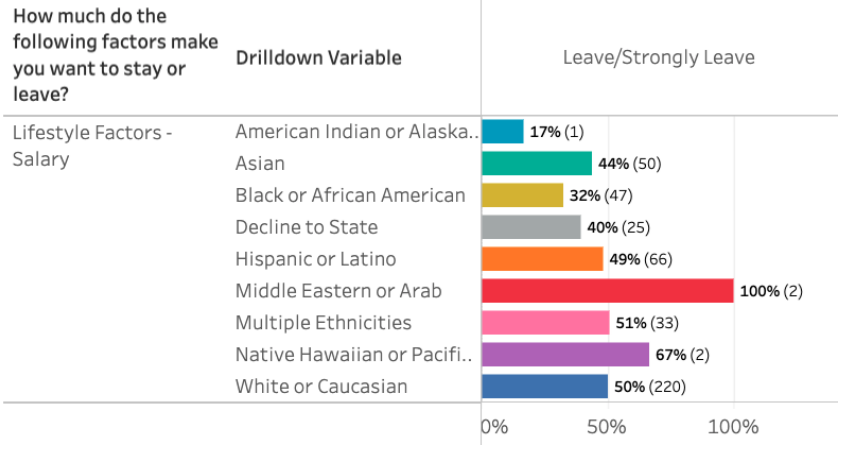


Retention Survey Data 20-21: LEAVE



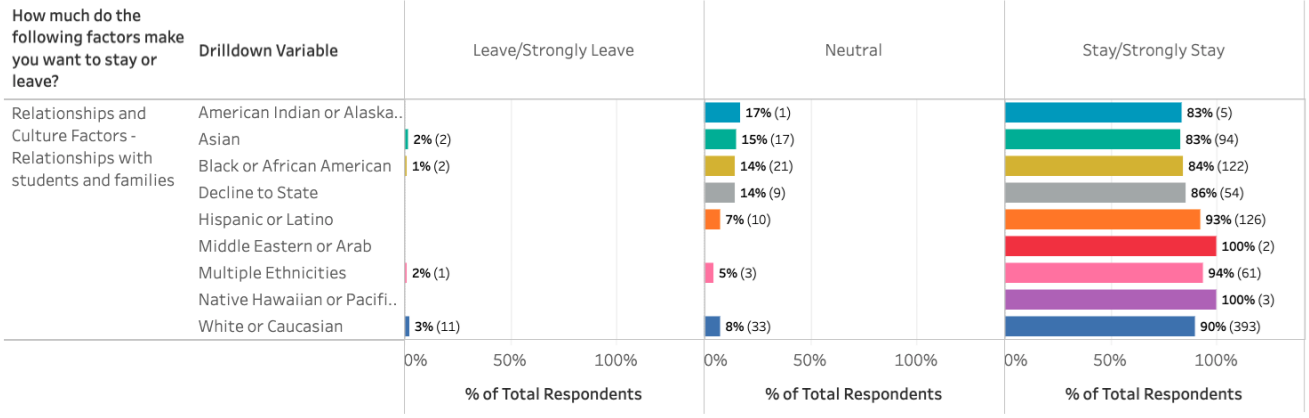


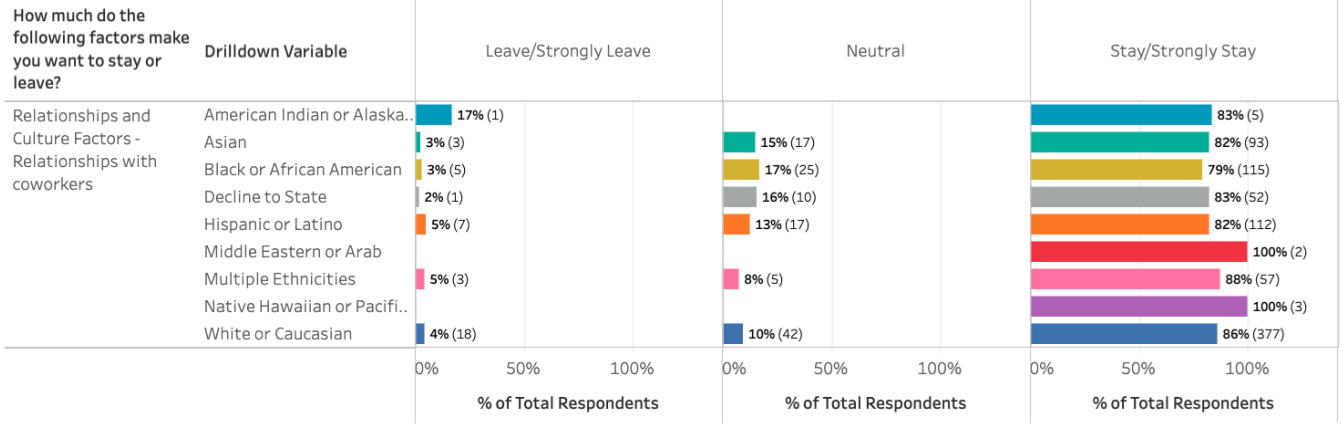
1. Housing/Affordability in the Bay Area
2. Salary
3. Adequate Resources/Supplies



