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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammel, Superintendent
Curtiss Sarikey, Chief of Staff
Dexter Moore, Jr., Superintendent Fellow

Meeting Date January 26, 2022

Subject Black Students and Families Thriving Plan, Indicators and Fund

Ask of the Board Receive a presentation for discussion and feedback on the progress of the Black Students and Families Thriving Plan, Indicators and Fund.

Background This presentation will provide the Board with an update on the first phase of work from the Black Students and Families Thriving Task Force, pursuant with Resolution 21-0194G - Reparations for Black Students.

Discussion Board discussion and feedback on the presented and attached materials.

Fiscal Impact There are no fiscal impacts to this legislative item.

Attachment(s)

- Board Presentation Deck
- Black Thriving Plan Summary Document
- Black Thriving Indicators Executive Summary
- Black Thriving Indicators Infographic
- Black Thriving Indicator Construct Infographic

Oakland Unified School District
Reparations for Black Students Resolution

BLACK THRIVING
PLAN OVERVIEW



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

In response to the Reparations for Black Students Resolution passed in March of 2021, OUSD has created the Black Thriving Plan. This document provides an overview of the Plan.

One of the first of its kind for a school district in the United States, the Black Thriving Plan is a guide and tool that will help us create better experiences and results for Black students and families in OUSD.

The Reparations for Black Students Resolution acknowledges the longtime structural racism in OUSD and directs the district to take all necessary steps to eliminate opportunity gaps across all schools by 2026. It also prompted the district to launch The Black Student and Families Thriving Task Force, which monitors progress and makes recommendations for how to achieve the goals of the resolution. The Task Force has met every other week since September 2021. District and reparations campaign leaders have met weekly since May 2021 to build on the Black Students Thriving Indicator framework developed during the campaign's earlier organizing efforts.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students



The Black Thriving Plan builds on the organizing legacy of Black Oaklanders. This plan is the continuation and result of efforts that began years ago. Black Oakland residents have been advocating and fighting for quality education for many decades.



Almost 50 years since this work started—and thanks to the momentum created by the Reparations for Black Students campaign—the OUSD Board of Education adopted the Reparations for Black Students Resolution in March 2021.

HOW DID WE GET HERE?

1970

Dr. Marcus A. Foster becomes Oakland's first Black superintendent and enacts a bold vision for community schools that serve the needs of children and their families.

1973

Dr. Foster tragically assassinated.
Black Panther Party leader Ericka Huggins helped launch the Oakland Community School, and served as its Founding Director.

2009

In 2009, the District's groundbreaking Office of African American Male Achievement opened, making OUSD the first district in the country to focus specifically on the success of Black boys.

2017

The Reparations for Black Students in Oakland Campaign was launched, with 200 Black students, teachers, family members, and staff attending listening sessions. People raised their voices about harsh discipline, anti-Black bias, and academic tracking all impacting Black students in Oakland.

2020

OUSD took a step toward stopping the harm to Black students and families by following the community-based leadership of the Black Organizing Project (BOP) and adopting the George Floyd Resolution to eliminate the District's police department and to reinvest in school culture and safety.



INEQUITIES FACING BLACK STUDENTS

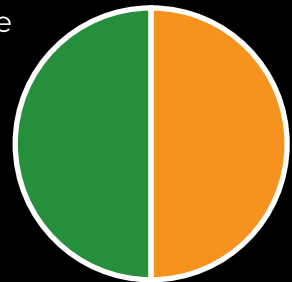
Trends in attendance, academic performance, enrollment, and disciplinary data all make it clear that we can and must do more to ensure our Black students are thriving in OUSD.



As of the 2020-21 school year data, **31%** of OUSD employees are Black.

From 2018-20, Black students made up at least **50% of out-of-school suspensions**, but only roughly **20% of student population**.

