

Welcome!

In the chat, please type in:

- 1) Name
- 2) Pronouns
- 3) Role
- 4) City or School District



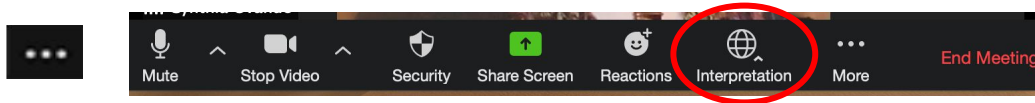
¡Bienvenido/a!

Por favor escriba en el chat:

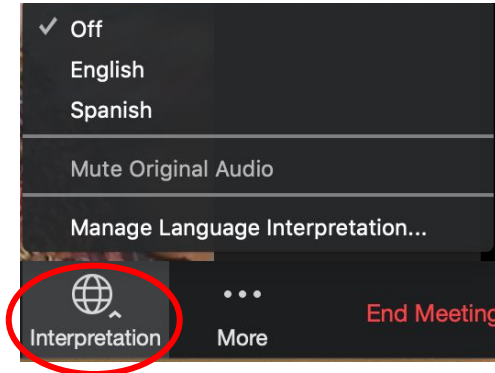
- 1) Nombre
- 2) Pronombres
- 3) Función
- 4) Ciudad o distrito escolar

Interpretation ↔ Interpretación

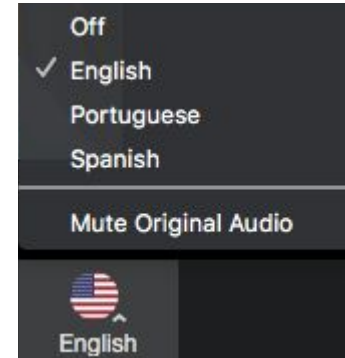
- 1 Look in the bottom of your screen (or click the three dots at the end of the controls on a phone)
Mire en la parte inferior de su pantalla



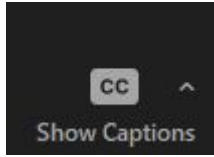
- 2 Click “Interpretation”
Haga clic en “interpretation”



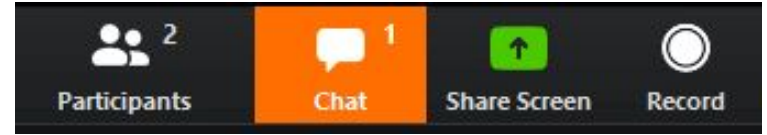
- 3 Choose a Language
Escoja un idioma



Closed captioning is available
Los subtítulos están disponibles



How to Use Chat
Cómo utilizar el chat



Please remain muted
Mantenga su micrófono apagado



Recording
Grabación

Local Solutions to Address Teacher Shortages

Soluciones locales para abordar la escasez de maestros

November 2024 | **Noviembre 2024**



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ADVOCATES**
MAKING RIGHTS REAL

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WEST

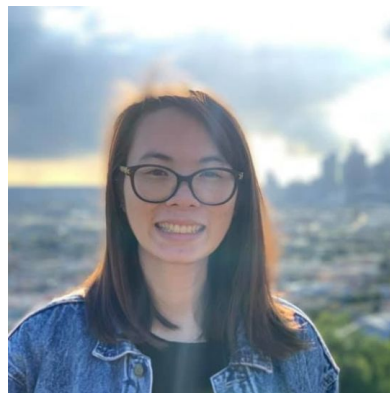
Hosts | Anfitriones



Melissa Valenzuela-Stookey
Director of P-16 Research
Directora de Investigación
P-16
EdTrust-West



Christa Koppuzha
Senior Educator Engagement
Associate
Asociada sénior de
participación educativa
EdTrust-West



Alice Li
Senior Program Associate
Asociada sénior del programa
Public Advocates



John Affeldt
Managing Attorney,
Education Equity
Abogado Gerente,
Equidad Educativa
Public Advocates

OUTCOME

RESULTADO



Policy and Programmatic Solutions:

Gain insight into specific, actionable strategies that practitioners and community members can implement in their districts to address teacher shortages.

Soluciones programáticas y políticas:

Obtenga información sobre estrategias específicas y viables que los profesionales y los miembros de la comunidad pueden implementar en sus distritos para abordar la escasez de maestros.

AGENDA

- Oakland Unified Presentation
- Project Impact
- Panel discussion
- Advocacy Efforts
- Closing
- **Presentación de Oakland Unified**
- **Impacto del proyecto**
- **Panel de debate**
- **Esfuerzos de promoción**
- **Clausura**



Webinar Series | Serie de seminarios web

Spring 2023/
Primavera 2023

Why does teacher preparation matter and how can you use TAMO data to understand teacher preparation in your community?
¿Por que la preparación del maestro importa y cómo podemos utilizar los datos de TAMO para entender la preparación de los maestros en su comunidad?

Fall/Otoño 2023

What are different ways to analyze teaching assignment data and engage in conversations to support teachers and their students?
¿Cuáles son las diferentes formas de analizar los datos de asignación de maestros y entablar conversaciones para apoyar a los maestros y sus estudiantes?

Spring 2023/
Primavera 2023

Understanding shortages of diverse teachers and potential solutions at the state level
Comprender la escasez de docentes diversos y posibles soluciones a nivel estatal

Today/Hoy

Understanding shortages of diverse teachers and potential solutions at the local level
Comprender la escasez de maestros diversos y posibles soluciones a nivel local

Resources - Recursos

Educator Diversity Roadmap Recommendations

Recomendaciones de la hoja de ruta para la diversidad de educadores



Tracking & reporting educator diversity data

Seguimiento y presentación de informes de datos sobre diversidad de educadores



Educator pathways in high schools and community colleges

Rutas para educadores en escuelas secundarias y colegios comunitarios



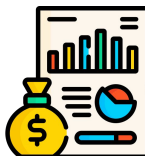
Safer and more inclusive school culture

Cultura escolar más segura e inclusiva



Support for diverse educator candidates

Apoyo a diversos candidatos a educadores



Educator compensation

Compensación del educador



Community in hiring processes

Comunidad en los procesos de contratación

Teaching Assignment Monitoring Outcomes Data Tool

Navigation tabs: State Map (selected), State Snapshot Over Time and By Subject, District Comparisons, District and School Lookup, Within-District Equity Exploration

This map shows the percent of full time teaching assignments that meet the "clear" criteria in each school district in California.

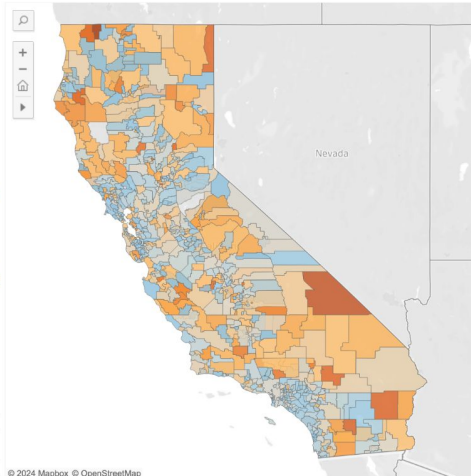
The statewide average of clear assignments for 2021-22 was 84%.

Districts in orange have a lower percent of clear teaching assignments than the statewide average, while districts in blue have a higher percent than the state average.

Search for your district here:

County Name: (All) ▾
District Name: (All) ▾

Map by Clear Percent 2021-22



Use these filters to explore the map. Notice any patterns that emerge when you filter for different student groups.

Clear Percent: 0% to 100% slider
Ineffective Percent: 0% to 50% slider
% Black Students: 0.0% to 43.9% slider
% Latinx Students: 0.0% to 99.5% slider
% English Learners: 0.0% to 75.1% slider
% Low-Income Students: 1.1% to 100.0% slider

Source: California Department of Education. Teaching Assignment Monitoring Outcomes Data (2021-22) & California School District Areas (2021-22). Visit the CDE page for more details and definitions.

