

Board Office Use: Legislative File Info.	
File ID Number	24-1299
Introduction Date	5/14/2024
Enactment Number	
Enactment Date	



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

# Board Cover Memorandum

**To** Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

**From** Middle School Network

**Meeting Date** May 14, 2024

**Subject** Sojourner Truth Independent Study 2024-25 Measure G1 Application

---

**Ask of the Commission** Approve the Sojourner Truth Independent Study 2024-25 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Sojourner Truth Independent Study 2024-25 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$91,028.00**. It's coming from resource 9332 - Measure G1.

**Attachment(s)** Grant application attached.



# 2024-2025 Measure G1 Application

**Due: March 14, 2024**

*Allocations are provisional subject to Board approval*

## School Information & Student Data

<b>School</b>	Sojourner Truth	<b>School Address</b>	8251 Fontaine Street Oakland, CA 94605
<b>Contact</b>	Willie Thompson	<b>Contact Email</b>	willie.thompson@ousd.org
<b>Principal</b>	Willie Thompson	<b>Principal Email</b>	willie.thompson@ousd.org
<b>School Phone</b>	510-729-4308	<b>Total Number of Students</b>	460
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$91,028</b>	<b>2022-23 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	168
		<b>2023-24 LCFF<sup>3</sup> Enrollment</b>	150

Student Demographics (%)				Measure G1 Team	
English Learners	30%	Asian/Pacific Islander	5%	Name	Position
LCFF	92.61%	Latinx	44%	Willie Thompson	Principal
SPED	25%	Black or African-American	32%	Cherone Cabezudo	TSA
		White	10%	Jan Cameron	MS VAPA Teacher
		Indigenous or Native American	<1%	Valerie Thompson	Ms Counselor
		Multiracial	9%	Adimu Madyun	CSM

<sup>1</sup> Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

<sup>2</sup> The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

<sup>3</sup> Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

Chronic Absence (Include raw number and percent)				
	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Student Population Overall	92.1	92.2	Not Reported	N/A
Asian/Pacific Islander	83.3	91.7	Not Reported	N/A
Latinx	91.7	90.3	Not Reported	N/A
Black or African-American	92.4	94.7	Not Reported	N/A
White	96.3	93.6	Not Reported	N/A
Indigenous or Native American	Not Reported	Not Reported	Not Reported	N/A
English Learners	89.2	94.7	Not Reported	N/A
Students w/ IEPs	97	93.1	Not Reported	N/A
Free/ Reduced Lunch Students	92.6	92.6	Not Reported	N/A

## Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Number of students taking elective courses.	Art	100	100	100	100
	Language	N/A	N/A	N/A	N/A
	Music	100	100	100	100
Number of students participating in non-course experiences (e.g. after-school program)	Art	N/A	N/A	N/A	N/A
	Language	N/A	N/A	N/A	N/A
	Music	N/A	N/A	N/A	N/A

Positive & Safe Culture (Include raw number and percent)				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
Average Daily Attendance Date of Figure: 5/3/24				
Asian/Pacific Islander	65.4	68.1	42.8	40%
Latinx	55.9	49.2	47.2	45%
Black or African-American	56.7	49.8	44	43%
White	48.8	59.4	55.9	52%
Indigenous or Native American	Not Reported	66.2	50.8	48%
English Learners	43.6	59.3	63.9	61%
Students w/ IEPs	44.1	43.1	40.2	38%
Free/ Reduced Lunch	57.2	65.4	47.2	45%

Metric	2021-22	2022-23	2023-24	2024-25 Goal
	raw number (%)	raw number (%)	raw number (%)	raw number (%)
Suspended Students Date of Figure: 5/3/24				
Asian/Pacific Islander	0	0	0	0
Latinx	0	0	0	0
Black or African-American	0	1.1	0	0
White	0	0	0	0
Indigenous or Native American	0	0	0	0
English Learners	0	0	0	0
Students w/ IEPs	0	0	0	0
Free/ Reduced Lunch	0	0	0	0