At least **50%** of Black students in grade K-5 are **reading below grade level**. The number of Black students below grade level is much higher in the higher grades than lower grades, which means the problem continues to get worse while they're in OUSD.





DATA ON BLACK STUDENTS POINTS TO CHALLENGES ACROSS SEVERAL AREAS

The data makes clear that Black students are entering the district having already been less prepared than their peers.

The percentage of Black students in OUSD is less than half of what it was in 2000.

We understand that the challenges that Black students and families face inside of OUSD are related to challenges that exist outside of our schools as well. That means we have to work even harder, more intentionally, and differently to support our Black students and families.

We are committed to the hard work.

“

Our reparations work gives us another opportunity to build on our collective will to do better for Black students, families, and educators in our system. As a mother of two students, and a Superintendent who was born and raised in East Oakland, I know that my own experiences in this system are layered and complex. I also know they are likely similar to many other stories. And I know, beyond a doubt, that they are all crucial to our healing and growth. This is why I want to hear from you. We are committed to listening and learning from the diverse stories and experiences among current and past Black OUSD community members. We can and must do better for all of our students, including all of our Black students.

”

KYLA JOHNSON-TRAMMELL
Superintendent, OUSD Parent

A young Black girl with her hair in braids, wearing a pink hoodie with the words "SHINE" and "STAR" visible, has her right hand raised high in the air. She is looking towards the left of the frame with a slight smile. The background is a blurred classroom setting with colorful bookshelves.

**WHAT DOES A BETTER
FUTURE LOOK LIKE...
TO THE DISTRICT?
TO THE COMMUNITY?**

“Our district’s vision is to ensure that Black students, families, and educators experience a high-quality system of care and learning that results in equity, justice, and opportunities for all.”

**- Kyla Johnson-Trammell,
Superintendent, OUSD Parent**

There are **six indicators** which were identified through task force meetings and a series of five listening sessions across the community.

INDICATORS

STRATEGIES

1. Physically & Emotionally Healthy

is defined as measuring the physical and emotional well being of Black students and the degree to which they are able to access essential systems of support.

Focus on stable housing, healthy meals, and social-emotional learning

2. Empowered & Engaged is defined as measuring the agency of Black families and students to navigate their school system and advocate for change.

Focus on strong relationships and open and accessible communication—between families and the district, and between families and other families

3. Safe & Sense of Belonging is defined as black students and family's engagement at the classroom, school site and central office level that intentionally incorporates student/family voice and is made visible through school and community.

Focus on programming that centers Black people creating more access to school and resources, and working with families to co-create engagement plans

INDICATORS

STRATEGIES

4. Academically Prepared is defined as measuring the access to (upward mobility) in academic success, and culturally responsive curriculum and teachers for Black students.

Focus on more access to Black educators across all subjects, and preparation for college and/or career.

5. Loved & Affirmed is defined as measuring if school environments are providing learning about Black history, culture and identity that celebrates and affirms Blackness.

Focus on providing all students and staff more education on Black history and culture, and on anti-Black racism.

6. Rich & Diverse Learning Experiences is defined as measuring access to and usage of non-traditional career opportunities including life skills and extracurricular activities for Black students that are rooted in Black/African history and joy.

Focus on expanding students' learning experiences beyond just academics, including life skills, arts, and local history and culture.

Metrics for the indicators are selected student data points pulled from diverse sources intended to provide the most comprehensive consistent measure for how Black students are performing over time.

COMMUNITY VOICE

Between October and December of 2021, we welcomed over 250 community members across five listening sessions, where attendees shared their personal experiences within OUSD. The following themes and ideas from the community are guiding our work.



COMMUNITY VOICE

THEMES AND IDEAS FROM LISTENING SESSIONS

“Reparations looks like imagining a system that loves, empowers, and supports Black students.”

“JOY AND LAUGHTER”

“Understand my culture and encourage me to be my best self.”

“NO POLICING”

“Representation of Black teachers and providing Black cultural content in the school curriculum/textbooks.”