The following LEAs did not certify their data and are not included in this tool: Albany City Unified, Bay Area Technology, San Lorenzo Unified, Calaveras Unified, Loleta Union Elementary, Lassen Union High, Grace Hopper STEM Academy, Montebello Unified, Whittier City Elementary, Round Valley Unified, Howell

Panelists - Panelistas

Presenters | Presentadores



Jarrett Austin-Thomas
Coordinator of Diversity and Inclusion,
Recruitment & Retention at Oakland Unified
**Coordinador de Diversidad e Inclusión,
Reclutamiento y Retención en Oakland Unified**



Sarah Glasband
Executive Director of Educator Development,
Alameda County Office of Education **Directora
Ejecutiva de Desarrollo Educativo, Oficina de
Educación del Condado de Alameda**

Oakland Unified School District

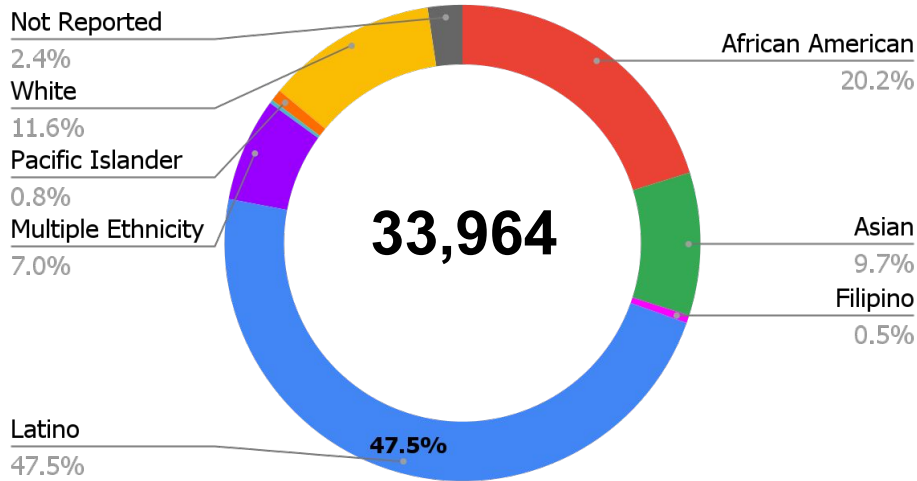


Presented by Sarah Glasband
& Jarrett Austin-Thomas

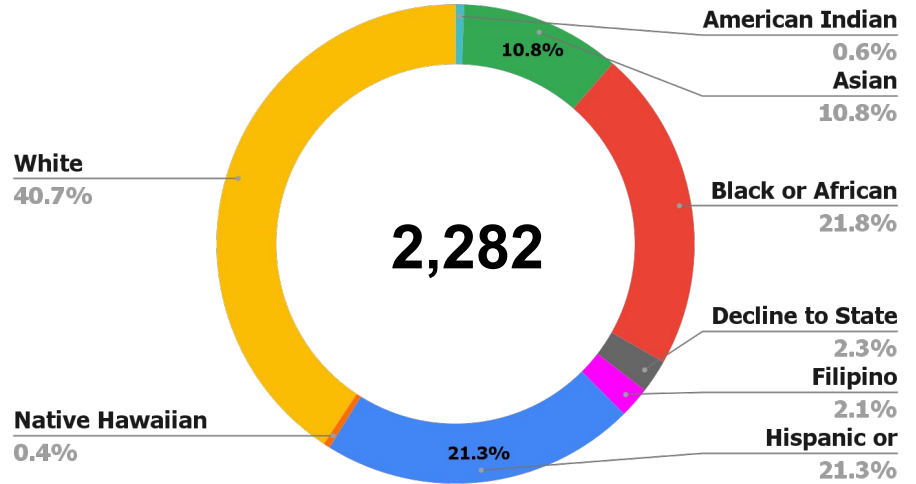


Oakland Unified Student & Teacher Demographics

Student demographics



Teacher Demographics



Dashboards

Hiring Fast Facts

- Applicants and hires by **position, ethnicity, gender.**
- Number of **vacancies and applicants by content** area.
- Applicants #s who attended OUSD schools, live in Oakland, live in California.

Retention Dashboard


- Insight on retention by ethnicity, years of experience, gender .
- One and three year **retention rates** by site and region.

Teacher Credentials Report

- **% of teachers** on each step in credential process by ethnicity, site & network.

Retention Survey

- **Push and pull factors** re: why people stay and leave the district by demographics.



HUMAN CAPITAL ANALYTICS

Staff data and analyses, including retention analyses of bargaining units, school leaders, and teachers as well as a basic teacher data dashboard.

All Staff Dashboard
2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24
2024-25

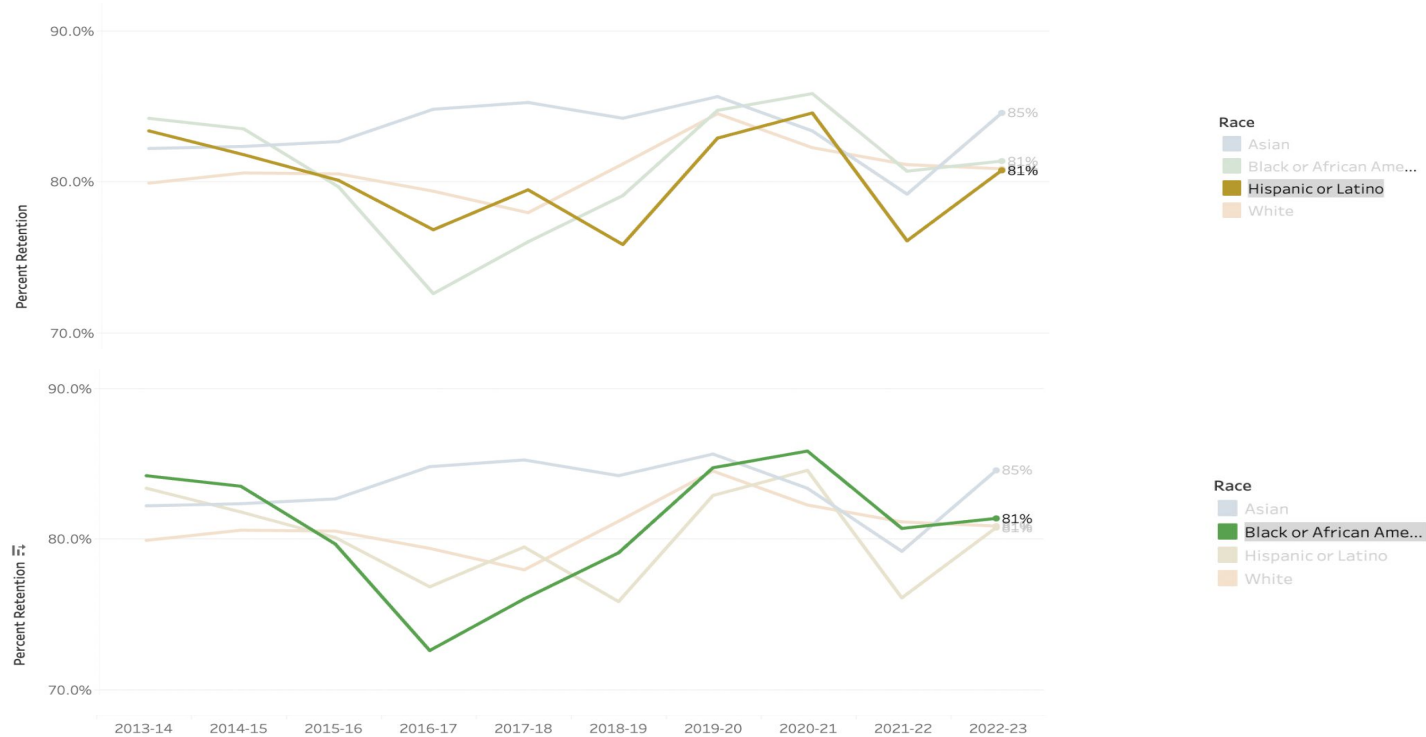
All Staff Retention Survey
2018 | 2019 | 2021 | 2022 | 2023 | Longitudinal

Hiring Season Summary
Staff Retention
Talent Tools for School & Central Leaders
Teacher Credentials Report