Student Retention from 5th Grade to 6th Grade
---

Metric	2021-22	2022-23	2023-24	2024-25 Goal
6th Grade Enrollment	0	0	0	Not Reported

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
<a href="#">School Site Council</a>	October - December 2023
<a href="#">School Site Council</a>	April 22, 2024

Staff Engagement Meeting(s)	
Staff Group	Date
<a href="#">Brave Space &amp; Courageous Schools PD Series</a>	October - May 2024
<a href="#">Joyful Schools MS Teacher Planning Summit</a>	April 17, 2024

<a href="#">Music (Rubric)</a>	2022-23	2023-24
<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Basic	Basic
<i>Facilities</i>	N/A	N/A
<i>Equipment and Materials</i>	Entry	Entry
<i>Teacher Professional Learning</i>	Basic	Basic
<a href="#">World Language (Rubric)</a>	2022-23	2023-24
<i>Content and Course Offerings</i>	N/A	N/A
<i>Communication</i>	N/A	N/A
<i>Real world learning and Global competence</i>	N/A	N/A
<a href="#">Art (Visual Arts, Theater, and Dance)</a>	2022-23	2023-24

<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Basic	Basic
<i>Facilities</i>	N/A	N/A
<i>Equipment and Materials</i>	Entry	Entry
<i>Teacher Professional Learning</i>	Basic	Basic

## Proposed Expenditures

### Guidelines

- In the following sections, please discuss your team's plan to address the goals of G1:
  - Increase access to courses in arts, music, and world languages in grades 6-8.
  - Improve student retention during the transition from elementary to middle school.
  - Create a more positive and safe middle school learning environment.
- Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
- Add additional lines as needed.
- The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
- Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

## Summary of 2023-24 Approved Expenditures

All Actual Expenditures		Budget Amount
Electives (Art, Music, World Language)		
1	Elective Class - Exploratory/Music & Art Position	\$96,612.23
	<b>Budget Total</b>	<b>\$96,612.23</b>

# Summary of 2024-25 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	.70 Case Manager	\$86,299
2	Art Supplies for Remote Learning Students	\$4,729
Budget Total (must add up to Recommended Grant Amount)		\$91,028

## Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
<p><b>Art Supplies for Remote Learning Students</b></p> <p>\$4,729 of the Measure G1 funds will be allocated towards purchasing art supplies tailored for middle students participating in SJT's fully remote program.</p> <p>These art supplies will enable remote learners to actively participate in art-based activities and projects, fostering creativity, self-expression, and socio-emotional development.</p> <p>Providing art supplies for remote students demonstrates a commitment to delivering a comprehensive and enriching educational experience, even in a remote learning setting.</p> <p>By engaging in the arts, remote students can enhance their connection to the curriculum, express themselves creatively, and feel more connected to their peers and the school community despite physical distance.</p>	200		\$4,729

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
<p><b>Hiring a Case Manager (.70):</b></p> <p>The largest portion of the funds, \$86,299, is designated for hiring a case manager. This professional will play a critical role in improving the learning environment by addressing various issues that contribute to low attendance, academic disengagement and negative behavior in SJT's Middle School students.</p> <p>The case manager will work closely with middle school students, families, teachers, and other stakeholders to identify and address barriers to attendance and engagement.</p> <p>Moreover, the case manager will develop individualized plans to support middle school students who may be struggling academically, socially, or emotionally, thus fostering a more positive and inclusive school climate.</p> <p>Additionally, the case manager can collaborate with community organizations and agencies to provide additional resources and support services for middle school students and families in need.</p>	Average Daily Attendance	\$ 86,299

**Please submit your Measure G1 proposal to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).**



## SSC Meeting Notes October 16th, 2023

### Attendance:

1. Willie Thompson
2. Stephanie Navarrette
3. Shantel Watson
4. Malia Lehman
5. Victoria Garcia
6. Deborah Mata
7. Pat Turner
8. Elizabeth Lenton
9. Yvonne Salvador
10. Michael Shane
11. Carmela Golden
12. Trevor Doyle
13. Renee Bullie
14. Beth Fisch
15. Dr. Hazel Jay
16. Roxanna Lenton

