

Superintendent Report

Dr. Kyla Johnson Trammell , April 13, 2022



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



Superintendent Report Overview

Highlights from Schools

- Markham, Gender & Sexuality Day Celebration, Graduate highlights

Sojourner Truth Update

- Projections and Plans for the 2022-23 School Year

Diverse & Stable Staff Update

- Presentation on the current progress and data

Covid Safety Protocols

- Testing, Vaccine Implementation & Mask Update

Enrollment & Attendance

- Enrollment & Attendance Counts & Strategies



Highlights from Schools

The Markham Elementary Campus is now a lot cooler



Initiative: Creating Joyful Schools

Reimagining Schools to be Places of Joy, Inclusion, and Beauty

www.ousd.org/strategicplan

The Markham Living Schoolyard renovation project transformed the yard at **Markham Elementary** from a sometimes hot and uncomfortable space to a cooler environment that brings students closer to nature.

21,000 square feet of asphalt was removed while 84 trees were planted to cool the yard and provide shade and seating areas for students.

Markham students will also get to enjoy a new turf play field that will also capture stormwater runoff, an outdoor classroom space, new seating and tables, an expanded vegetable garden and orchard, a new basketball court mural, and a play structure!

Gender & Sexuality Alliance Day is a Hit!

Gender & Sexuality Alliance Day (GSA Day) in OUSD was recently held over two days in March.

OUSD's GSA Day is an all day educational and community building event attended by LGBTQ Liaisons and their GSA students (with allies sprinkled in). It is a participant-driven celebration focused on youth leadership that aims to increase safety and support for our students.

Approximately 280 high school and middle school students from 24 schools across the District took part in the event this year!



Initiative: Creating Joyful Schools

Reimagining Schools to be Places of Joy, Inclusion, and Beauty

www.ousd.org/strategicplan

Providing A Clear Pathway to the Field of Education for Black & Brown Aspiring Educators

Jessica Ramos, former Student Board Director, went through the education pathway at Skyline High School and is loving the education she's receiving at Cal. Seen here being honored at a recent Warriors game, Jessica is looking forward to applying all she's learning when she comes back to OUSD to teach students who look like her.

"The reason I want to come back and teach in Oakland is so I can give back what the community gave me. **I want to know the students I will serve feel comfortable coming to my classroom and school because I will be someone who looks like them teaching the class.** I also want students to be able to learn more about their own roots and our city's roots, so they can share the kind of love I have for Oakland and my culture," she said.

We need more people like Jessica in OUSD. That's why we're committed to "growing our own" talent and providing clear pathways forward for young students of color who are interested in pursuing a career in education.



Initiative: Growing a Diverse and Stable Staff

www.ousd.org/strategicplan



Sojourner Truth Independent Study Update

Sojourner Truth Enrollment

2021-2022 School Year	2022-2023 School Year
<p>Current Enrollment: 1,276</p> <p>Current Staffing: 49 FTE's</p>	<p>Projected Enrollment: TBD will have numbers after April 15, 2022.</p> <p>Projected Staffing: 49 FTE's-will be finalized based on enrollment during Fall adjustments.</p>

Support for Families

Plan for contacting families about their interest in returning to in person

- Intent to return forms have been issued to all current families.
- Over 300 families have responded stating they will return.
- SJT staff will continue to reach out to families throughout the remainder of the school year.

Support for families transitioning back to in person

- Families will continue to be supported by the enrollment office and school counselors.

Additional Supports

- We will continue to offer the core secondary courses and look to expand elective options for the 2022/20223 school year.



Covid Safety Protocols

Masking Update

- Outdoor masks are optional starting on 3/21
- Indoor masks continue to be required
 - Revisit indoor masking 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