Teacher Data
2016-17 | 2017-18 | 2018-19



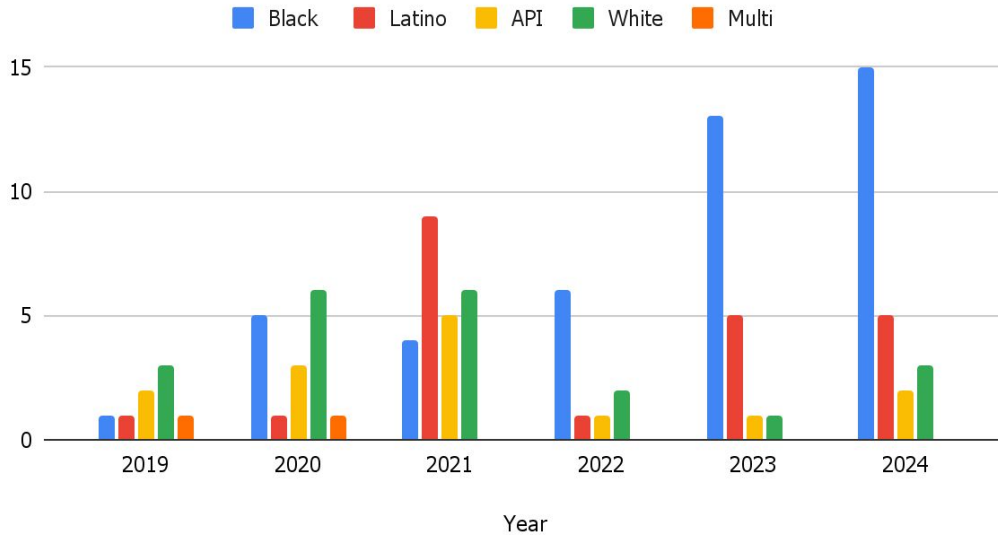
Retention Data



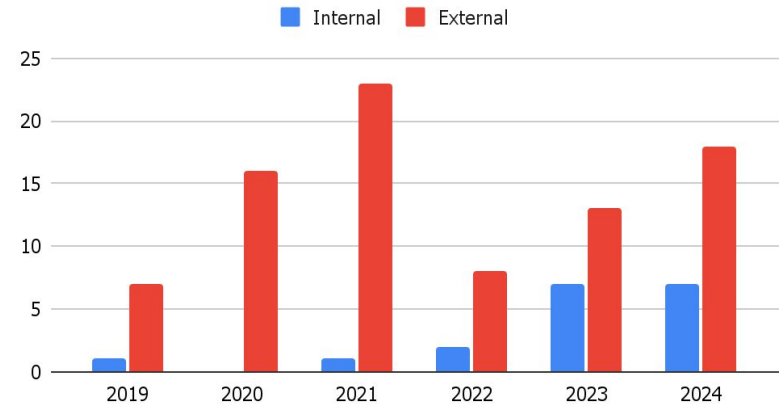
Oakland Teacher Residency



Oakland Teacher Residency Demographics



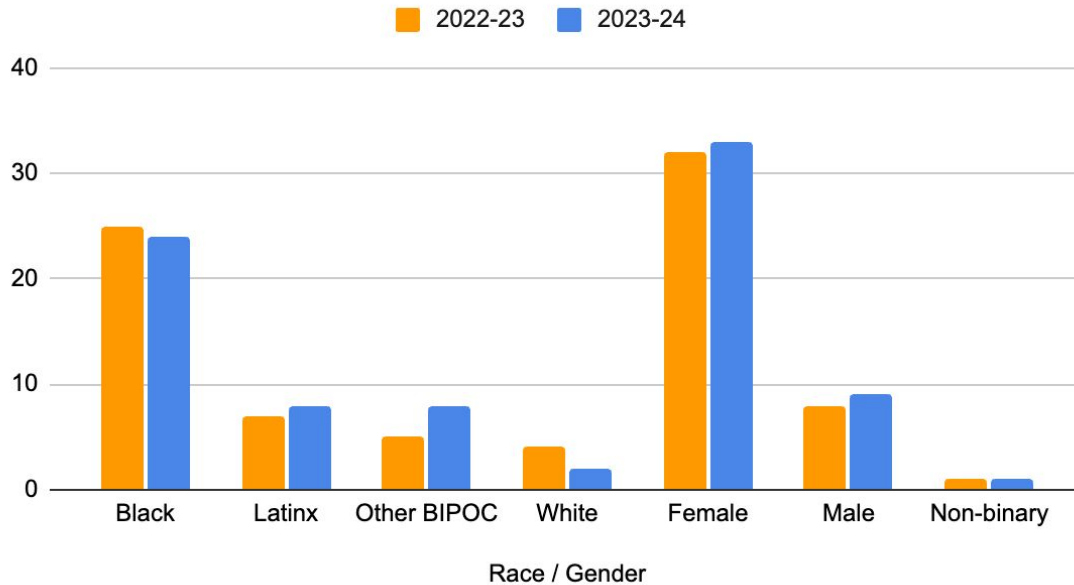
Oakland Teacher Residency Candidate Source