“Black students should be taught the strength of their ancestors and a history that begins significantly before chattel slavery.”

“I don’t think you can have an official decide on what a community needs. It can’t come from the outside, it needs to come from the inside.”

“Administration is accountable for their mistakes.”

“When the walls are full of color and art the environment feels safe.”

“Facilities are clean from lead, mold, and dirty bathrooms.”

“NUTRITIONAL FOOD”

COMMUNITY VOICE

OVERALL THEMES FROM LISTENING SESSIONS:

- Safe, healing, and beautiful environments to work and learn
- Students have choices, voice, and are encouraged to cultivate Connection/Relationship with each other and adults
- Value Black parents and stakeholders
- Good, healthy nutrition
- Mental health support for students, teachers, and families
- Acknowledge the high level of anti-blackness that exists within the district and at schools sites
- Acknowledge the harm done to Black families
- Recruit, develop and support more Black people
- Leadership and career-based mentoring opportunities for Black students
- Culturally responsive curriculum and academic supports
- Value Teachers and give them support
- Provide safety and genuine care for Black students
- Challenge Black students academically

OUR THEORY OF CHANGE

WE ACKNOWLEDGE...

OUSD has a responsibility to stop perpetuating anti-Black racism. We must acknowledge our past actions—and lack of action—that have caused harm to Black students, families, and educators.

We must commit to a present and future that repair harm and create conditions that allow all Black OUSD community members to thrive.

WE AFFIRM...

Antiracist, healing-centered systems change requires collaboration, truth-telling, and repair. We invite and listen to the voices of Black students, families, educators, community members, and OUSD system partners. Our work to dismantle anti-Black racism in Oakland public schools responds to the desires and visions of our extended community.

WE HAVE FORMED...

A Black Students and Families Thriving Task Force to name priorities and make recommendations for system-wide solutions that support Black OUSD community members to thrive academically, mentally, physically, and spiritually. The Task Force will monitor OUSD through 2026 to make sure we do what we say we'll do to keep improving structures, policies, practices, resource allocation, and governance from 2021-2026.

WE WILL...

Eliminate structural anti-Blackness within OUSD and rebuild systems that create conditions to consistently ensure all Black students, families, and educators are thriving.



HOW WE'LL GET THERE

PHASE I: APR 2021 to JAN 2022

- Build the teams and structures needed for 5-year implementation of Black Thriving Plan
- Bi-monthly task force meetings
- Quarterly Board reports
- Development of Thriving Plan, Indicators, and Fund