Retention Survey Data: STAY

How much do the following factors make you want to stay or leave? (Teachers)





1. Relationships with students and families
2. Relationships with coworkers

Retention & Recruitment Initiative Highlights

Progress Toward Vision - The Salesforce Middle School Recruitment & Retention Initiative

Salesforce (percentage of total participants receiving grant funds)
2019-20: 128 (27% Black; 16% Latino)
2020-21: 121 (28% Black; 15% Latino)

The Salesforce investment in Middle School Talent Development will help Oakland recruit new educators, as well as support the professional growth and development of our Black and Brown educators and staff already in our community. We will continue to build ways that both educators and staff can advance in their profession, including our career lattice across middle schools. As students begin to address the learning loss that has occurred due to the coronavirus pandemic, they will need qualified teachers and staff who have the skills to accelerate student learning and are prepared to create deep roots in their school community.

Activities:

a. Provide career lattice development for classified support staff, afterschool staff, and other non-teaching support staff who aim to transition to teaching in middle school;
b. Support workforce development for teachers who have substandard, emergency permits, or intern credentials to obtain a clear (permanent) credential to help them teach middle school;
c. Support mid-career teacher leaders with professional development to sustain their growth and retain them in the middle school network; and
d. Maintain a new leader induction and mentorship structure to sustain strong middle school performance for leaders

Outcomes:

- Increase the diversity of the middle school teacher workforce to reflect the demographics of the community served:
  - 35% of all support staff seeking further education and teacher licensure are African American participants; and
  - 40% of all support staff seeking further education and teacher licensure are Latinx (Latino, Latina, and others who identify as Latin American).

Interested in our pathway programs, employment opportunities, credential support sessions, prospective principal sessions or more information go to: https://www.ousd.org/Page/16116

Si está interesado en nuestros programas de orientación, oportunidades de empleo, sesiones de apoyo de credenciales, sesiones de posibles directores o más información, visite: https://www.ousd.org/Page/16116

إذا كنت مهتمًا ببرامج المسار أو فرص العمل أو جلسات دعم الاعتماد أو الجلسات الرئيسية المحتملة أو المزيد من المعلومات ، فانتقل إلى: https://www.ousd.org/Page/16116

'iidha kunt mhtman bibaramij almasar 'aw furas aleamal 'aw jalasat daem alaietimad 'aw aljalasat alrayiysiat almuhtamalat 'aw almazid min almaelumat , faintaqal 'iilaa: https://www.ousd.org/Page/16116

對我們的銜接課程、就業機會、證書支持課程、潛在校長課程或更多信息感興趣，請訪問：https://www.ousd.org/Page/16116

Duì wǒmen de xiánjiē kèchéng, jiùyè jīhuì, zhèngshū zhīchí kèchéng, qiánzài xiàozhǎng kèchéng huò gèng duō xìnxī gǎn xìngqù, qǐng fǎngwèn:Https://Www.Ousd.Org/Page/16116

E fiafia i a matou polokalame auala, avanoa faigaluega, sauniga lagolago fa‘amaonia, vasega autu fa‘amoemoe po‘o nisi fa‘amatalaga alu ile: https://www.ousd.org/Page/16116

Community Schools Grant

California Community Schools Partnership Program Funding Opportunity & Priorities

To support school transformation in partnership with students, families and educators, California is investing **$3 billion** in Community Schools.

CDE's **4 Pillars** of Community Schools:

- Integrated student supports
- Family and community engagement
- Collaborative leadership and practices for educators and administrators
- Expanded learning times and opportunities

Must make these **4 Cornerstone Commitments**:

- To assets-driven and strength-based practice
- To racially just and restorative school climates
- To powerful, culturally proficient and relevant instruction
- To shared decision making and participatory practices

California Community Schools Partnership Program Funding Opportunity & Priorities

OUSD is eligible to apply for Implementation Grants

Up to $500,000/year per school for 5 years for **districts that already have community schools** to create new or strengthen existing community schools. Use for:

- Staffing, including Community Schools Coordinators
- Support Services
- Training/Support, including School Culture Efforts
- Student, Family and Community Engagement
- Planning as needed
- Data Collection and Program Evaluations

School districts or other local educational agencies that

- Serve pupils in schools with at least 80% low-income, English learner and/or foster youth populations
- Demonstrate need for expanded access to integrated student support services, including disproportionate COVID-19 impact
- Involve pupils, parents, staff and cooperating agency personnel in the process of identifying needs and in planning support services
- Commit to providing Multi-Tiered System of Supports, trauma-informed health, mental health and social services for pupils
- Commit to providing early care and educational services for birth to five through an LEA or Community Based Organization
- Identify a cooperating agency collaboration process, for sharing governance and integrating and redirecting resources and school support services
- Identify a plan to sustain community school services after grant expiration
- Serve small and rural schools

OUSD's District-wide Community Schools

- ★ Leadership that is inclusive and responsive to student, family, and community needs.
- ★ Academic acceleration to bring students on or above grade level;
- ★ Wraparound supports: Mental Health, Peer Restorative Justice, Student Council;
- ★ Attendance Teams improve students attendance at school;
- ★ Robust Family Engagement supports and leadership opportunities to empower families;
- ★ Staff to Build Community Partnerships to support students and families;
- ★ Build Expanded Learning Opportunities with After school and Summer Learning;
- ★ Health Services & School-Based Health Centers; and
- ★ Joyful schools with expansive arts, music and sports programming.