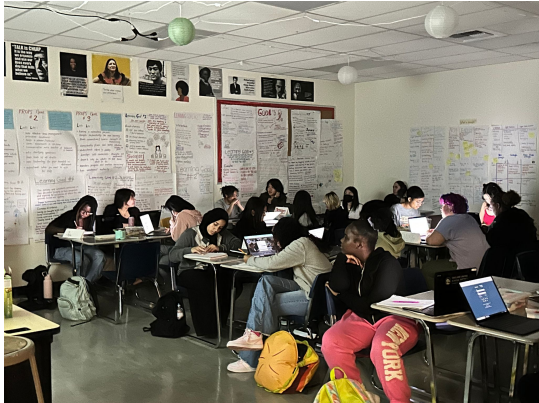
Classified 2 Teacher



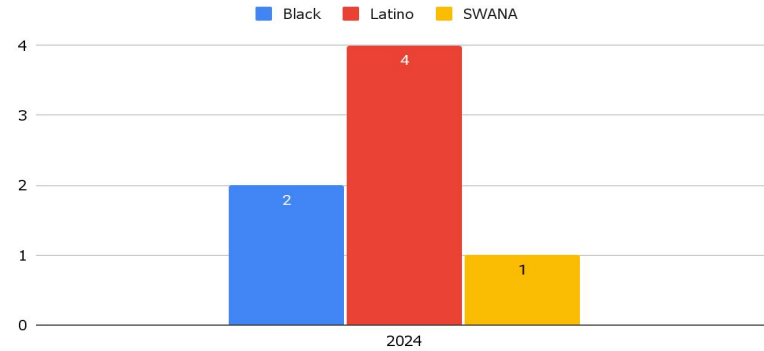
C2T: Demographics



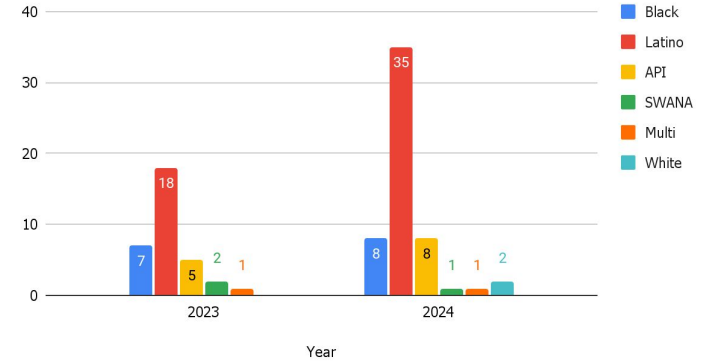
Pre-Apprenticeship / Apprenticeship



Apprenticeship Ethnicity

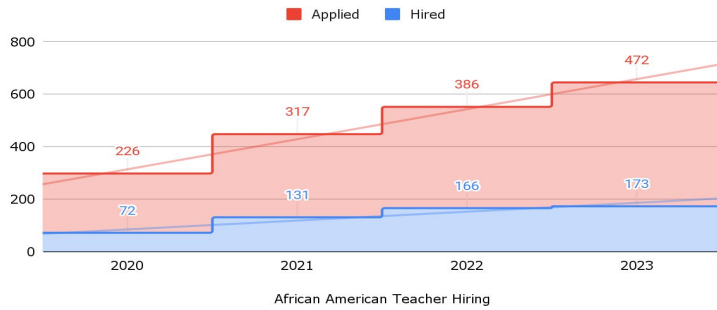


Pre-Apprenticeship Ethnicity

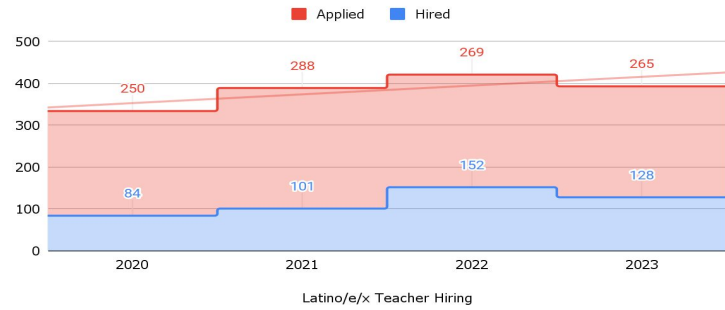


Teacher Recruitment

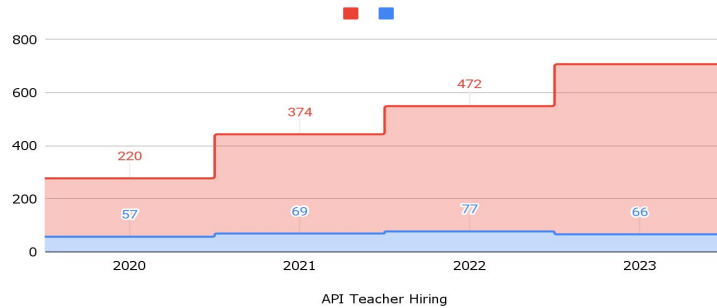
African American Teaching Candidates & Hiring 2020-24



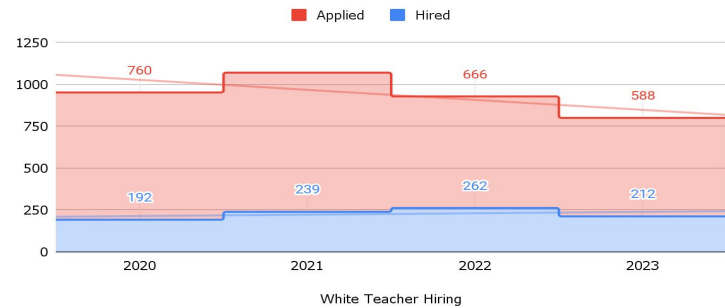
Latino Teaching Candidates & Hiring 2020-24



API Teaching Candidates & Hiring 2020-24



White Teaching Candidates & Hiring 2020-24



Presenters | Presentadores



Dr. Rhea McIver Gibbs

Deputy Superintendent/ Lead Strategic Agent,
Rialto Unified School District

Superintendente adjunto/Agente estratégico
principal, Distrito Escolar Unificado de Rialto



Dr. Chinaka DomNwachukwu

Professor & Dean at Watson College of Education,
California State University, San Bernardino

Profesor y decano de la Facultad de Educación Watson
de la Universidad Estatal de California, San Bernardino

Project Impact: Minority Male Teacher Pipeline Program

California State University, San Bernardino

Watson College of Education

Dr. Chinaka DomNwachukwu, Dean



What is Project Impact?

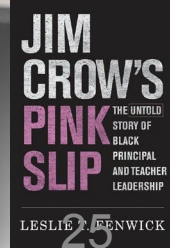
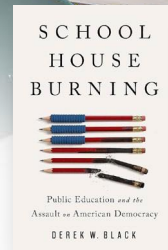
An Initiative to increase the diversity of teachers in the region by intentionally recruiting Men of Color, specifically focusing on African American and Latino males.



Theoretical Framework

- This work is anchored on the theory of **Restorative Justice**.
- It is anchored on representation and **closing achievement** gaps for ethnic minority students.
- It focuses on **remedying injustices** done to the Black and Brown representation in the country's education profession after Jim Crow.

Scholarly
Anchors



Did you know...

Congressional records, between 1954 and the 1970s, indicate that about one hundred thousand exceptionally credentialed Black teachers and principals were systematically and illegally removed and replaced by less qualified white educators across the seventeen dual-system states as part of school integration programs. (Fenwick, 2022).



Did you know that...

Studies Show Ethnic Minority Students:

- Experience higher **suicide** completion rates.
- Experience **self-doubt**.



- Face social **isolation** in schools.
- Experience **hopelessness** in schools.
- Experience cultural **frustration**.
- Experience a sense of **disengagement**.
- Experience anti-black **racism**.

Did you know that...



Black boys of low socioeconomic backgrounds receiving free or reduced lunch in grades 3 to 8 but had black teachers, saw increased college aspirations by up to 29%.



Elementary Black students with Black teachers score 3 to 6 percentile points higher in reading and math STAR Tests.



Black K-3 students with Black teachers were 15% less likely to drop out of high school and 10% more likely to apply to a college.



White students benefit from having Black teachers, especially Black males.

Project Impact Programmatic Support Structure

Recruitment



- **Recruitment** through district and county pipelines
- **Outreach & engagement** with community organizations
- **Media Campaign**
- **Application/Testing Support** (CSET,CBEST,RICA)

Training



- **Multi-tiered Teacher Preparation:** Multiple Subject, Single Subject, Special Education
- **Structured Professional Development**
- **Pre-Intern Experiences**
- **Educational Conferences and Symposiums** for exposure to best practices

Deployment



- **Direct engagement** with school districts for strategic placements
- **Leveraging internship** opportunities & residencies in school districts
- Facilitating **Grow Your Own** programs in school districts

Mentorship



- Mentorship for **ongoing support while in teaching** positions
- **5-year mentorship** to culminate in teacher tenure
- The goal of mentorship is **Teacher Retention**, given the current rate of teacher attrition in California

Project Impact Multiple Recruitment Paths

Traditional	Classifieds to Certificated (Build Your Own)	Early Admission (Undergrad Programs)		Requirement Support (Pilot)	GPA Support
<ul style="list-style-type: none"> Recruitment through website, information sessions, recruitment fairs, community organizations, and social media 	<ul style="list-style-type: none"> Recruitment through district and county identification of men of color classified staff who want to become a teacher 	Integrated	Seniors to Teach	<ul style="list-style-type: none"> Allows teacher candidates who have not met admission requirements, to be admitted and gain support to complete subject matter requirements through a support course 	<ul style="list-style-type: none"> Allow teacher candidates a pathway through our Career Technical Education Program to improve their GPA by taking educational prep courses
		<p>Allows teacher candidates for K-6 students to earn a liberal studies degree and a credential at the same time</p>	<p>Allows teacher candidates for 7-12 students to take credential courses in their last semester of their undergrad program</p>		

Did you know that...

Project Impact (PI) Data

Total Number Enrolled over Lifetime	Current Enrollment	Program Completers	Exams Pending	Total (Currently Enrolled + Completers)
162	70	58	34	128

PI Candidates former staff positions within schools:

- Substitute
- Custodian
- Maintenance Worker
- Classroom Aide
- After School Staff
- Yard Duty

PI Graduates have started programs to support K-12 male students of color to increase high school completion rates and college admissions

Of the 58 completers 56 have teaching positions

PI Candidates have benefited from targeted assistance to reduce systemic barriers in:

- Admission Requirements
 - Exams
 - GPA
 - Practicum Hours
 - Transcript Analysis
- Academic Stigma
- Societal and Cultural Expectations
- Job prep and mentoring

POTENTIAL STATE AND NATIONAL IMPACT

Male students of color represent **43%** of the CA K-12 school population (California Department of Education, 2023).

Schools with diverse teaching staff are **60%** more likely to close the achievement gap for students of color (ETS, 2020; National Council on Teacher Quality, 2023).

