



## OFFICE OF THE SUPERINTENDENT

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To: OUSD Board of Education  
From: **Kyla Johnson-Trammell, Superintendent**  
Sondra Aguilera, Senior Deputy Chief of Continuous School Improvement; Guillermo Echeverria, Deputy  
Subject: Chief Continuous Improvement and Project Management; and Tara Gard, Deputy Chief of Talent  
Date: **Back to School (BTS) Progress Update**  
August 9, 2017

### ACTION REQUESTED:

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

### OVERVIEW & OBJECTIVE

- The goal of the Back to School (BTS) process is to ensure that all OUSD schools are ready to welcome families by the first day of school and start the school year successfully. The following are key focus areas reviewed during the weekly BTS meetings:
  - Recruiting and hiring: teachers, school leaders and other vital school staff;
  - Special Education needs: materials, staff, program support;
  - Enrollment management: student assignment, registration, waitlist management;
  - Facilities: capital projects, physical space improvements, custodial, deep cleaning, maintenance;
  - Technology needs: system access and systems support;
  - Fiscal Support: Budget, procurement, account payable support;
  - Master scheduling: Ensuring schools have class schedules ready for students;
  - Supplies, textbooks, and other materials

### SUMMARY

#### Back to School Process / Timeline:

- **Apr - May:** Begin with the End of Year checklist that all school leaders complete
- **May - Jun:** Plan the Back to School (BTS) process
- **Jun - Aug:** BTS meetings, Network Leaders meet with Central Departments to provide updates, develop and implement action plans, coordinate efforts, and raise issues.
- **Aug 21:** Opening of Schools
- **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

#### Results of the Back to School Process:

- Addressing operational issues during the summer while students are not in school



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- 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.

### Progress Summary:

**Project status:** on track with scope and schedule.

### What are some of the key areas of focus?

- **Building & Grounds and Maintenance:** 90% of High priority work orders completed, 260 high priority work orders in progress. Plan to complete 50% (130) by start of school.
- **Capital / Facilities Projects:** 91% of 23 summer projects on track to be delivered on schedule. 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.
- **Custodial / Deep cleaning:** 100% of schools and 100% of classrooms will be deep cleaned before start of school. At least 50% of all classrooms at every school will have wax on the floors; with some schools having wax in 100% of classroom floors.
- **Enrollment /Registration:** On track to enrollment projection. 36,756 students currently assigned. Net attrition of 1,167 students anticipated to meet our 17-18 enrollment projection (34,911), based on historic student attrition rate. Lower student assignment mainly from Elementary and High school grades.
- **Transportation:** 100% of schools with approved bell times, coordinated with AC Transit and SPED vendors. Plan to complete transportation safety plans for 50% of schools by first day of school. Challenges with drivers shortage
- **Special Education:** We started with 68 teacher vacancies this year. Current 14 teacher vacancies. 6 less vacancies than last year at this time.
- **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).

### 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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### Talent Update

The Talent Division's recruitment team is focused on recruiting diverse, local, and talented teachers for students across OUSD with a long-term commitment to our communities. Our recruitment efforts encompass all positions within OUSD including certificated and classified. We have entered into 2017-18 school year with 427 classroom teacher vacancies and 26 school leader vacancies.

Our work is directly aligned with the district's vision and mission included in the *Pathway to Excellence 2015-2020* and detailed in the *Effective Talent Programs*. We seek to recruit and retain by:

- Identifying, screening, and developing potential local, diverse teachers who are committed to students/families of Oakland, have high expectations, high interest in staying, and a high desire to serve our students/families.
- Growing our own talent who are equity-focused and have a track record of success working with our students as well as developing them into various promotional opportunities.
- Identifying diverse talent locally, nationally, and internationally who have a high interest in contributing to our mission of a Full Service Community District. Specific examples provided in the subsequent section.
- Partnerships with Principals, Network Leaders and Partnering Departments to manage staffing processes and hiring.
- Building a strong infrastructure, including a robust applicant tracking system that includes automated reference checks & screening, video interview screening, accountability and consistency
- Creating an infrastructure for on-going coaching and support regardless of where a candidate begins
- Delivering the highest level of customer service from recruitment, on-boarding, and orientation and finally connecting new employees with each other and other resources (internally/externally) to develop a culture that facilitates high retention and effective employees
- Partnering with the mayor's office, universities, and various departments to strengthen internal and external pipelines