Covid Safety Protocols

Masking Update

- Outdoor masks will be optional starting on 3/21
- Indoor masks continue to be required
  - Revisit indoor masking after spring break, for a decision by 4/15
- High quality masks, including surgical masks, KF95, and KN95 continue to be distributed to all sites for staff and students

Vaccine Outreach

Everyone ages 5+ are eligible for the vaccine in Alameda County!

School-Based Vaccine Pop-Ups at OUSD Schools:

In partnership with the California Department of Public Health, Alameda County, COVID Clinic/City of Oakland, Umoja, La Clínica de La Raza, LifeLong Medical Care, and BayPLS, we will continue to host pop up events at elementary, middle and high schools in high priority zip codes.

- **Vaccines for 5-11:** Available through school-based pop-ups, the Center at West Street, community vaccine clinics, healthcare providers, and pharmacies. Visit www.ousd.org/vaccine for more information about locations to access vaccines.
    - Collecting vaccine information for all students 5+

COVID-19 Student Vaccination Data 2021-22

See https://www.ousd.org/vaccine for information about COVID vaccinations at OUSD.

Data shown include COVID-19 vaccination data on OUSD students eligible to receive a COVID-19 vaccine (12 years or older as of December 1, 2021). Individuals are considered fully vaccinated 14 or more days after either the first shot of the 1-dose vaccine or the second shot of the 2-dose vaccine.

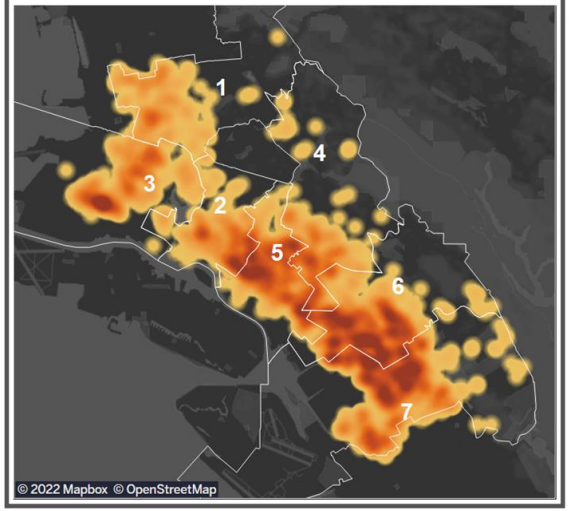
78.2% of eligible students* are fully or partially vaccinated

**age 12 or older as of 12/01/21*

Where are the most students unvaccinated?

In the heat map below, the darker the orange, the higher the concentration of students* who are not vaccinated or have an unknown vaccination status.

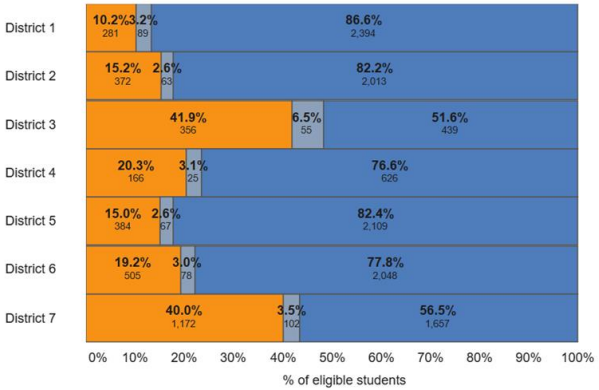
**age 12 or older as of 12/01/21*



Not vaccinated/Unconfirmed | Partially vaccinated | Fully vaccinated

Vaccine-eligible student vaccination rate

Vaccine-eligible student vaccination rate by board district



Students 12+ by December 1, 2021 for the selected school(s)