Schools with more than **20%** teachers of color report higher levels of cultural competence and inclusivity in the curriculum (Learning Policy Institute, 2022; National Council on Teacher Quality, 2023).

African Americans who have had at least one black teacher in elementary school are **13%** more likely to enroll in college. If they have had two black teachers, this likelihood increases to **32%** (Gershenson et al., 2018; National Center for Education Statistics, 2023).

Hispanic students with at least one Hispanic teacher in elementary school are **15%** more likely to graduate from high school (Gershenson et al., 2018; National Center for Education Statistics, 2023). If they have two or more Hispanic teachers, they are **20%** more likely to consider attending college (Brookings, 2023); Pew Research Center, 2020).





RIALTO USD "GROW YOUR OWN" Model

Minority Male Teacher Recruitment

- Rialto Project Impact started in Fall 2022 and has had 5 successful cohorts for 26 students
- Offering financial support to earn a single subject, multiple subject, or special education teaching credential with a commitment to teach in our District for three years upon successful completion
- Mentoring (CSUSB mentors and Rialto cabinet), professional development, academic support, and networking
- Must be a certificated employee (hourly/daily) or a classified employee (hourly/daily or contracted) – “grow our own model”



RIALTO

UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

Innovative Practices in Teacher Recruitment

RIALTO PROJECT IMPACT

Presented by:

Rhea McIver Gibbs, Ed.D., Lead Strategic Agent

November 12, 2024



District Overview

- Located in San Bernardino County (CA)
- 23,500 ADA
- 3 Comprehensive High Schools; 5 Middle Schools; 19 Elementary Schools; 1 Alternative High School; 1 Virtual Academy TK-12
- 87% Latino; 8% African American; 3% White; 2% Other
- 88% Unduplicated Students – Foster Youth, Socially Economically Disadvantaged, English Learner
- 96% High School Graduation Rate



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**RIALTO PROJECT
IMPACT**

Current Reality

Teacher Demographics by Race & Gender*

	% of Male Teachers	% Latino	% African American
National	26%	2%	1%
California	27%	6%	1%
Rialto USD	28%	12.5%	3.5%

*Updated 11/24 USA Facts.Org



Current Reality in Rialto

Teacher Demographics by Race & Gender*

Ethnicity	CE Male Employees 2023/2024	CE Male Employees 2024/2025	Change
African American	47	47	0
Hispanic	169	171	+2

*1,371 Teachers as of 11/2024

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RIALTO PROJECT
IMPACT



Current Reality in Rialto

Teaching Credentials Held 11/24*

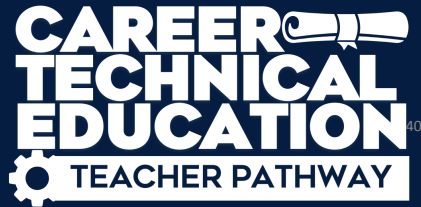
Credential Type	2023-2024 1,345 Teachers	2024-2025 1,371 Teachers
Short-Term Staff Permit	13 - .9%	13 - .9%
Provisional Intern Permit	10 - .7%	11 - .8%
General and Sp. Education Limited Assignment	6 - .4%	5 - .3%
Emergency TK Permit	2 - .1%	2 - .1%
Intern Credential	44 - 3.2%	45 - 3.2%
Preliminary Credential	171 - 12.7%	116 - 8.4%
Clear Credential	1099 - 81.7%	1,179 - 86%

Current Reality in Rialto

CE Vacant Positions 11/14*

Vacant Position	# of Vacancies
Dance Teacher	2
District Lead VAPA Strategist	1
Education Specialist Mild/Moderate	5
Education Specialist Moderate/Severe	2
ELA Coach <small>39</small>	1
Elementary Teacher	1
Elementary VAPA Music Specialist	1
English Teacher	1
	14

Innovative Practices in Teacher Recruitment



RIALTO PROJECT
IMPACT

What is **RIALTO PROJECT** **IMPACT** ?

- Focus on Underrepresented Males
- Earn a Teaching Credential
 - Single Subject
 - Multiple Subject
 - Special Education
- Provide Mentors
- Tutors
- **“Grow Our Own Model”**

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RIALTO PROJECT
IMPACT

Benefits of RIALTO PROJECT IMPACT

- Financial Support - Educator Effectiveness Grant
 - Tuition
 - Books
 - Parking
 - Technology - San Manuel Grant
- Intern Positions
- Teaching Positions in Rialto USD

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RIALTO PROJECT
IMPACT

Program Participants

Cohort #1 Fall 2022	6
Cohort # 2 Fall 2023	7
Cohort #2 Spring 2024	10
Cohort #3 Fall 2024	10
Cohort #3 Spring 2025	Recruiting (17)



**RIALTO PROJECT
IMPACT**



**RIALTO PROJECT
IMPACT**

RIALTO PROJECT IMPACT

VOICES OF CHANGE



RIALTO PROJECT IMPACT



RIALTO PROJECT
IMPACT

Equity-Focused Excellence Award

October 8, 2024



RIALTO PROJECT IMPACT



Dr. Chinaka DomNwachukwu, Dean
James R. Watson & Judy Rodriguez Watson College of Education

48

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**RIALTO PROJECT
IMPACT**

For more information, please visit:
Para obtener más información,
visite



**RIALTO PROJECT
IMPACT**

Local Solutions Panel

**Panel de soluciones
locales**

Panelists

Panelistas



Dr. Rhea McIver Gibbs
Deputy Superintendent/
Lead Strategic Agent, Rialto
Unified School District
Superintendente
adjunto/Agente estratégico
principal, Distrito Escolar
Unificado de Rialto



Dr. Chinaka DomNwachukwu
Professor & Dean at Watson
College of Education, California
State University, San
Bernardino **Profesor y decano**
de la Facultad de Educación
Watson de la Universidad
Estatal de California, San
Bernardino



Jarrett Austin-Thomas,
Coordinator of Diversity
and Inclusion, Recruitment
& Retention at Oakland
Unified **Coordinador de**
Diversidad e Inclusión,
Reclutamiento y Retención
en Oakland Unified



Sarah Glasband
Executive Director of Educator
Development, Alameda County
Office of Education **Directora**
Ejecutiva de Desarrollo Educativo,
Oficina de Educación del Condado
de Alameda

What is the most important policy recommendation you have for districts in regards to teacher recruitment?

¿Cuál es la recomendación de política más importante que tiene para los distritos con respecto al reclutamiento de docentes?



Dr. Rhea McIver Gibbs

Deputy Superintendent/ Lead Strategic Agent,
Rialto Unified School District

Superintendente adjunto/Agente estratégico
principal, Distrito Escolar Unificado de Rialto

rmciver2@rialtousd.org

Utilize your resources to diversify your workforce. Be creative and innovative, BE BOLD!

Utilice sus recursos para diversificar su fuerza laboral. Sea creativo e innovador. ¡SEA AUDAZ!

What is the most important policy recommendation you have for districts in regards to teacher recruitment?

¿Cuál es la recomendación de política más importante que tiene para los distritos con respecto al reclutamiento de docentes?



Dr. Chinaka DomNwachukwu

Professor & Dean at Watson College of Education,
California State University, San Bernardino

Profesor y decano de la Facultad de Educación Watson
de la Universidad Estatal de California, San Bernardino

chinaka.domnwachukwu@csusb.edu

Grow your own. Invest in developing teachers from within your community. They will stay longer and serve better.

Forme a sus propios profesores. Invierta en el desarrollo de profesores dentro de su comunidad. Permanecerán más tiempo y prestarán un mejor servicio.

What is the most important policy recommendation you have for districts in regards to teacher recruitment?

¿Cuál es la recomendación de política más importante que tiene para los distritos con respecto al reclutamiento de docentes?



Jarrett Austin-Thomas
Coordinator of Diversity and Inclusion,
Recruitment & Retention at Oakland Unified
Coordinador de Diversidad e Inclusión,
Reclutamiento y Retención en Oakland Unified
jarrett.austin@ousd.org

Districts need to be intentional and explicit about the disparity that exists among student and teacher demographics. There are many aspiring teachers of color who are denied access to the field of education for a number of reasons. Recognizing how the district may be contributing to these barriers is an important step to recruiting and retaining diverse teachers.