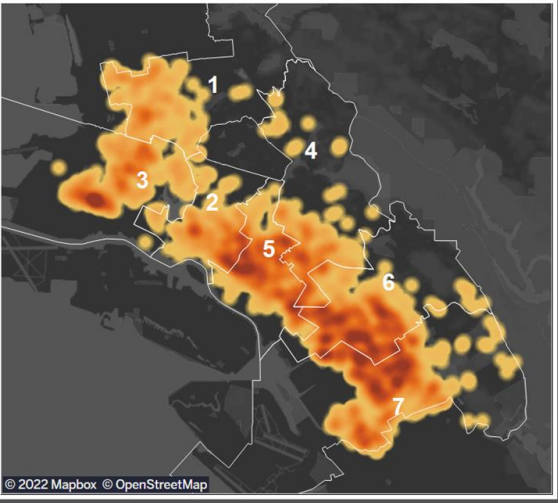


78.5% of students fully or partially vaccinated

*Age as of Dec 1, 2021

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

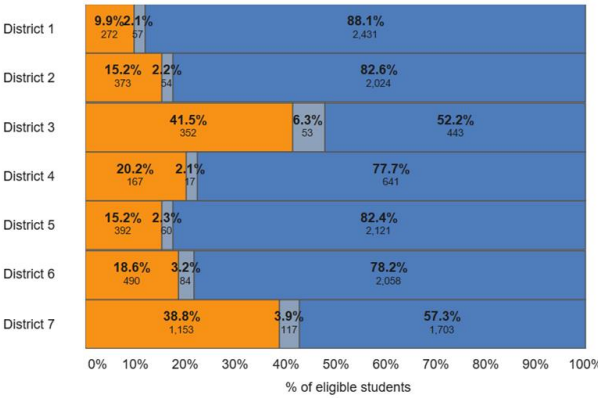


Not vaccinated/Unconfirmed Partially vaccinated Fully vaccinated

Vaccine-eligible student vaccination rate



Vaccine-eligible student vaccination rate by board district



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

11,337 vaccinated

3,253 status unknown

Vaccinated	Fully vaccinated	11,337
Vaccination status unknown	Distance learning	534
	Waitlist	16
	Other exemption	736
	Medical - permanent	3
	Medical - temporary	1
	Personal belief	91
Partially vaccinated	No exemption	1,872
	Partially vaccinated	20
	Missing dose	8
	Missing dose > 30 days	420

Contact kevin.smith@ousd.org with any questions or comments about this dashboard.

Dashboard is updated nightly. Data here include COVID-19 vaccination data in our student information system up to yesterday.

Testing Program

- OUSD COVID-19 Testing is successfully testing 4,000+ people every week
- OUSD Testing Positivity Rate has dropped to 0.4%
- All sites either have access to weekly on-site rapid or pooled testing (K-12), or at-home test kits (ECE)
- At-home test kits were distributed to all sites and offices prior to 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.



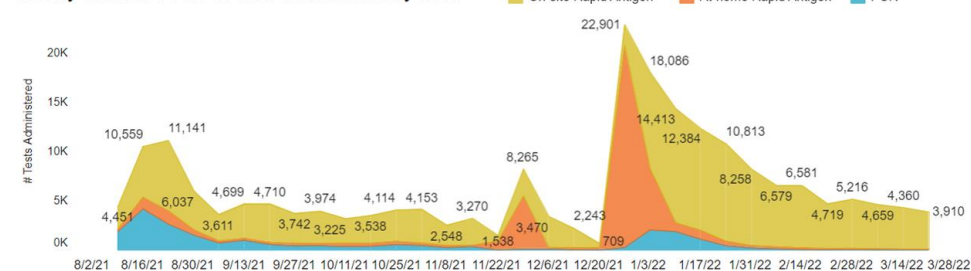
Weekly COVID-19 Testing at OUSD Sites 2021-22

Data shown include COVID-19 tests administered through OUSD testing programs and reported via Primary from August 9, 2021 through the prior Sunday. OUSD is currently piloting pooled testing, which is not reflected in this dashboard.

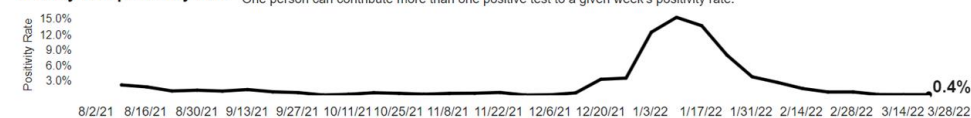


See <https://www.ousd.org/covidtesting> for information about COVID testing at OUSD.