11,304	3,254
vaccinated	status unknown

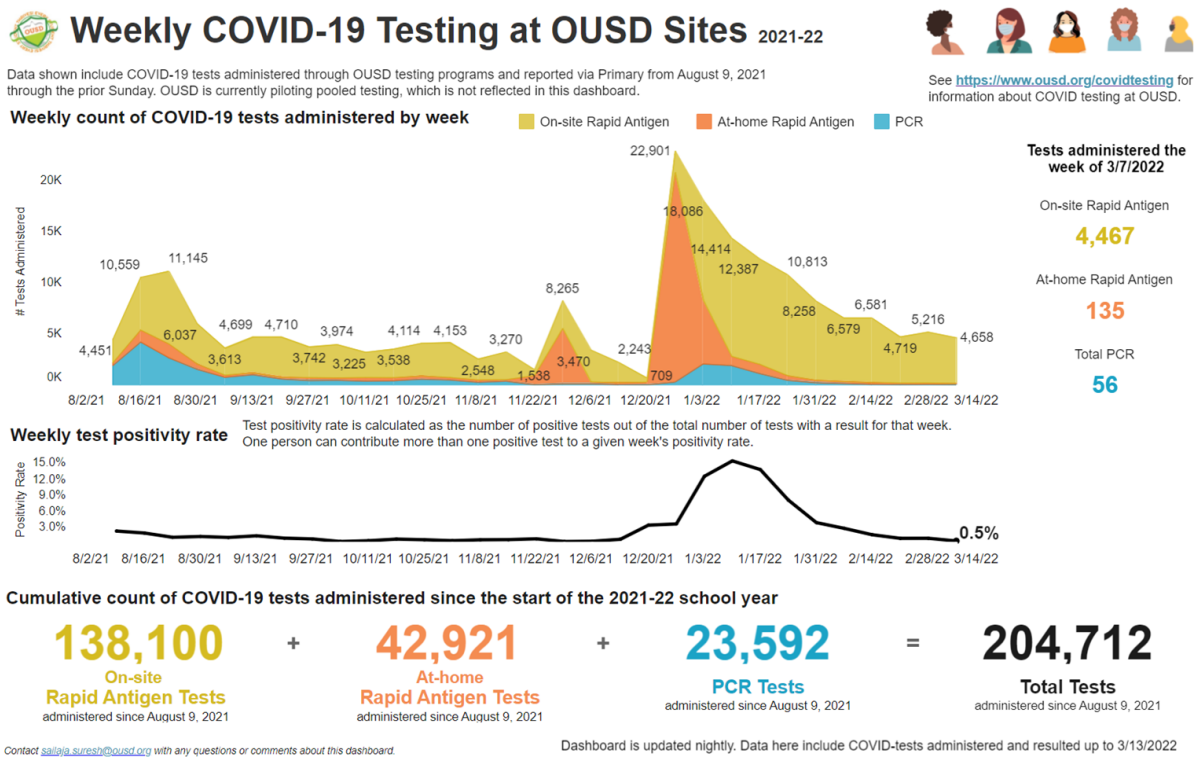
Vaccinated	Fully vaccinated	11,304
Vaccination status unknown	Distance learning	530
	Waitlist	11
	Other exemption	737
	Medical - permanent	3
	Medical - temporary	1
	Personal belief	93
	No exemption	1,879
Partially vaccinated	Partially vaccinated	33
	Missing dose	11
	Missing dose > 30 days	436

Testing Program

- OUSD COVID-19 Testing is successfully testing 6,000+ people every week
- OUSD Testing Positivity Rate has dropped to 0.5%
  - Pooled testing has resumed at elementary sites
- All sites either have access to weekly on-site rapid or pooled testing (K-12), or at-home test kits (ECE)
- County Positivity Rate has stayed steady at about 5%
- At-home test kits are being distributed for spring break

Covid Testing Implementation Update

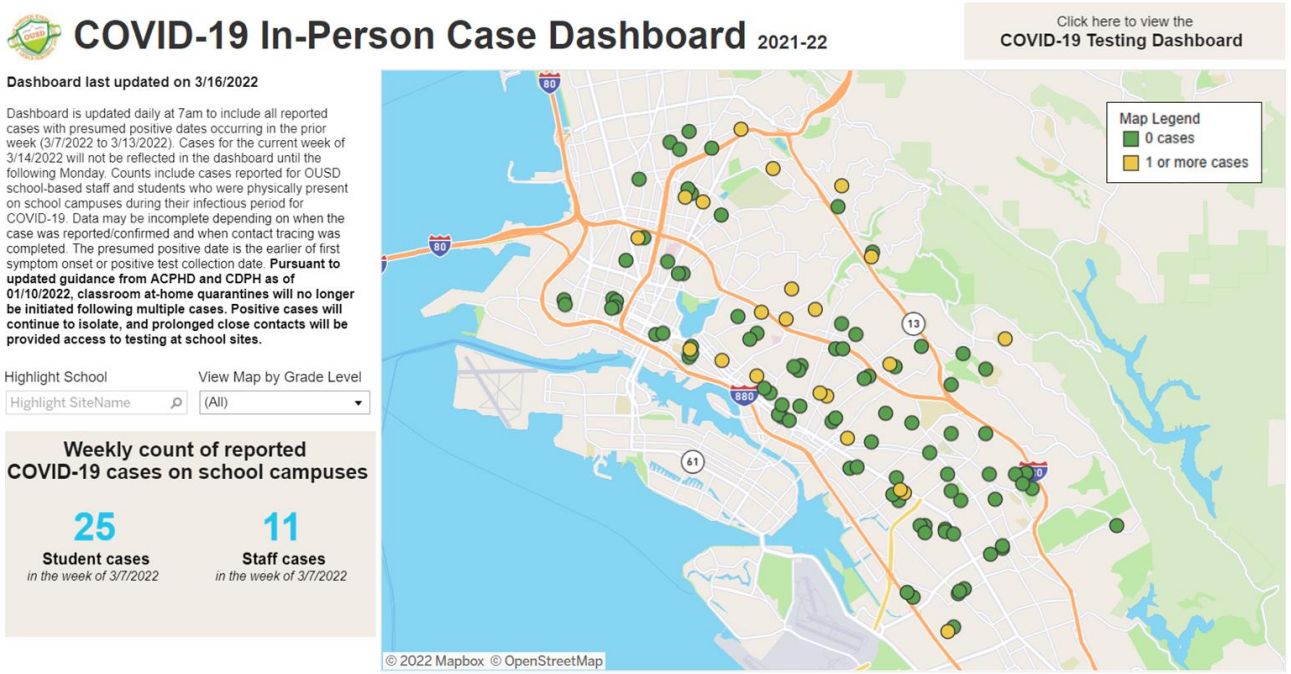
- Weekly Pooled Testing Pilot running at elementary schools.
- Drop-in Weekly Testing at Secondary.
- At-home tests provided for weekly use at ECE sites.