Los distritos deben ser intencionales y explícitos acerca de la disparidad que existe entre las demografías de estudiantes y maestros. Hay muchos aspirantes a maestros de color a quienes se les niega el acceso al campo de la educación por diversas razones. Reconocer cómo el distrito puede estar contribuyendo a estas barreras es un paso importante para reclutar y retener maestros diversos.

What is the most important policy recommendation you have for districts in regards to teacher recruitment?



Sarah Glasband

Executive Director of Educator Development,
Alameda County Office of Education

sglasband@acoe.org

- Provide post baccalaureate series of coursework for teachers to meet subject matter competency requirements.
- Be intentional and explicit about goals related to identifying disparity that exists and being explicit and intentional about addressing it.
- With the data dashboards, we are able to see where our areas of disparity are. We know as a district we have reached parity for black teachers and students so we are able to focus more on specific sites as well as addressing the retention of black teachers so we are not just filling a leaky bucket.
- Create structures re: availability and responsiveness
- Quality vs. diversity is not real - it is a false dichotomy and perpetuates racism in hiring practices.
- Invest in data analysis, collection, and disaggregation by demographic group and site in order to identify trends in organizational culture related to staff hiring and retention.

¿Cuál es la recomendación de política más importante que tiene para los distritos con respecto al reclutamiento de maestros?



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- Proporcionar una serie de cursos de posgrado para que los maestros cumplan con los requisitos de competencia en la materia.
- Sea intencional y explícito en cuanto a los objetivos relacionados con la identificación de la disparidad que existe y sea explícito e intencional en cuanto a abordarla.
- Cree estructuras en cuanto a la disponibilidad y la capacidad de respuesta para apoyar a los empleados potenciales.
- Sea explícito e intencional en cuanto a apoyar el desarrollo de los empleados clasificados para romper las barreras sistémicas al avance.
- La calidad versus la diversidad no es real: es una falsa dicotomía y perpetúa el racismo en las prácticas de contratación.
- Invierta en el análisis, la recopilación y la desagregación de datos por grupo demográfico y sitio para identificar tendencias en la cultura organizacional relacionadas con la contratación y la retención del personal.

ADVOCACY EFFORTS

ESFUERZOS DE DEFENSA

LOCAL ADVOCACY OPPORTUNITIES | OPORTUNIDADES DE DEFENSA LOCAL

Gather educator data from public sources | Recopilar datos de educadores de fuentes públicas

- District data | Datos del Distrito
- DataQuest & Ed-Data | DatosQuest & Ed-Data
- ETW Statewide TAMO Data Map | Mapa de datos de TAMO de todo el estado de ETW

Develop Local Campaign | Desarrollar una campaña local

- E.g., 6 Educator Diversity Roadmap Rec | Por ejemplo, 6 recomendaciones de la hoja de ruta para la diversidad en el ámbito educativo

Work with District to Shape LCAP | Trabajar con el distrito para formar LCAP

- Priority 1 = Fully Credentialed Teachers | Prioridad 1 = Maestros totalmente acreditados



Educator Diversity Roadmap Recommendations

Recomendaciones de la hoja de ruta para la diversidad de educadores



**Tracking & reporting
educator diversity data**

**Seguimiento y presentación
de informes de datos sobre
diversidad de educadores**



**Educator pathways in high
schools and community colleges**

**Rutas para educadores en
escuelas secundarias y colegios
comunitarios**



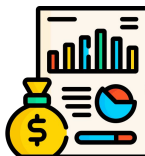
**Safer and more
inclusive school culture**

**Cultura escolar más
segura e inclusiva**



**Support for diverse
educator candidates**

**Apoyo a diversos
candidatos a educadores**



Educator compensation

**Compensación del
educador**



Community in hiring processes

**Comunidad en los procesos de
contratación**

OUSD TEACHER RETENTION AND EXPERIENCE DATA

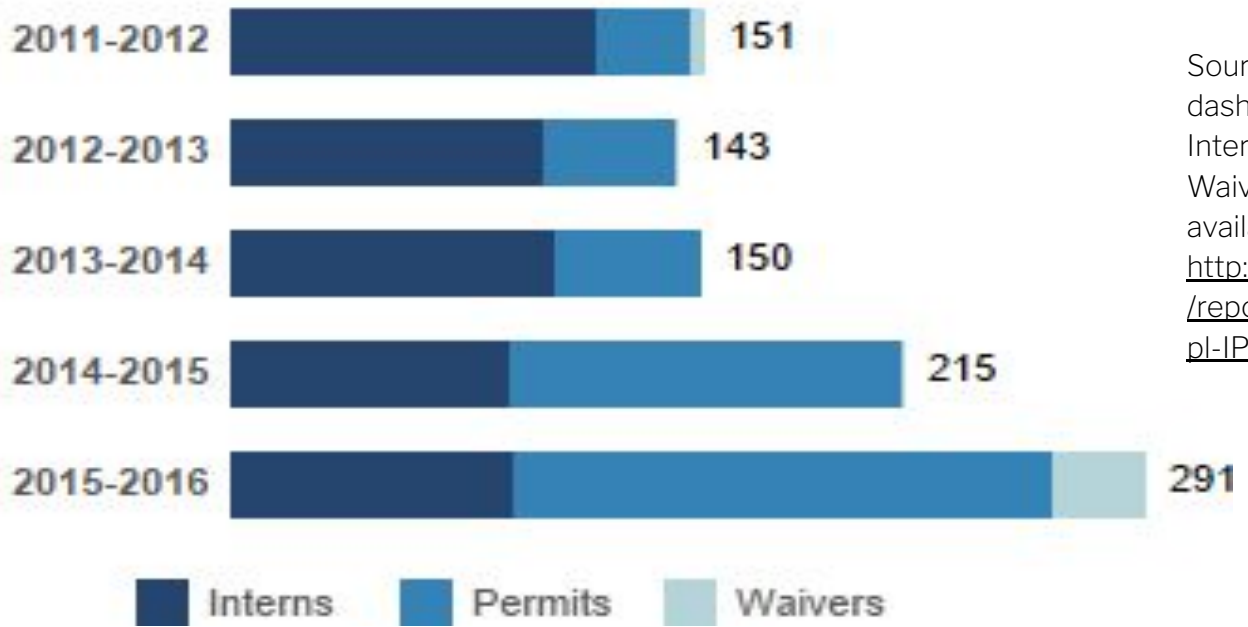
DATOS SOBRE LA RETENCIÓN Y EXPERIENCIA DE MAESTROS DE OUSD

Provided in Collaboration with our LCAP Community Partners: Public Advocates & Californians for Justice (2017 Campaign)

Proporcionado en colaboración con nuestros socios comunitarios del LCAP: Public Advocates & Californians for Justice (Campaña 2017)