Weekly count of COVID-19 tests administered by week



Weekly test positivity rate



Cumulative count of COVID-19 tests administered since the start of the 2021-22 school year



Contact salvia.suresh@ousd.org with any questions or comments about this dashboard.

Dashboard is updated nightly. Data here include COVID-tests administered and resulted up to 3/27/2022

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**



COVID-19 In-Person Case Dashboard 2021-22

Dashboard last updated on 3/31/2022

Dashboard is updated daily at 7am to include all reported cases with presumed positive dates occurring in the prior week (3/21/2022 to 3/27/2022). Cases for the current week of 3/28/2022 will not be reflected in the dashboard until the following Monday. Counts include cases reported for OUSD school-based staff and students who were physically present on school campuses during their infectious period for COVID-19. Data may be incomplete depending on when the case was reported/confirmed and when contact tracing was completed. The presumed positive date is the earlier of first symptom onset or positive test collection date. Pursuant to updated guidance from ACPHD and CDPH as of 01/10/2022, classroom at-home quarantines will no longer be initiated following multiple cases. Positive cases will continue to isolate, and prolonged close contacts will be provided access to testing at school sites.

Highlight School

Highlight SiteName

View Map by Grade Level

(All)

Weekly count of reported COVID-19 cases on school campuses

20

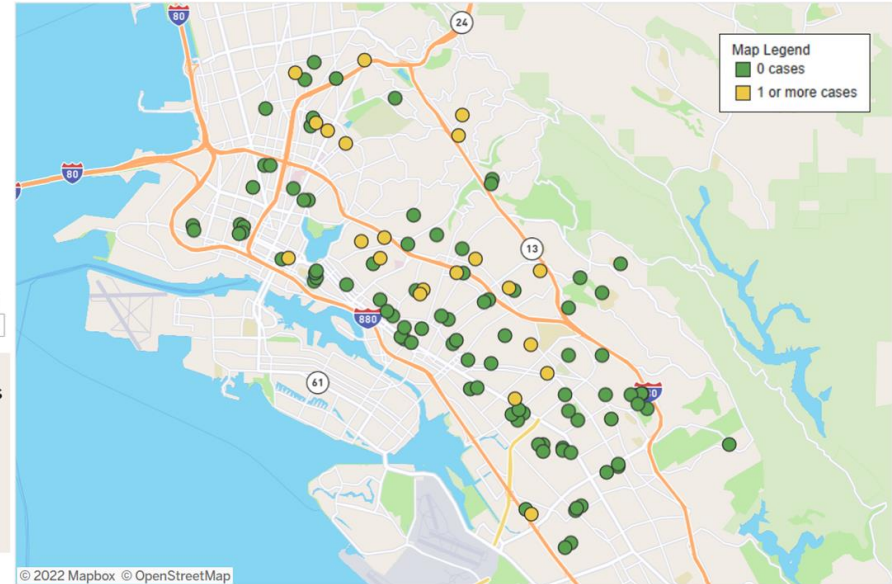
Student cases

in the week of 3/21/2022

12

Staff cases

in the week of 3/21/2022



Contact
sailaja.suresh@ousd.org
with any comments/questions
about this 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**



Weekly Districtwide Data

Dashboard last updated on 3/31/2022

Dashboard is updated daily at 7am to include all reported cases with presumed positive dates occurring in the prior week (3/21/2022 to 3/27/2022), as well as full at-home classroom quarantines for dates up to 01/10/22. Cases for the current week of 3/28/2022 will not be reflected in the dashboard until the following Monday. Counts include cases reported for OUSD school-based staff and students who were physically present on school campuses during their infectious period for COVID-19. Data may be incomplete depending on when the case was reported/confirmed and when contact tracing was completed. The presumed positive date is the earlier of first symptom onset or positive test collection date. Pursuant to updated guidance from ACPHD and CDPH as of 01/10/2022, classroom at-home quarantines will no longer be initiated following multiple cases.