Link to Dashboard

Positive Case Dashboard and Protocols

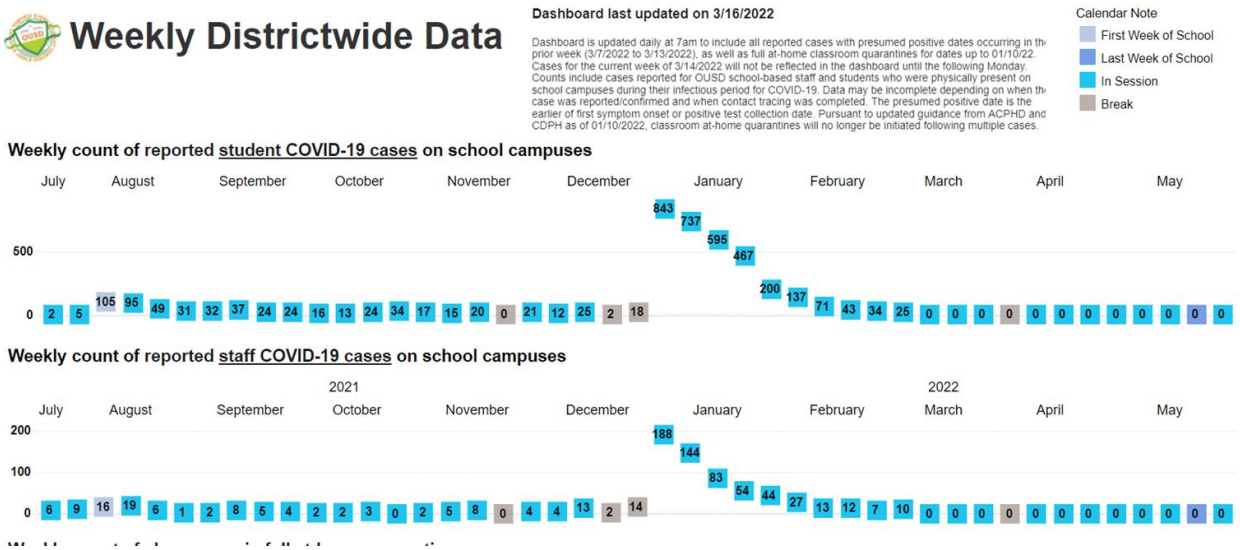
1. Weekly count of COVID-19 cases on school campuses are updated daily for the ***previous week***
2. Count of classrooms currently in full at-home quarantine are updated daily for the ***current week***



Link to Dashboard

Positive Case Dashboard and Protocols

1. Weekly count of COVID-19 cases on school campuses are updated daily for the ***previous week***
2. Count of classrooms currently in full at-home quarantine are updated daily for the ***current week***



Enrollment & Attendance

Enrollment Update (TK-12)

Grade	3/15/22	3/1/22	2/15/22	2/1/22	1/18/22	1/4/22	12/7/21	11/18/21	11/9/21	10/27/21	10/19/21	10/5/21	Census Proj
Non-SDC													
TK-5	17,234	17,232	17,216	17,194	17,200	17,158	17,151	17,144	17,149	17,162	17,169	17,160	17,470
6-8	6,468	6,474	6,477	6,475	6,485	6,475	6,476	6,473	6,472	6,492	6,497	6,476	6,612
9-12	9,111	9,140	9,143	9,141	9,156	9,218	9,199	9,215	9,206	9,235	9,251	9,187	9,216
TK-12	32,813	32,846	32,836	32,810	32,841	32,851	32,826	32,832	32,827	32,889	32,917	32,823	33,221
SDC TK-12	1,587	1,581	1,585	1,582	1,576	1,539	1,568	1,574	1,567	1,557	1,545	1,555	1,742
Total K-12	***34,400***	***34,427***	***34,421***	***34,392***	***34,417***	***34,390***	***34,394***	***34,406***	***34,394***	***34,446***	***34,462***	***34,378***	***35,050***

Overall Attendance Update (Aug 9-Mar 14)

Grade level	All Students	ELL	Newcomer	SPED	Unhoused	Foster Youth	African American	Asian	Latino	White
Gr TK-5 (avg enrollment)	88% (17,388)	88% (6564)	88% (1484)	85% (2537)	81% (367)	84% (78)	84% (3245)	92% (2032)	87% (7639)	94% (2335)
Gr6-8 (avg enrollment)	88% (6574)	87% (1963)	88% (423)	83% (1201)	82% (215)	81% (40)	83% (1398)	93% (623)	88% (3229)	94% (659)
Gr9-12 (avg enrollment)	85% (8915)	81% (2373)	82% (1161)	79% (1449)	76% (630)	72% (82)	81% (2123)	92% (1070)	83% (4201)	92% (769)

