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To: OUSD Board of Education
From: **Kyla Johnson-Trammell, Superintendent**
Sondra Aguilera, Senior Deputy Chief of Continuous School Improvement and
Guillermo (Gil) Echeverria, Deputy Chief Continuous Improvement and Project Management
Tara Gard, Deputy Chief of Talent
David Chambliss, Deputy Chief of Teaching and Learning
Subject: **Superintendent Report**
Date: August 23, 2017

The purpose of this memo is to provide additional information related to the topics presented in the Superintendent Report at the Board Meeting.

2017 NEW TEACHER ORIENTATION (NTO) SUMMARY DATA AND FEEDBACK

OUTCOMES

Beginning Teacher Core Competencies

CC1 Conveys understanding of Implicit Bias and validates/affirms diverse student identities and perspectives (OETF 2A.2)

CC2 Builds and Maintains Classroom Routines that Maximize Learning Time (OETF 2C)

CC3 Builds a Positive and Respectful Classroom Community Where all Students are Valued (OETF 2A.1)

CC4 Plans for and Communicates Content Language Objective (OETF 1A.1, 3A)

CC5 Plans Tasks from Adopted Curriculum (OETF 1A.1, 1B.1)/Plans Tasks aligned to Adopted Standards

Enduring Understandings/Mindsets

- Who your students are matters for teaching and learning.
- Students feel safe when they are known and are in a predictable environment.
- English language learners thrive when the language demands and opportunities of a lesson are attended to; all teachers are language teachers.
- Student learning is maximized when teachers execute backwards-planned, standards-aligned instruction.

Essential/Guiding Questions

- Who are my students? What is important to know about them? What do they need to be successful?
- What are some basic practices I can develop to serve them effectively?
- How are these practices described in the Oakland Effective Teaching Framework (OETF)?
- What do these practices look like when done well?

Week 1: Aug 1-4 (Open to New Hires)

- 220 New Hires attended (new teachers and new to OUSD teachers) across the 4 days
- Aug 1&2 Sessions included:



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- OUSD Mission and Values
- Culturally Responsive Teaching
- Supporting English Learners
- Relationships and Routines (PBIS, PAR & NNN, RJ)
- Aug 3&4 Sessions included:
 - Intro to OUSD Curriculum (ELA, math, science, history)
- Feedback highlights
 - Aug 1&2 Survey
 - **74% to 86%** rated individual sessions **helpful or very helpful**
 - I better understand OUSDs mission and values and how my personal values and goals are reflected therein. **[97% agree or strongly agree]**
 - I have a deeper understanding of culturally responsive teaching and how to work toward a more culturally responsive teaching practice. **[85% agree or strongly agree]**
 - I feel better prepared to establish strong, positive relationships in a safe and predictive learning environment (with Restorative Justice, Positive Behavior Intervention Supports, and No Nonsense Nurturer as resources) **[89% agree or strongly agree]**
 - I have a deeper understanding of the different types of English Language Learners in OUSD and how to support them in my classroom. **[91% agree or strongly agree]**
 - Aug 3&4 Survey
 - As a result of the sessions I attended, I have a deeper understanding of the grade-level specific content and curriculum. **[98% agree or strongly agree]**
 - The time spent with my Instructional Teacher Leader (ITL) and/or Principal on Friday afternoon was valuable. **[71% agree or strongly agree; 16% did not meet w/ITL or P]**

Week 2: Aug 7-11 (Open to New and Returning Teachers)

- ~300 New Hires and Returning Teachers attended sessions (~ 50-60% New Hires)
- Aug 7-11 Sessions included:
 - Trauma Informed Schools and De-escalation
 - CA Teaching Credentials
 - Restorative Justice
 - PBIS: Routines and Procedures (a deeper dive)
 - No Nonsense Nurturer
 - SpEd 101
 - OUSD Curriculum Sessions
 - TK-5 ELA (several offerings), 6-8 ELA, 9-12 ELA
 - TK-5, 6-12 math
 - TK-5, 6-12 science



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- Newcomer Institute (ELLMA)

General Feedback (samples):

- “Thanks for organizing great speakers/presenters! As anxious as I am to start the school year, I'm leaving the New Teacher Orientation feeling ignited!”
- “In my experience new teacher orientation is rote, information delivered without much reflection or conviction. The warmth, authentic compassion and sheer joy of life was inspiring. This means a great deal to me: I am grateful for your uncommon kindness. It really does feel like family.”
- “Thank you for the extreme passion that was clearly expressed by instructors!”
- “It was a lot of information to consider, but it was necessary! I thought they all did a great job of breaking it down.”
- “I really benefited from the areas where I got a big-picture idea of the grade-level content, and in session with my principal and ITL I soaked up a lot of school culture and cemented ties with my fellow...incoming teachers.”
- “Doing actual practice problems and participation with the other future teachers was helpful. So now I have an idea of activities I can possibly do with my students.”
- “Thank you for the instructional planning, all seamlessly tied to the common core state standards, curricular materials, and whole child minded best practices - BEAUTIFUL!!!”
- “This training gave me so much more confidence about heading into the classroom this year, and by the end, overwhelm had mostly transformed into a recognition of what I bring to the classroom and where I want to focus my learning. I'm looking forward to checking in with myself and colleagues on classroom management, teacher talk/elementary school routines and language, and parent involvement, and to moving on to additional goals in coming years.”
- “I am so happy that I was given the opportunity to come to the sessions. I have been in education for 15 years but coming to a new district is like being a first year teacher. It is great to get to know the district more in depth before the school year starts.”
- “Thank you! Great arc of presentation from positives in a general sense to more specific. Great to hear from key folks in district who are also products of district so we know how passionate they are about the students we serve and how seriously they take the work.”