Calendar Note

- First Week of School
- Last Week of School
- In Session
- Break

Weekly count of reported student COVID-19 cases on school campuses



Weekly count of reported staff COVID-19 cases on school campuses





Enrollment & Attendance

Enrollment Update (TK-12)

Grade	3/30/22	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	17,219	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	6,479	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	9,108	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	32,806	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	1,595	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	34,401	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 29)

Grade level	All Students	ELL	Newcomer	SPED	Unhoused	Foster Youth	African American	Asian	Latino	White
Gr TK-5 (avg enrollment)	89% (17,374)	88% (6548)	88% (1487)	85% (2574)	81% (369)	84% (79)	85% (3248)	92% (2033)	87% (7629)	94% (2327)
Gr6-8 (avg enrollment)	88% (6577)	88% (1959)	88% (423)	83% (1200)	82% (218)	82% (40)	83% (1402)	93% (622)	88% (3230)	94% (660)
Gr9-12 (avg enrollment)	84% (8878)	80% (2351)	81% (1162)	79% (1442)	76% (620)	72% (79)	81% (2102)	92% (1069)	82% (4187)	92% (768)

* MetWest and Sojourner Truth NOT included.



Community Schools, Thriving Students



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

www.ousd.org



@OUSDnews

1000 Broadway, Suite 300, Oakland, CA 94607

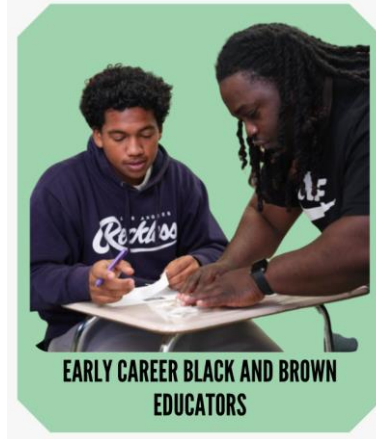
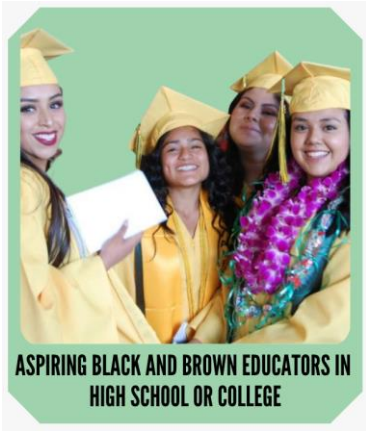


Appendix

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

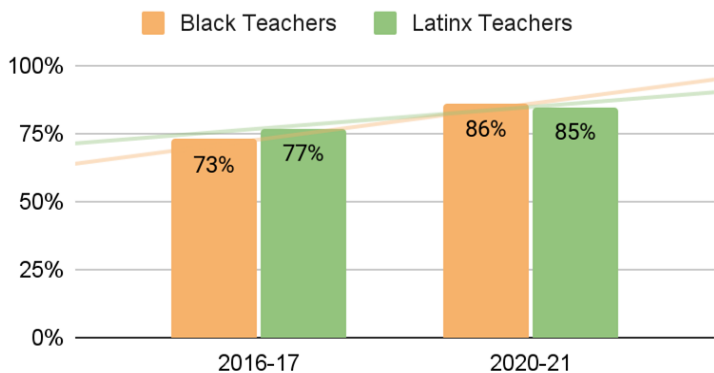
Strengthen affinity-based support structures: Establishing dynamic, affinity-based support structures for educators across OUSD

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

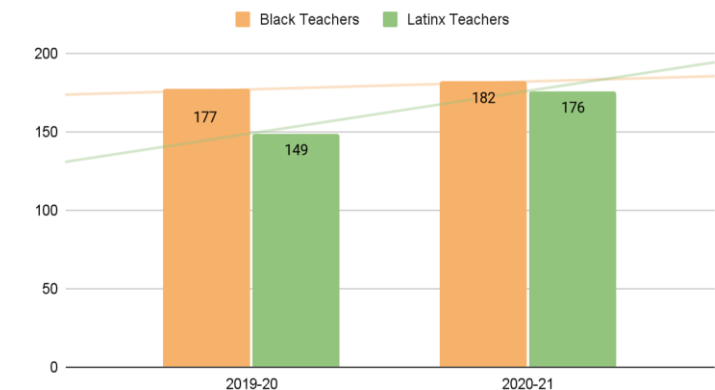
Current Context: Diverse and Stable Staff Data