PHASE II: Jan 2022 to Dec 2023

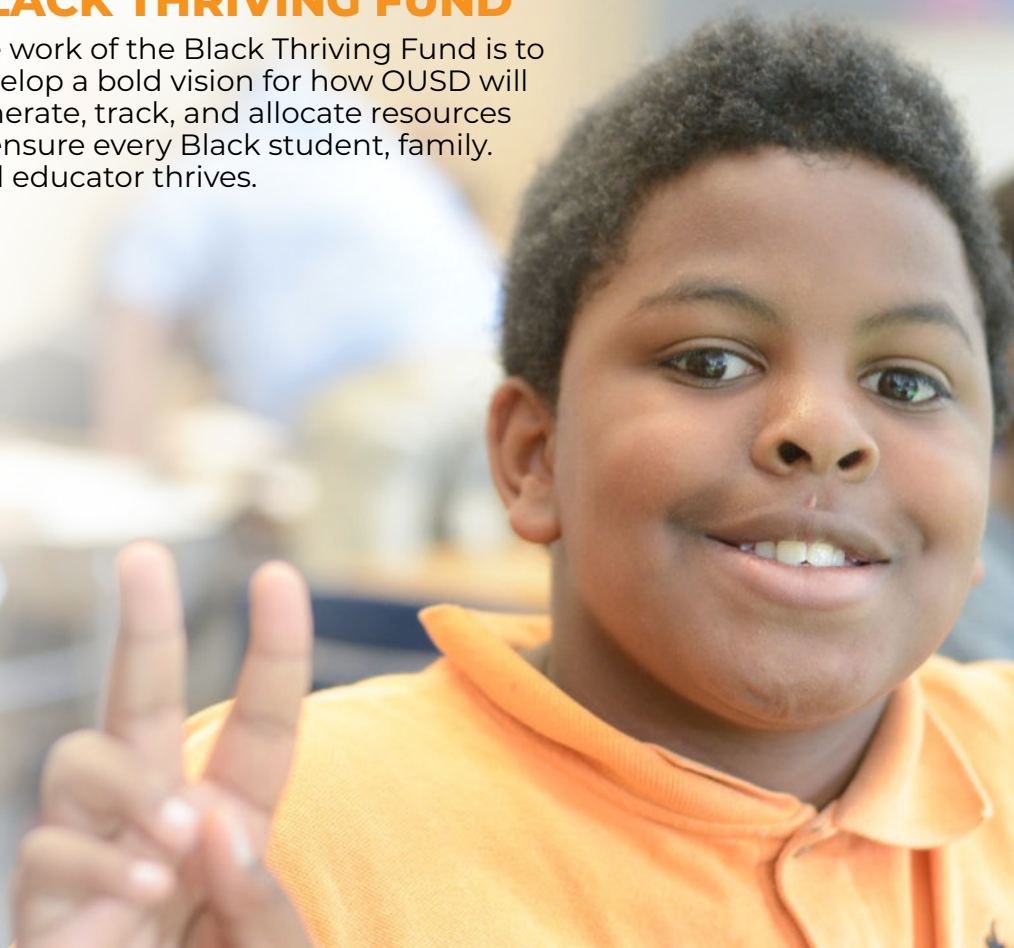
- Analyze what's getting in the way of Black Students Thriving
- Design solutions
- Share progress with community and invite feedback, through visits to different neighborhoods
- Quarterly task force Meetings
- Collect additional information by survey

PHASE III: Jan 2024 to 2026

- Develop and implement new ways to advocate for Black students
- Implement healing-centered, anti-racist interventions
- Hold the system accountable

BLACK THRIVING FUND

The work of the Black Thriving Fund is to develop a bold vision for how OUSD will generate, track, and allocate resources to ensure every Black student, family, and educator thrives.



WHAT WE'VE DONE

Established a work group that meets regularly and has included Task Force members and community members comprising families, philanthropy, district, campaign and community partners.

Developed a higher level of clarity of the District's path forward to code and communicate existing resources, by regularly meeting with Strategic Resource Planning (SRP), Research, Assessment and Data (RAD), and Business Office.

Hosted five (in-person and virtual) healing-centered listening sessions, engaging more than 250 community members

WHAT WE'VE LEARNED

Understanding of the internal landscape re: strategies and funding for Black students (certainly opportunities, but more so the challenges that currently exist).

Understanding the capacity of community partners to contribute to fundraising and building partnerships with philanthropy.

Understanding the importance of leveraging the broader ecosystem of Black-led businesses, leaders, community organizations, etc.

We're invested in exploring what a Black community school model can look like to provide holistic programs and supports for student success.

WHERE WE'RE HEADED

Launch of Updated School Plan for Student Achievement (SPSA) Tool
Task Force Generated Guidance on Conditions for Black Students Thriving

Continued research and learning to inform strategy, implementation and continuous improvement.

WE GOT THIS FAR TOGETHER...

We're grateful to every member of our community who's raised their voice and invested their time in support of this work!

WE'VE GOT TO KEEP GOING TOGETHER.