OUSD TEACHERS LACKING FULL CREDENTIAL | MAESTROS DE OUSD CARECEN DE CREDENCIALIDAD COMPLETA

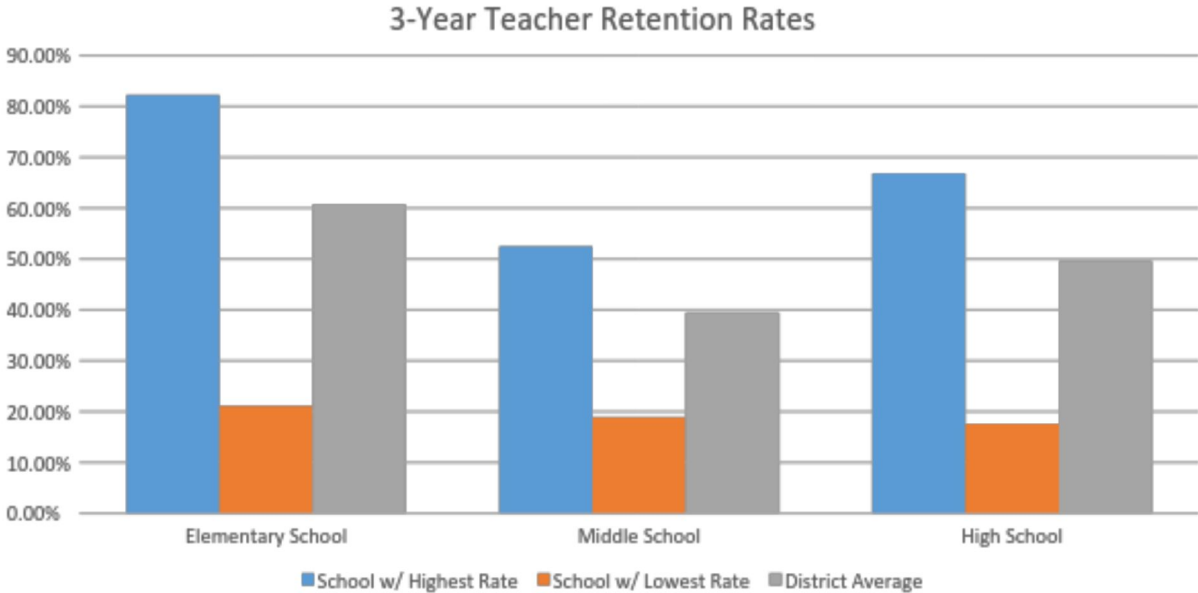
Teaching Interns, Permits, Waivers by Year



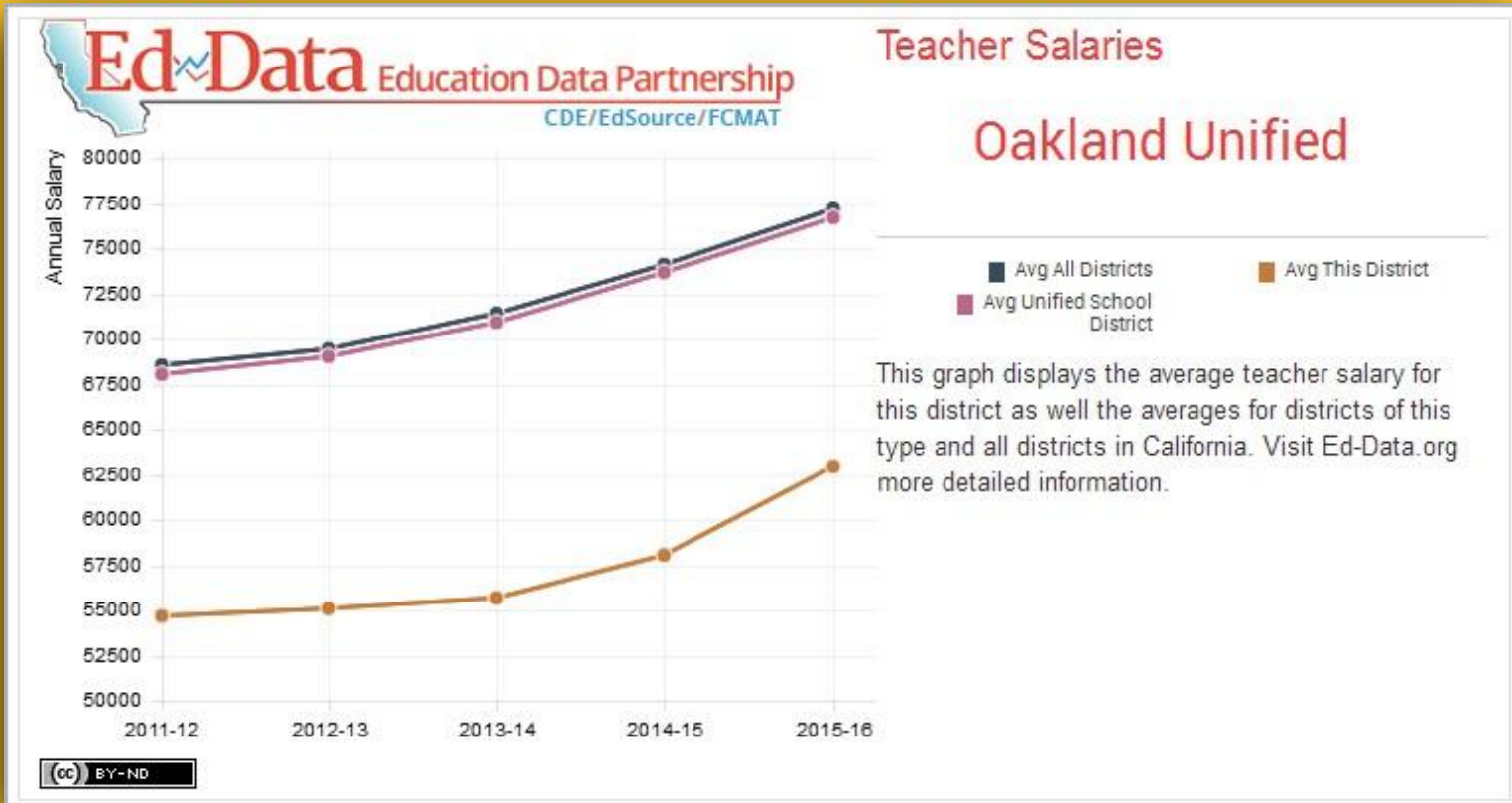
Source: CTC data dashboard - Teaching Interns, Permits and Waivers By Year, available at <http://www.ctc.ca.gov/reports/data/edu-supl-IPW-search.html>

INEQUITY WITHIN OUSD: BETWEEN SCHOOLS | DESIGUALDAD DENTRO DE OUSD: ENTRE ESCUELAS

Inequity within OUSD: Between Schools



OUSD TEACHER SALARIES VS. OTHER DISTRICTS | SALARIOS DE MAESTROS DE OUSD EN COMPARACIÓN CON OTROS DISTRITOS



MORE LOCAL ADVOCACY OPPORTUNITIES | MAS OPORTUNIDADES DE DEFENSA LOCAL

FILE WILLIAMS COMPLAINTS | PRESENTAR QUEJAS WILLIAMS

- Re Teacher Vacancies & Misassignments | Re: puestos vacantes y asignaciones incorrectas de profesore
- Re Facility and IM Working Conditions | Re: condiciones de trabajo en instalaciones y mensajería instantánea





**YOUR
SCHOOLS**

**YOUR
RIGHTS**

**YOUR
POWER**

A Grassroots Guide to Effective *Williams* Campaigns



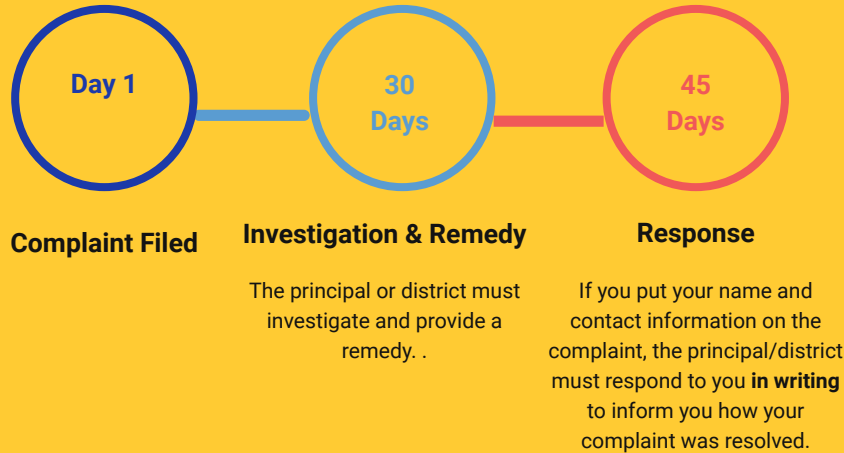
*Your Schools, Your Rights, Your Power: A
Grassroots Guide to Effective Williams
Campaigns*



*Sus escuelas, sus derechos, su poder:
una guía de base para campañas Williams
eficaces*