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

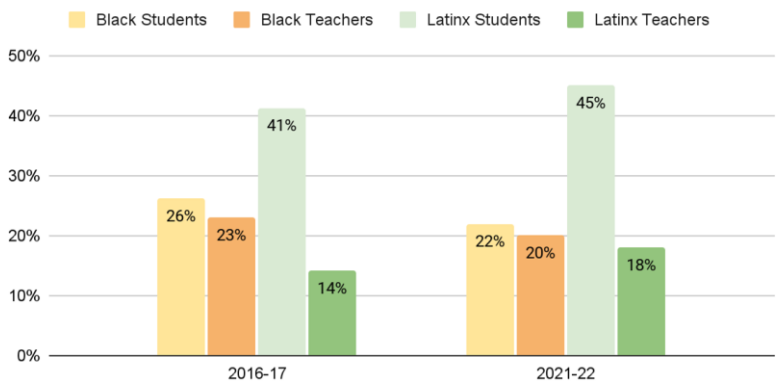
Black and Latinx Teacher Retention



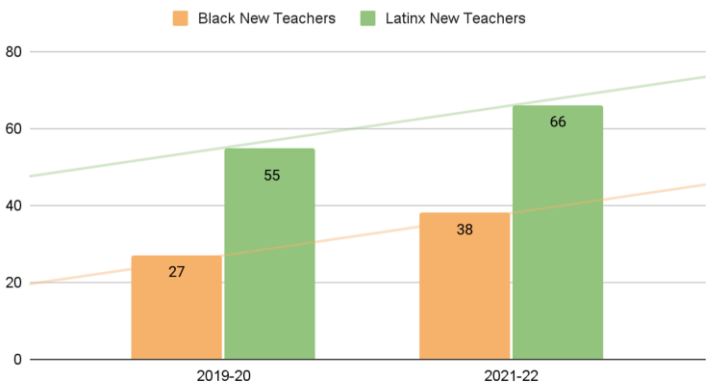
Black and Brown Applicants for teaching positions



Comparison of teacher demographics to student demographics



Black and Brown New Hires for teaching positions





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

***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.

Focus Area 1

Black & Brown Aspiring Educators in HS & College

Current Progress	Opportunities and Feedback												
<ul style="list-style-type: none"> 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 	<p>Survey results from current high school student and alumni survey, below:</p> <p>What's your current level of interest in becoming a teacher?</p> <p>Current students and alumni, N:172</p> <table border="1"> <caption>Interest Levels in Becoming a Teacher</caption> <thead> <tr> <th>Interest Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>None</td> <td>24%</td> </tr> <tr> <td>Definitely</td> <td>12%</td> </tr> <tr> <td>Considering it</td> <td>11%</td> </tr> <tr> <td>Maybe/Unsure</td> <td>30%</td> </tr> <tr> <td>Very little</td> <td>23%</td> </tr> </tbody> </table>	Interest Level	Percentage	None	24%	Definitely	12%	Considering it	11%	Maybe/Unsure	30%	Very little	23%
Interest Level	Percentage												
None	24%												
Definitely	12%												
Considering it	11%												
Maybe/Unsure	30%												
Very little	23%												

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

***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.*

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

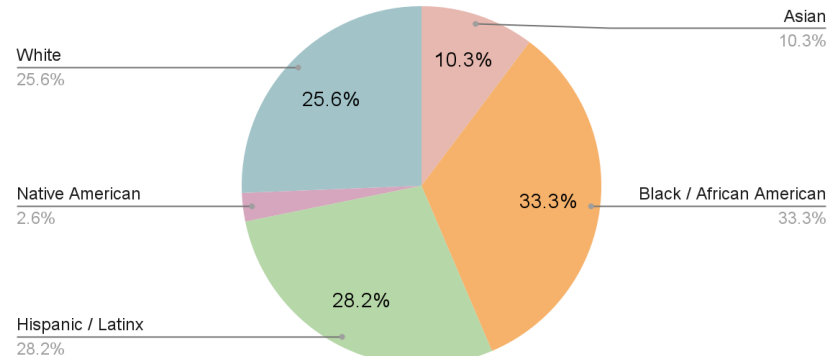
Current Progress

- 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.