"In the fall of 2021, we held numerous virtual and in-person engagement opportunities. We will continue to listen with care so that your stories directly inform the recommendations made by the Black Students and Families Thriving Task Force. These recommendations will lead the way to the changes we need to stop the cycle of harm in OUSD and instead cultivate the promise of every single Black scholar in the district."

Kyla Johnson-Trammell, Superintendent

JOIN US ON THE JOURNEY...

One key element of our work in Phase 2 is the Reparations Road Show. We'll travel around to different community sites to share our progress so far, and to invite community ideas on how to move forward. We listened to community input from listening sessions and promised we would keep the community engaged as we continue the work. The point of these events is to share, hear community input on whether or not we're on the right track and what we can do to create the change that the community needs and wants.

Keep your eyes on our website to catch us at one of our stops!

[**www.ousd.org/reparations**](http://www.ousd.org/reparations)

BLACK THRIVING PLAN

www.ousd.org/reparations



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

EXECUTIVE SUMMARY: BLACK THRIVING INDICATORS

In March of the 2020-21 school year the OUSD school board adopted a resolution providing Reparations for Black Students. The Black Reparations work is specifically aimed at eliminating structural anti-Blackness within OUSD and rebuilding systems that create conditions to consistently ensure all Black students, families, and educators are thriving.

The structural inequality has been evidenced in Black student outcomes for over 50 years. More recently the bold and innovative work of establishing OUSD's Office of African American Male Achievement in 2009 saw great positive change in the student outcomes, policy and culturally specific school climate initiatives. The work did not have strong institutional financial support, did not provide gender parity and as the District made prioritized pivots to expanding targeted strategies to other student groups African American student outcomes began backsliding.

The Black Reparations work comes in 3 phases. Phase 1 which wraps up in January of 2022 hold the deliverables of: development of the infrastructure for the 5- year implementation, task force meetings, quarterly school board reports and the development of the Thriving Plan Indicators and Fund. Phase 2 which runs until June of 2023 will: analyze barriers to Black students thriving, design solutions, community report sessions, quarterly task force meetings, and a California Healthy Kids Survey (CHKS) experience. Phase 3 running until the 2025-26 school year develops advocacy measures, implements healing-centered anti-racist interventions, and monitors and holds the system accountable.

Phase 1 work introduces the identification of the Black Thriving Students Indicators. There are 6 key constructs, which were identified through task force meetings and a series of five listening sessions across the community. Metrics for the indicators are selected student data points pulled from diverse sources intentioned to provide the most comprehensive consistent measure for how African American students are performing over time. Within each construct there are multiple indicators, which have, a compressive metric attached. The 6 constructs are: (1) Physically & Emotionally Healthy, (2) Empowered & Engaged, (3) Safe & Sense of Belonging, (4) Academically Prepared, (5) Love & Affirmed, and (6) Rich & Diverse Learning Experiences.

Construct 1, Physical & Emotionally Healthy is defined as measuring the physical and emotional well being of Black students and the degree to which they are able to access essential systems of support. There are two indicators. The first is "having basic needs met in order to learn" which is measured by a CHKS item from the middle school and high school surveys. The second is "have attained life skills" measured by a CHKS item from the middle school and high school surveys.

Construct 2, Empowered & Engaged is defined as measuring the agency of Black families and students to navigate their school system and advocate for change. There are three indicators. The first is "Students and families can advocate for themselves and negotiate power in relationships." which is measured by a CHKS item from the parent survey. The second indicator is "Students and families engage in school improvement

EXECUTIVE SUMMARY: BLACK THRIVING INDICATORS

and decision-making efforts” is measured by a CHKS item from the parent survey. The third indicator is “Students and families feel like valued leaders of their school community” is also measured by a CHKS item from the parent survey.

Construct 3, Safe & Sense of Belonging is defined as black students and family’s engagement at the classroom, school site and central office level that intentionally incorporates student/family voice and is made visible through school and community. There are two indicators. The first is “Students do not feel targeted or “pushed out” of their school environment” which is measured by a CHKS item from the middle school and high school surveys. The second is “Students have access to trusting adults who care about them” measured by a CHKS item from the parent survey.