*** MetWest and Sojourner Truth NOT included.**

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org @OUSDnews

Appendix:

New Teacher Support & Development Team

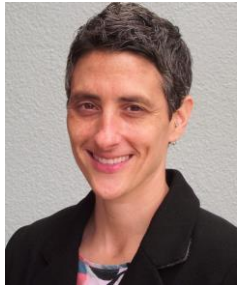
Abdul-Haqq Khalifah, Lead Mentor TSA

Christina Macalino, Lead Mentor TSA

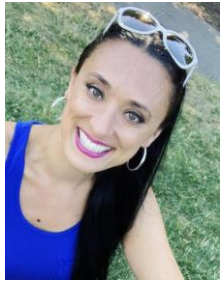
Feroze Munshi, Lead Mentor TSA

Kathy Irons, Lead Mentor TSA

Lisa Rothbard, Director



Lizzie Salzfass, Lead Mentor TSA



Peggy Dove, Manager

Victoria Folks, Manager

Want a mentor or interested in being a mentor for new teachers?
Email us @ newteachersupport@ousd.org to learn more!

Your Support Team- The Talent Development Associates

Diana Iniguez, Elementary Network

Mark Davenport, Middle School Network

Our Team is Growing!
New Central Office Talent Development Associate Coming Soon

Etang Inyang, High School Network

Your Support Team - Talent Development & Retention

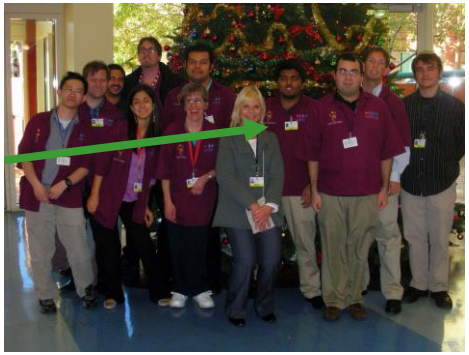
Sarah Glasband, Director of Recruitment and Retention

Soo Hyun Han-Harris, Coordinator, Retention and Employee Development

Jarrett Austin-Thomas, Coordinator of Diversity and Inclusion, African American Focus

Cecilia Terrazas, Coordinator of Diversity and Inclusion, Latinx Focus

Zaia Vera, Residency Program Coordinator



MaryJo (M.J.) Schneider, Online Test Prep Support and Payments

Oakland Schools is hiring NOW- We always have open positions

Contact us at recruitment@ousd.org OR fill out interest form https://tinyurl.com/JobsinOUSD

FROM GRADUATE TO OAKLAND LEADER

Oakland Pathways Project

Do you want to make a difference in your community? You possess a unique set of skills needed in our schools. Come GROW OAKLAND!

Grow Oakland

Graduate HS Diploma/GED ($15.06/hr-$33K/yr)

There are several options after you graduate (this can be full time/part time as you go to college)

- Para Educator (pass CODESP test) $26,091/yr
- Preschool Teaching Assistant (+6 ECE Units) $21,348/yr
- *Early Literacy Tutor $15.06
- *Substitute Teaching Asst. $15.06/hr
- *Substitue Preschool Asst.(+6 ECE Units) $15.06/hr

*Part time

Some College ($15.06/hr-$50K)

- Para Educator/Teaching Asst (test or 48 units) $26,091 - $42,962/yr
- Preschool Teacher (24 ECE units) $31,621/yr
- *Academic mentor $15.06/hr
- *Preschool Teacher Sub $279/day
- *K-12 Teacher Substitute (+90 units) $279/day

*Part time

Bachelor's Degree ($25K-$52K/yr)

- Instructional Teaching Ast. $25,202-$33,773/yr
- Inst. Teaching Ast. Sub $19.31
- Permanent Substitute $279/day
- Daily Substitute $279/day
- Emergency Teacher $51,905/yr
  - must pass test or have approved math/English coursework
  - will need to enroll in teacher credential program

**ECE=Early Childhood Education
**We have programs to help you become a teacher (both $ and support)

Bachelors +Teaching Credential ($52K -$100K)

- Teacher $51,905 - $97,980/yr
- Teacher on Special Assignment $55,703- $100,142/yr

Bachelors + Administrative Credential ($81K-$310K)

- Assistant Principal $81,513- $110,553/yr
- Principal $93,238 - $155,250/yr
- Central Office Leader $98,000 - $170,00/YR
- Superintendent $250,000 - $310,800/yr

Interested in learning more? Fill out form here.

https://tinyurl.com/JobsinOUSD

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

CAREER OPPORTUNITY for Young Men of Color! We are building a PATHWAY for young men of color, age 18-24, in education careers, called the Early Literacy King Project. Become an example. Become a mentor. Become a coach. Become a trainer. Become a mirror for young kings to read, write, and discover.