All school districts are faced with recruiting and retaining effective teachers in an environment where local and external pipelines are limited or non-existent. Although there is a national teacher shortage we have been able to hire 394 Classroom Teachers, 10 Principals and 13 Assistant Principals. There are currently 33 classroom teacher vacancies, 2 Principals and 1 Assistant Principal vacancies.

### SUMMARY

We strive to continue to improve the staff diversity at Oakland Unified School District (OUSD) through our recruitment and retention efforts. This can only be done with and by community and student involvement. Our efforts are outlined



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in our local pipeline development strategies that include, new partnerships originated and shaped by learnings from our community.

Our community's determination has spanned generations of students and staff. We are learning from their experiences and hard work to continue to address our need for a more diverse staff from the community that is strong and committed to never give up. We have tapped into our community by creating, supporting and/or partnering with the following organizations:

- Partnership with the Community Schools Student Services Department to recruit and hire from the afterschool program. This partnership was launched in June 2016 and resulted in 5 new teachers from the community. The second cohort began in June 2017 with a pool of 10 new teachers from the after school program and local community.
- Partnerships with AmeriCorps, YMCA, Playworks, Jumpstart, Reading Partnerships, Encorps and summer camp programs
- Partnership with Reach Institute assisting teachers in earning their credentials and helping to alleviate the process and cost. Oakland International High School and Reach Institute have partnered to create an in house pipeline that grows effective teachers to work with our Newcomer students and families
- The Talent Division's substitute office has a long history of growing substitute employees into permanent employees, in all classifications. The Substitute Office holds monthly recruitment events in the Fruitvale and West Oakland communities. Partnerships with Substitute Office, Special Education, Adult Ed, Custodial Services, Nutritional Services, credentialing institutions, auxiliary programs like Reading Partners, afterschool programs, and career centers such as Unity Council and West Oakland PIC
- Partnering with Skyline Education Academy, Berkeley Community College and CSUEB to recruit high school students into the teaching profession.
- We have worked closely with Parents and Guardians of students to identify interest in teaching profession. We also have included parents in our recruitment process to guide our recruitment efforts.

Growing your own teachers from within the community can, at times result in the need for an emergency credential. To address our growing need for specialized credentials we have implemented the following strategies:

- Partnership with Butte County to provide online CBEST, CSET, RICA test prep training support at community college prices or at no cost to OUSD staff (through grants)
- Providing community college courses to transfer to AA, BA, or credential
- These courses can also be strategically used as PDs (OUSD staff can co-construct curriculum with Butte County)
- OUSD staff can use units from these courses to move up in salary schedule
- Hold two credential information sessions in the Fall and Spring for those individuals interested in teaching and are trying to navigate the credentialing system

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- Regular employment counseling meeting 1-1 with interested potential teachers to discuss needs across school sites and map out the process of becoming credentialed. We always seek to find a good entry point fit for the individual.

Although our priority is to recruit diverse local talent we continue to recruit nationwide. We continue to also recruit externally by:

- Strong internet and social media presence
- Partnership with Local Colleges and Universities. Our recruitment team meets with local colleges and universities to provide mock interviews, class visits, application process tips and support. Student teachers are another great resource from colleges and universities. The majority of our student teachers are recruited from: Mills, UC Berkeley, Stanford, St. Mary's, USF, SFSU, CSU-EB, University of Phoenix, National, Brandman and Alliant International. 80% of teachers who student teach in a district remain in the district
- The Historically Black Colleges & Universities and colleges in Texas have been known to help some districts diversity their staff. We continue to recruit at these schools, however the cost of living in California has been a pain point in bringing teachers of color from out of state.
- We continue our partnership with the California Department of Education's Visiting Teacher Program. Each year we recruit and hire 10 to 20 teachers from Spain or Mexico.
- Partnership with Teach for America