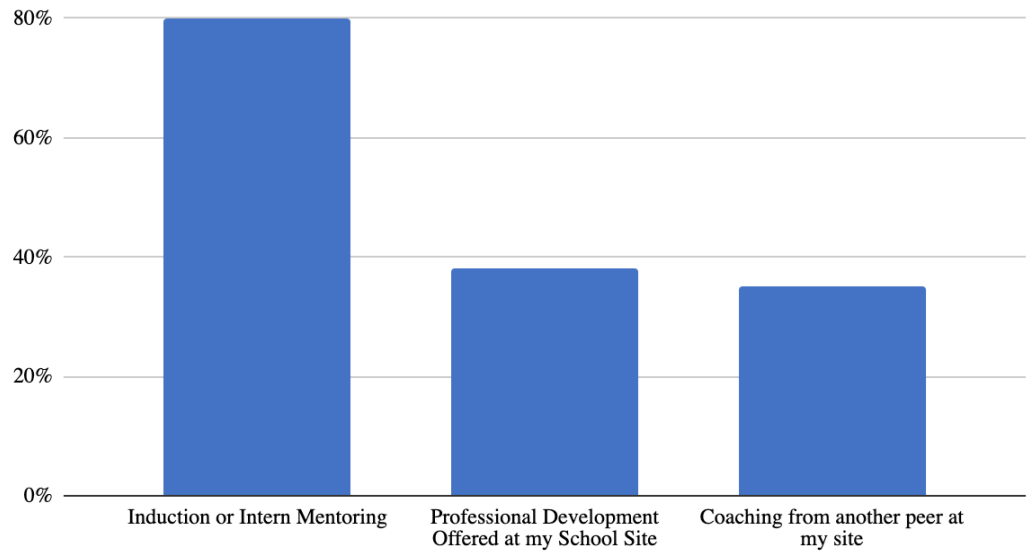
Focus Area 3

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

Most Supportive Professional Learning as Ranked by New Teachers



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)	<ul style="list-style-type: none"> - Weekly Individualized Mentoring - New Teacher Professional Learning <ul style="list-style-type: none"> - Daily Lesson Planning - Classroom Culture & Routines - Time Management & Organizational Practices - New Teacher Wellness & Social Gatherings - Credentialing Support & Progress Monitoring 	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - Weekly Individualized Mentoring - New Teacher Professional Learning <ul style="list-style-type: none"> - Daily Lesson Planning - Classroom Culture & Routines - Time Management & Organizational Practices - New Teacher Wellness & Social Gatherings - Credentialing Support & Progress Monitoring 	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

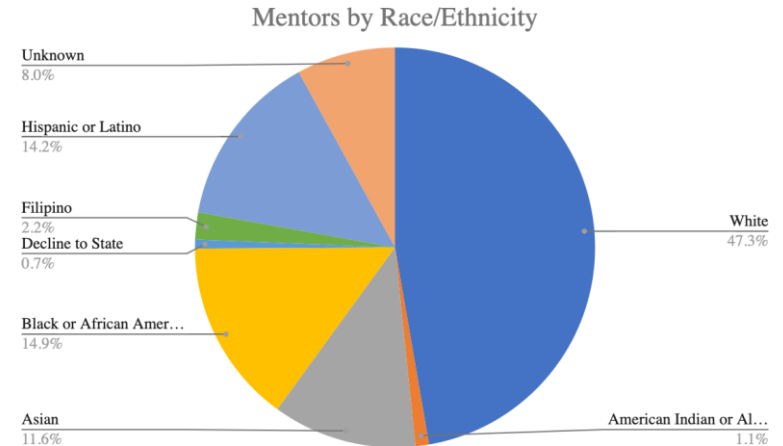
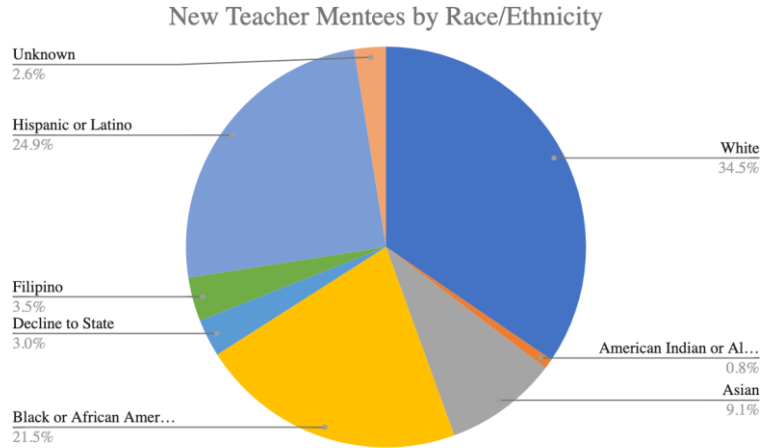
Survey Statement	19-20 Agree/ Strongly Agree	20-21 Agree/ Strongly Agree
The NTC/OUSD mentoring model ensures I can provide individualized, tailored support to meet each teacher's needs.	91%	96%
The focus on high leverage practices (lesson planning, analysis of student learning, and observation cycles) 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