Construct 4, Academically prepared is defined as measuring the access to (upward mobility) in academic success, and culturally responsive curriculum and teachers for Black students. There is one indicator “Students are equitably provided with A-G Courses, AP classes Academies / pathways, internships, dual enrollment.” This is evaluated with African American student graduation data.

Construct 5, Loved & Affirmed is defined as measuring if school environments are providing learning about Black history, culture and identity that celebrates and affirms Blackness. There are two indicators. The first is “access to knowledge and learning about Black history, culture and identity.” which is measured by a CHKS item from the high school survey. The second is “students feel confident in their school environment to celebrate their Blackness” measured by a CHKS item from the middle school and high school surveys.

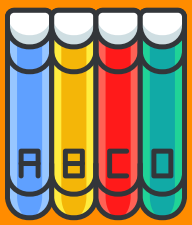
Construct 6, Rich & Diverse Learning Experiences is defined as measuring access to and usage of non-traditional career opportunities including life skills and extracurricular activities for Black students that are rooted in Black/African history and joy. There are two indicators. The first is “Students have access to diverse learning pathways and experiences in and out of the classroom.” which is measured by district wide high school pathway enrollment. The second is “Students have the agency to pursue their interests/passions without fear of failure” measured by a CHKS item from the high school survey.

We recognize that currently, many measures are referenced from secondary data sources (middle and high school) and will focus phase two planning efforts on the inclusion of early elementary data, including that which focuses on the district’s strategic priority of ensuring strong readers by the third grade. Additionally, phase two will focus on identifying alternative data sources to the California Healthy Kids Survey and including additional opportunities for qualitative input from students and families.



BLACK THRIVING

INDICATORS

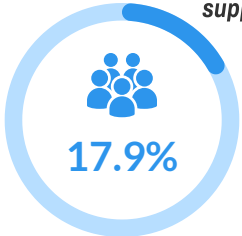


Student and Family indicators that guide the measurement of success for Black students in OUSD.

1

PHYSICAL & EMOTIONAL HEALTH

This indicator measures the physical and emotional well-being of Black students and the degree to which they are able to access essential systems of support.



of MS Black students were hungry last month because the family did not have enough food.*



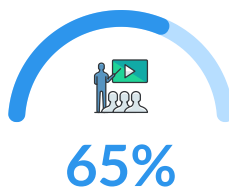
50%

of Black students in MS know where to go for help.*

2

EMPOWERED & ENGAGED

This indicator measures the agency of Black families and students to navigate their school system and advocate for change.

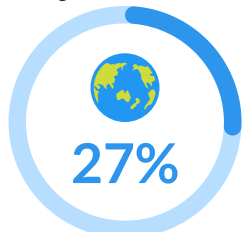


of school staff responds to Black students needs in a timely manner.***



42%

of school staff welcomes my suggestions.***



of Black families are encouraged to be an active partner in educating students.***



Community learning:

- Create safe, healing, and beautiful environment to work and learn.
- Students have equitable access to resources.
- SEL is an enacted districtwide value.

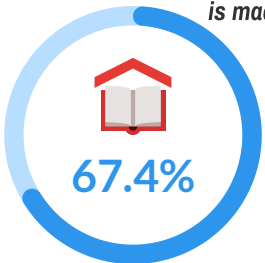
Community learning:

- Students have choices, voice and are encouraged to cultivate relationship with each other and adults.
- Black families and stakeholders feel welcomed, valued and empowered.