BENEFITS

- Competitive Hourly Wages
- Full Benefits: Health, Dental & Vision
- Higher Education Stipend
- Travel Stipend
- Professional Development
- Mentoring Support

COMMITMENT

- Employed by OUSD as an "Early Literacy Tutor"
- 3 hour or 6 hour Tutor Position
- Tutor Positions M-F
- Attend Program Events and Training
- Ages 18 to 24

We are changing the narrative and the face of education through a Year-Long, Residency-Style Program. Be a part of it today.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Interested? Would You Like More Info?
Contact Taji Brown:
taji.brown@ousd.org

HIRING EDUCATORS FOR 22-23 APPLY NOW

OUSD is focusing on growing our Latino staff to reflect our students. While OUSD serves 44% Latinos, they only represent 18% of teachers.

Research has shown that teachers of color benefit students of color by:

- increasing academic performance
- decreasing chronic absenteeism,
- improving graduation rates,
- increasing college attendance

We know Latinos enter the field of education to make a lasting impact on our community and promote racial and social justice. This is who we need in Oakland working con cariño encouraging our youth.

We offer programs that support Maestr@s

-
- Fees for CBEST/CSET & credentialing app
- Professional development and community support

WANT MORE INFORMATION OR HAVE QUESTIONS?
OPEN APPLICATION SEASON IS:
JANUARY 1-MARCH 30
FILL OUT INTEREST FORM
HTTPS://TINYURL.COM/JOBSINOUSD

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Oakland Schools is hiring NOW- We always have open positions
Contact us at recruitment@ousd.org OR fill out interest form https://tinyurl.com/JobsinOUSD

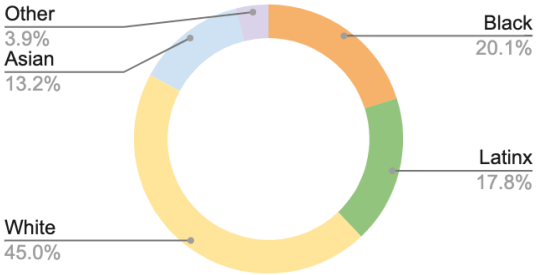
Apply for these jobs at https://tinyurl.com/OUSDJobBoard