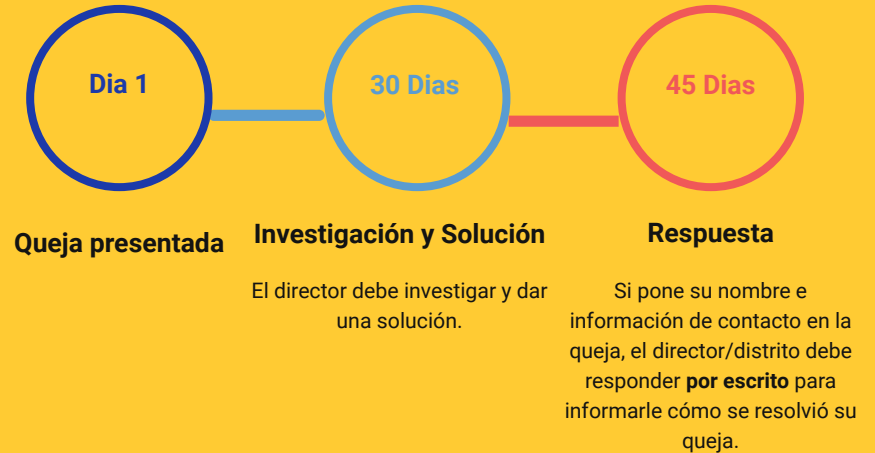
Timeline

The *Williams* complaint process includes a **mandatory timeline** to ensure the district promptly fixes the problem →



Línea de tiempo

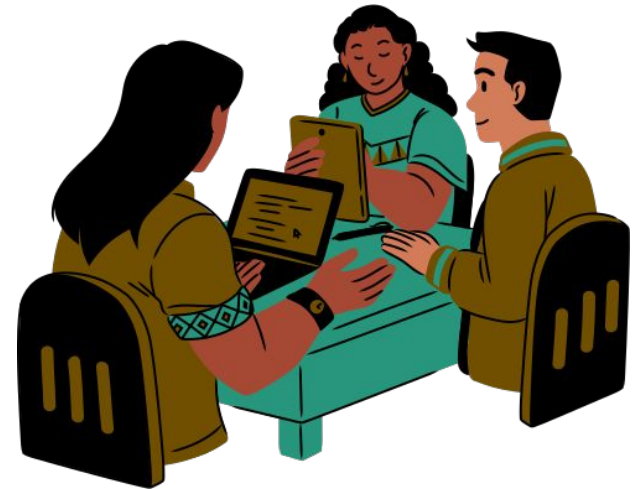
El proceso de quejas de *Williams* incluye un **cronograma obligatorio** para garantizar que el distrito solucione el problema rápidamente →



OTHER OPPORTUNITIES TO ENGAGE

California Educator Diversity Action Network (CEDAN)

Red de Acción para la Diversidad de Educadores de California





Partnerships with LEAs



Systemic Equity Review and Blueprint for Equity Action Planning



Assignment Analysis

Math & ELA



Workshop Facilitation

Equity Toolkit & Analyzing Data with an Equity Lens



Consultancy

Thought partnership, transcript analysis, LCAP support, strategic planning

Interested in Our Services?
Email us at EducatorTeam@edtrustwest.org.



The Education Trust-West

Systemic Equity Review (SER)

PHASE I

A research study (equity analyses) with a focus on college and career readiness in order to disrupt patterns of inequity.

QUANTITATIVE DATA

- Transcript Analysis
- Publicly Available Data
- Stakeholder Surveys



QUALITATIVE DATA

- Focus Groups
- Interviews
- Classroom Observations
- Community Conversations



Interested in Our Services?
Email us at EducatorTeam@edtrustwest.org.



Blueprint for Equity Action Planning

PHASE 2

A co-facilitated process to develop a detailed roadmap of what it will take to achieve the goal of college- and career-ready graduates.



WORKING COMMITTEE

Works to create the **Blueprint** which includes actions and expenditures necessary to achieve goals.

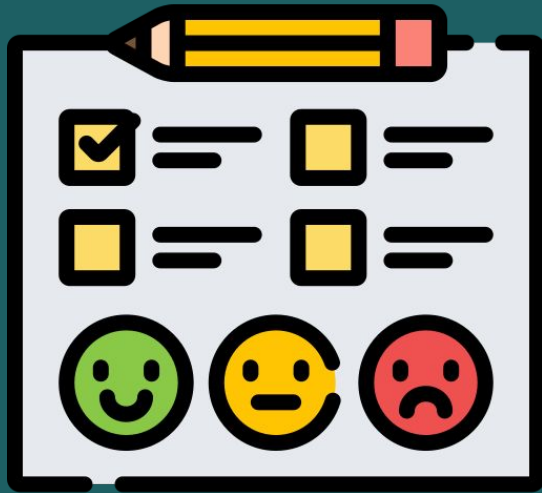
FEEDBACK LOOP

Provides the working committee feedback on the **Blueprint**.



Interested in Our Services?
Email us at EducatorTeam@edtrustwest.org.





Feedback Survey

◆

Encuesta de Retroalimentación

THANK YOU!
¡GRACIAS!



APPENDIX

APÉNDICE

- Resources/Recursos
- California Educator Diversity Roadmap/
Recomendaciones de la hoja de ruta para la
diversidad de educadores
- TAMO Data Tool/Herramienta de datos TAMO
- Williams Complaint Process /
Proceso de Quejas Williams

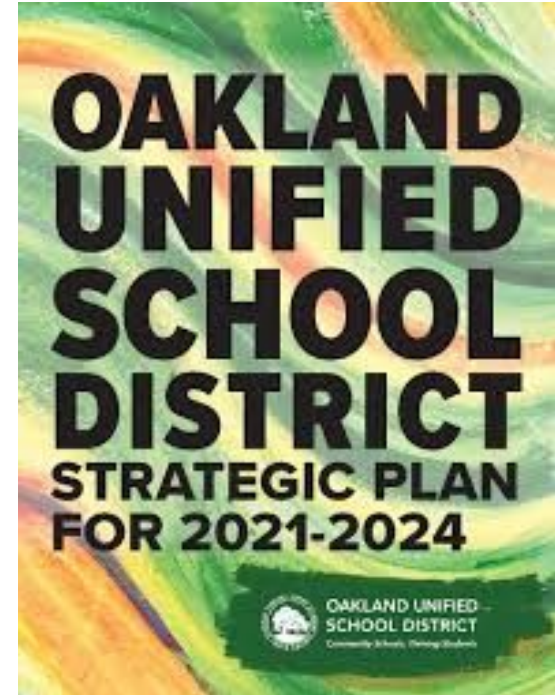


Oakland Unified School District

Distrito Escolar Unificado de Oakland

Recent History of Oakland Unified's Local Solutions Strategies

- 2015-16 Trend: **Latino and Black** teacher attrition.
- Interventions:
 - Targeted **recruitment support** for school sites with high turnover.
 - **Retention & recruitment dashboards** developed
 - Oakland applied for **state & private grants** and created systems for implementing those funds.
 - Strategic Plan developed to hire staff representative of the student population, with a focus on **Black & Brown Excellence**



Pathway Development in Oakland Unified



Grow Our Own Programs are not new to OUSD.

- In 2008 the district partnered with the mayor's office to form **Teach Tomorrow in Oakland** led by Dr. Rachelle Rogers-Ard.
- Some of the **recent strategies** utilized have been:
 - Oakland Teacher Residency
 - Classified 2 Teacher
 - Pre-Apprenticeship/Apprenticeship



Strategic Plan Implementation

Strengthen

- Partnerships
- Pathways
- Affinity based support structures
- Conditions for educator development



Aspiring & Current **Black & Brown** Educators:

- High School/College Students
- College Grads
- Early Career
- Practicing Veterans



Strategic Plan Implementation

A focus on recruitment that includes:

- Pathway to Teaching Presentations
- Early Literacy Kings/Royalty
- Library Application Support Sessions
- In person presence at high leverage community events
- Identifying tier 3 schools in Deep East and West Oakland



Strategic Plan Implementation

A focus on retention that includes:

- Restorative Justice, Equity & Healing summits
- 1:1 career/credential guidance, continued through pathways into sessions
- Affinity spaces
- Grants that prioritize minimizing barriers to full teacher licensure, test preparation, professional development, and support to enter leadership roles