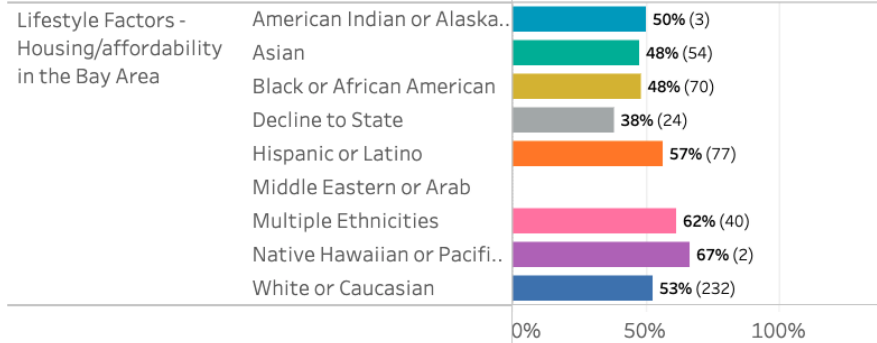
Progress Toward Vision

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.

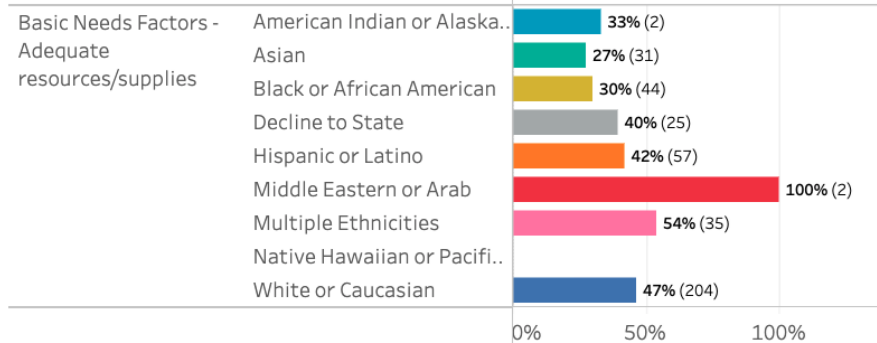


Retention Survey Data 20-21: LEAVE

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



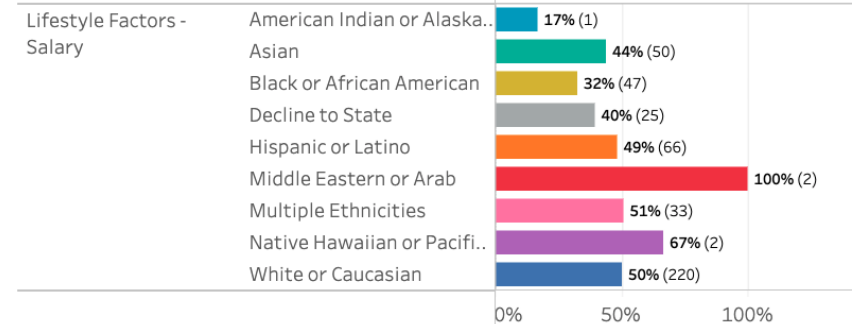
How much do the following factors make you want to stay or leave?