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BACK TO SCHOOL UPDATE

1. BACK TO SCHOOL PROCESS

We are providing an update on our progress of activities completed in our Back to School (BTS) process. We are requesting Board of Education feedback and this progress update is for information only (no decision).

2. OVERVIEW & OBJECTIVE

The goal of the Back to School (BTS) process is to ensure that all OUSD schools are ready to welcome families the first day of school and start the school year successfully. The following are key focus areas reviewed during the weekly BTS meetings:

1. **Recruiting and hiring:** teachers, school leaders and other vital school staff;
2. **Special Education needs:** materials, staff, program support;
3. **Enrollment management:** student assignment, registration, waitlist management;
4. **Facilities:** capital projects, physical space improvements, custodial, deep cleaning, maintenance;
5. **Technology needs:** new employee system access and needs, and school systems support;
6. **Fiscal Support:** Budget, Procurement, and Accounts Payable;
7. **Master scheduling:** Ensuring schools have class schedules ready for teachers and students;
8. **Supplies:** textbooks, and other materials

3. BACK TO SCHOOL PROCESS / TIMELINE:

1. **Apr - May:** Begin with the End of Year checklist that all school leaders complete
2. **May - Jun:** Plan the Back to School (BTS) process
3. **Jun - Aug:** BTS meetings, Network Leaders meet with Central Departments to provide updates, develop and implement action plans, coordinate efforts, and raise issues.
4. **Aug 21:** Opening of Schools
5. **Aug - Sep:** BTS Conference calls, Network leaders raise high priority issues and action plans are developed to immediately resolve issue

On-going: New system to continue cross-departmental collaboration and improve services to schools

4. RESULTS OF THE BACK TO SCHOOL PROCESS:

- Addressing operational issues during the summer while students are not in school
- Supporting principals with operational management of their campus
- Network Team receive updates on all work streams impacting their portfolio of schools weekly
- Constantly review the needs, plans and expectations of central departments. Identify systems issues and escalate if needed.
- Mindful that principals return to duty on Monday, August 7, expecting an increase in requests.

5. PROGRESS SUMMARY:



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Project status: completed successfully (on track with scope and schedule) and We moved to school focus support.

What are some of the key areas of focus?

1. **Enrollment /Registration:** On track to reach our 17-18 student enrollment projection.
2. **Building & Grounds and Maintenance:** 90% of high priority work orders completed, 2,432 of 2,692 for the year; 260 high priority work orders in progress. Plan to complete 50% (130) by start of school.
3. **Capital / Facilities Projects:** 91% summer projects on track to be delivered on schedule, 21 of 23 . 9% (or 2 projects) has been delayed due to unforeseen conditions (Castlemont-library renovation and Skyline - roof. No impact to the start of school for both projects). Applied and received approx \$5.8M for Prop 39 Energy Efficiency project.
4. **Custodial / Deep cleaning:** 100% of schools and 100% of classrooms will be deep cleaned before start of school.
5. **Transportation:** 100% of schools with approved bell times, coordinated with AC Transit and district vendors. Completed 100% bell times and 100% of programmed school safety plans. Driver Shortage action plan in place ⁽¹⁾
6. **Special Education:** We started with 68 teacher vacancies this year. Current 4 teacher vacancies. 17 less vacancies than last year at this time.
7. **Technology:** 100% of new employees have access to email prior to hire date. 100% of teachers entered in Master schedule will have access to student information system (Aeries). Aeries will open by Aug 7 (on schedule).

⁽¹⁾: Action plan is detailed in the main issues and action below

6. NEXT STEPS:

- Maintain process into the beginning of the school year;
- As principals return to campus, complete walk-throughs with staff as needed;
- Continue providing updates to Senior Leadership and Board of Education



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7. MAIN ISSUES AND ACTION PLAN

7.1 Driver Shortage:

Current situation:

- Transportation for Special Education students require 120 bus routes and at least 5 overage drivers. Approximately 5 Student First drivers call in sick every day. Special Education reported that there would be increases to the number of students served by our district because of the trend for referrals and the number of students qualifying for special education services. Each year, there is an increase of 50 to 100 additional special education students that require transportation services. Currently, First Student has 91 routes and drivers as of the driver bid that took place on August 15, 2017 for 2017-2018 school year. This driver shortage and increase in number of students impact student ride time, time students arrive to school, and our overall cost to provide this service.

Action plan:

- We have been working in addressing driver's shortage in multiple ways. We have been optimizing and limiting the number of routes that First Student, our major vendor, implemented and contracting additional vendors to address our driver shortage. We have been researching the main reasons drivers are leaving our vendors. The majority are going to other school districts and private companies due to higher compensation.
- Our action plan includes First Student having 12 additional routes and 3 coverage drivers from their other locations, and 7 emergency contingency buses / drivers from other transportation vendors. This action plan is an additional forecasted cost of \$400,000.
- Additionally, we are working with the Special Education and Legal Departments to better understand and apply our legal responsibility for providing special education services.