Job Title	Job Description	Job Type	Salary Range	Degree Required	Full Time/Part
Emergency Credential Teacher (Elementary Middle, High School)	**Oakland Unified has received substantial funding to support pathway programs including tuition and debt relief for selected middle school teachers, Special Education teachers, and for pathway programs**, including Classified-to-Teacher, Maestr@s, and the After-School-to-Teacher programs. We are invested in creating and maintaining affinity spaces for educators that support retention and socio-emotional support. We provide extensive professional development and training for teachers, innovative curricula, ongoing mentoring and advancement opportunities. Our teachers are also given abundant opportunities to work together in Professional Learning Communities within and across schools in the District.- **Hiring in all Subjects -History, English, Art, Math, Ethnic Studies, Humanities, Special Education, Science, Music, Computer Science**	Classroom/Student Support	$51,905 - $97,980/yr	Bachelors	Full Time
Instructional Support Specialist	Perform a variety of **specialized educational supports**, including the implementation of behavioral interventions, increased access to the common core curriculum and, as needed, meet physical needs of students with disabilities.	Classroom/Student Support	$31,502 - $42,217/yr	Bachelors	Full Time
STIP Sub	A participant in the Substitute Teacher Incentive Plan (STIP) is a **substitute teacher who serves at a specific school site every day** for the entire period of the STIP contract and is required to report daily to an assignment of any grade level or subject area.	Classroom/Student Support	$223.25 - $279 day	Bachelors	Full Time
Assistant, Newcomer Learning Lab	Supports the work the Learning Lab by: **assisting a certificated teacher in implementing the Internationals Approach to teaching, by reinforcing instruction to individuals or small group of students i**n the classroom, gathering data for the purposes of research and inquiry, supporting students through a variety of interventions, and tutoring students in assigned subject areas as part of the after school program.	Classroom/Student Support	$31,502 - $42,217/yr	HS Diploma	Full Time
Paraeducator	**Assist teacher in providing instruction to individuals or small groups of students** in an assigned educational program; assist children with meeting the goals and objectives of their Individualized Education Plan (IEP); attend to the physical and health needs of students; monitor and report student progress regarding educational performance; perform a variety of clerical and supportive duties related to classroom activities and classroom management.	Classroom/Student Support	$26,091- $42,962/yr	HS Diploma	Full Time
Noon Supervisor	Perform a variety of routine, difficult duties requiring good communication skills by **assisting the school staff in supervising students in cafeteria areas and on playgrounds during breakfast, lunch and recess periods** at an assigned school.	Classroom/Student Support	$15.06 - $16.70/hr	HS Diploma	Part Time
PE Attendant	Perform a variety of routine, difficult duties requiring good communication skills, including assisting others in the workplace; store, **maintain and issue physical education equipment and supplies; monitor the activities of students utilizing the locker room** at an assigned school.	Classroom/Student Support	$21,318 - $25,929/yr	HS Diploma	Full Time
Instructional Assistant: Early Childhood Education	Provide **quality child care and a safe and loving environment for children** in the Child Development Center (CDC); assist with planning and implementing a variety of activities to meet the needs and interests of the children; participate in activities with assigned group of children.	Early Childhood Education	$21,348 - $36,787/yr	HS Diploma	Part Time
Production Assistant - Nutrition Services	**Prepares, dispenses, and packages large quantities of prepared foods in a central kitchen facility for distribution and transport to school site** kitchens and cafeterias or other building where meal services take place meeting mandated Local, State and Federal nutritional requirements and are prepared in compliance with health and safety regulations.	Nutritional & Food Services	$25,620 - $34,331/yr	HS Diploma	Full Time
Substitute: Food Services Assistant	**Hourly, substitute on-call position.** Perform support for the following **routine food service activities related to the preparation, packaging and serving of foods**; perform cashiering duties in the sale of food items; receive and account for money; issue, maintain and review records of student meal tickets; maintain cleanliness of food service facilities.	Nutritional & Food Services	$15.06/hr	HS Diploma	Part Time
Attendance Specialist	Perform a variety of **duties related to attendance accounting and record-keeping** at an assigned school site; verify unverified absences and enter/maintain codes in the database and update attendance information; the Attendance Technician must have good communication, computer, typing and alphanumeric data entry skills, and experience with Microsoft Office.	Office Operations/Clerical	$25,251-$33,931/yr	HS Diploma	Full Time
Substitute: Clerical/Administrative Support	**Hourly, substitute on-call position**.	Office Operations/Clerical	$15.06/hr	HS Diploma	Part Time
Attendance Specialist (Bilingual Spanish)	Perform a variety of **duties related to attendance accounting and record-keeping** at an assigned school site; verify unverified absences and enter/maintain codes in the database and update attendance information; the Attendance Technician must have good communication, computer, typing and alphanumeric data entry skills, and experience with Microsoft Office.	Office Operations/Clerical	$25,251- $33,931/yr	HS Diploma	Full Time
Early Literacy Tutor	**Assist in developing and improving TK – 2nd grade students' early literacy skills**. Tutors are trained in research-based early literacy strategies and collaborate with classroom teaching staff, and coaches to provide reading instruction driven by benchmark and progress-monitoring data increasing the number of children on target with early reading predictors.	Classroom/Student Support	$15.30 - $17.68/hr	None	Part Time
Substitute: Custodian	**Clean and maintain assigned school facilities** in a neat, orderly, and safe manner under the direction of an assigned supervisor,	Custodial Facilities & Maintenance	$16 -$22/hr	None	Part Time
Food Service Assistant	Perform **food service activities related to the preparation, packaging and serving of foods** while conforming to State and Federal meal program mandates; perform cashiering duties in the sale of food items; receive and account for money; issue, maintain and review records of student meal eligibility; maintain cleanliness of food service facilities;	Nutritional & Food Services	$15.06/hr	None	Part Time
Bilingual Community Assistant	Under the direction of a Principal or assigned supervisor, **serve as a liaison between parents, students and the community**; provide information regarding school or District programs, procedures, activities, rules and regulations; monitor attendance and assist with various attendance procedures.	Office Operations/Clerical	$18,871- $27,497/yr	None	Full Time

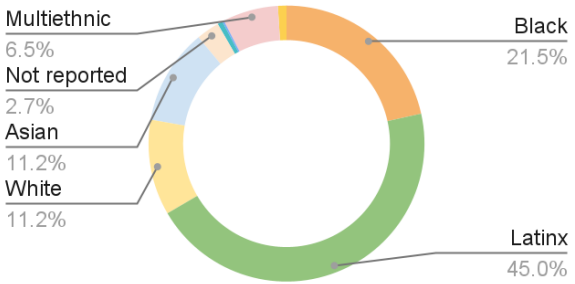
Diverse and Stable Staff: Data

LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.

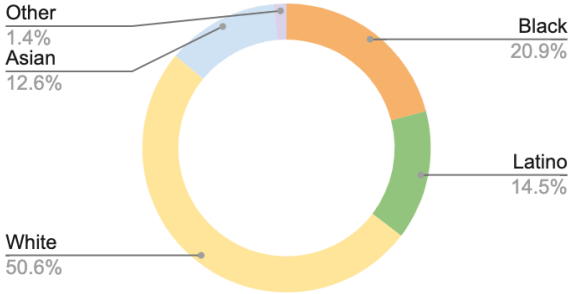
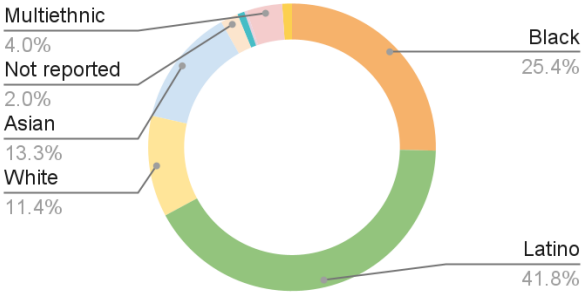
2021-22 Staff Demographics



2021-22 Student Demographics



2017-18 Staff Demographics



2017-18 Student Demographics