1. Housing/Affordability in the Bay Area

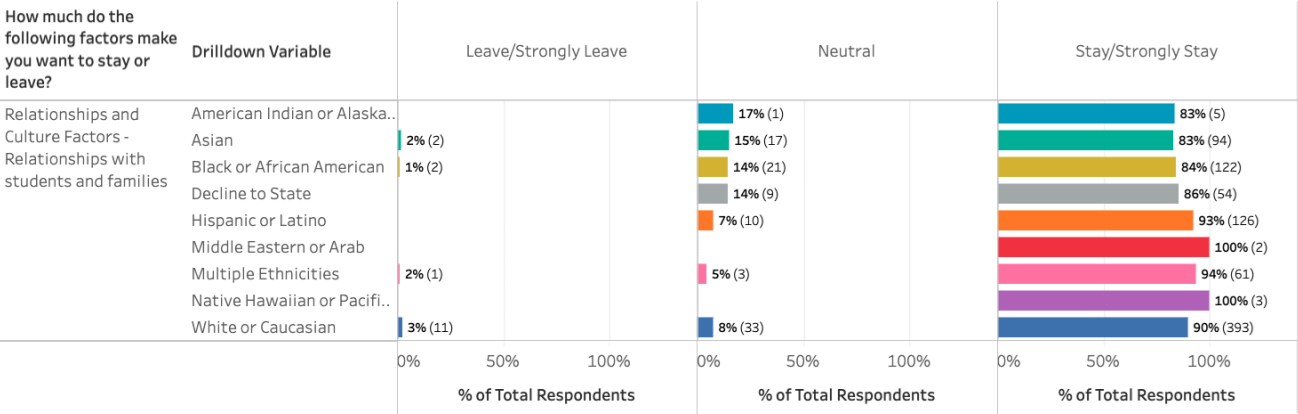
2. Salary

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

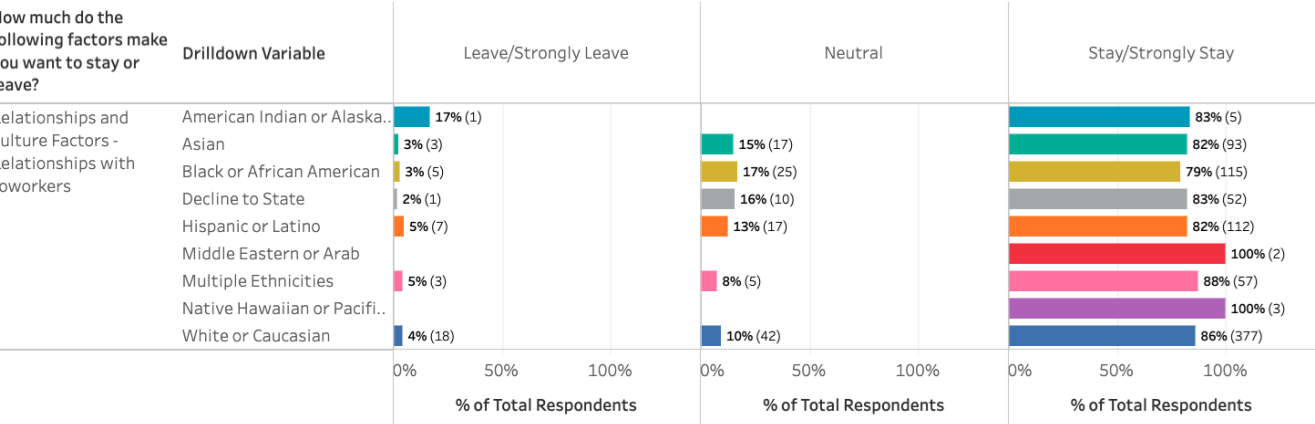


Retention Survey Data: STAY

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 ، فانقل إلى:

<https://www.ousd.org/Page/16116>

'iidha kunt mhtman bibaramij almasar 'aw furas aleamal 'aw jalasat daem alaietimid '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, jiùùyè jīhuì, zhèngshū zhīchí kèchéng, qiánzài xiàozhǎng kèchéng huò gèng duō xīnxī 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>