3

SAFE & SENSE OF BELONGING

This indicator measures Black families engagement at the classroom, school site and central office level. It intentionally incorporates student/family voice and is made visible through school and community.



of teachers give Black students a chance to take part in classroom discussion or activities.*



70%

of Black families think teachers have at least quite a bit of respect for students.*

4

ACADEMICALLY PREPARED

This indicator measures the access to (upward mobility) in academic success, and culturally responsive curriculum and teachers for Black students.



of Black students graduate or persist to certificate completion.**



Community learning:

- Provide support for mental health for students, teachers, and families.
- Acknowledge the harm done to black families District/Education Accountability.

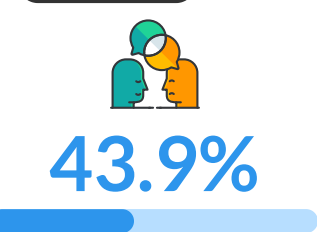
Community learning:

- Create Black student centered leadership and career based mentoring opportunities.
- Community Accountability/ Community Support for families.
- Provide culturally responsive academic supports.
- Being consistently academically challenged.

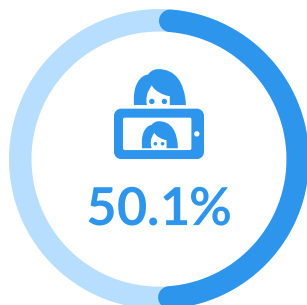
5

LOVE & AFFIRMED

This indicator measures if school environments are providing learning about Black history, culture and identity that celebrates and affirms Blackness.



of Black MS students agree that class lessons include culturally relevant examples.*

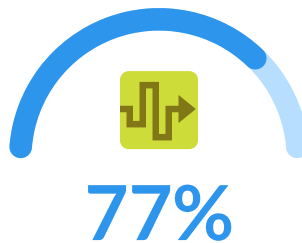


of Black students know who they are and where they come from.*

6

RICH & DIVERSE LEARNING EXPERIENCES

This indicator measures access to and usage of non traditional career opportunities including life skills and extracurricular activities for Black students that are rooted in Black/African history and joy.



of Black Students are enrolled in a CTE pathway.**



58.3%

of Black students report "I am capable of learning anything."*

Community learning:

- Consistent access to quality and nutritious meals.
- Students consistently feel safe and cared for.



Community learning:

- District understands and acknowledges where and how anti-Blackness exists.
- Black educators feel supported and valued.
- Recruit, develop and support teachers and school leaders.



* Data from OUSD California Healthy Kids Survey 2018-19.

** Data from OUSD Student data for the 2019-20 academic year

*** Data not provided in draft.



CONSTRUCT # 6

Rich & Diverse Learning Experiences



1 How do we define it?

Black excellence should be defined beyond excelling in A-G and should include opportunities to explore non-traditional careers in arts, etc. This indicator measures access to and usage of non traditional career opportunities including life skills and extracurricular activities for Black students that are rooted in Black/African history and joy. This includes paid opportunities.

2 How do we measure it?

There are two indicators for Construct #6. **The first** is Indicator is: Students have access to diverse learning pathways and experiences in and out of the classroom. Measured by CHKS student responses for : "I am capable of learning anything. **The second** indicator is: Students have the agency to pursue their interests/passions without fear of failure. This measured by district wide high school pathway enrollment.

3 What is the community saying?

A series of community engagements with Black student stakeholders lifted up three key themes when discussing construct #6.

- Value Teachers and give them support. The District understands and acknowledges where and how anti-Blackness exists.
- Support Black educators feel supported and valued.
- Recruit, develop and support teachers and school leaders.

"...admin needs to have that cultural competency to see how they are placing and treating Black educators."

"To show the proper love, making sure that educators are compensated beyond the hours in which they are paid.."

4 Key Strategies

There are 4 key strategies outlined in phase 1 to specifically address construct #6



STRATEGY 1: Students have agency and skills needed to connect to resources based on their specific needs.



STRATEGY 2: Students have opportunities to learn about Oakland's History.



STRATEGY 3: Students have LOTS of art embedded into instruction.



STRATEGY 4: Students are receiving education to enable them to reach their goals.