### Minutes:

3:00-3:10 Welcome and attendance

3:10-15 Discussion of mental health grant and fall adjustment

3:15 - review of site plan

#### SJT- Oct. 16th SSC Agenda-23/24

- Assurances page, needs assessment, engagement timeline, strategies and actions, MTSS plan (multi tier system of support), enrollment plan, budget
- Goal is to increase data by 10 percentage points
- Assess student needs and put those into the site plan and to make adjustments for the new year
- 3:30 LCAP Goal review
  - Goal 1: all students graduate college, career, and community ready
  - Goal 2: School goal for targeted support for focal student groups: due to the uncertainty of COVID-19, we have delayed trying to implement.
  - Goal 3: Students and families are welcomed, safe, healthy, and engaged. We will focus on all new incoming students to make sure they get acclimated with our virtual platform and the various software features in terms of their connectedness to SJT.
  - Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. We will also focus on stabilizing student enrollment.

- 3:37 - One-pager budget review
  - Projected total enrollment: 576, 22 teachers
  - Strategic planning budget worksheet review

3:50 -SELLS Formation Guidance review

4:01 - Introduction yo LCAP and PSAC

4:02 - ending of meeting/ Q & A

## **SSC Meeting Notes 11.13**

### **Attendees:**

Willie Thompson

Stephanie Navarrette

Christina Walker

Patricia Turner

Shantel Watson

Valerie Lynette Thompson

Kelly Dos Santos

Yevonne Salvador

Michael Shane

Adimu Madyun

Mia Williams

Lateefa Ali

Laravian Battle

Trevor Doyle

### **Meeting Minutes (Commenced at 3:10)**

3:11 - 3:14 (Mr. Thompson) Review of overarching goals for the year and goals for Mr. Thompson for this year - reviewing resources and human resources and creating a flowchart to ensure efficient leveraging of resources. We need to ensure communication with parents and the community at large.

3:14 - 3:20 Review of norms and agreements of the meeting (Mr. Thompson) and reading of agenda

3:17 - 3:20 SELLS overview (Mr. Thompson) \$270,000 grant for mental health and tutoring support . Review of Title 1 meeting immediately after SSC meeting.

3:21 - 3:31 CCSP Grant Overview (Mr. Thompson) - school improvement strategy to align resources to needs shown by student data. We have to ensure that the data is

accurate, however the data is different for SJT as it is an independent program. This grant includes mental health services and tutoring funding. The budget is \$270,000 : \$40,000 for mental health and \$20,000 for tutoring support. Part of this is taken out of the grant for the community in schools manager. Left of the total is \$230,000.

Committee for this grant talked about what needed to be addressed right away and talked about unintended consequences. The district is providing a mental health provider and there were talks about contracting for another provider. These providers would get started in the 2nd semester. There would be 2 intern mental health providers - 10 students each. Each intern can work with 5 students each. Group sessions for 15-20 students would also be a part of this program. \$20,000 would be allocated for tutors for 6th through 12th grade, as the state funds K-5 tutoring. Work completed is an issue we have to address as this is how attendance is taken and funding is not provided. Tutoring would focus on homework for students in 6-12. - \$60,00 of the \$232,000 budget.

3:31 - 3:35 Approval of safety plan (Mr. Thompson) - this includes who students are released to - coordinate and sign off for guardians picking students up. When parents come to school the parents take students and leave so there needs to be a sign out process. Since we are a distance learning platform, We used Rusdale's plan as a model.

Meet after thanksgiving break and fine tune Title 1 money and CCSPP grant

3:35 - 3:46 [Title 1 & Parent Involvement Policy](#), [School-Parent Compact](#)

Overview:

Title 1 funds overview (Mr. Thompson) - SSC must approve how the school spends the money. We also need to consider how to involve parents in how we spend the money \$213,000 in Title 1 and Title 4. We have about \$55,000 left normally to spend summer school, but lately the district has been funding it. Maybe put it in a rainy day fund? This fund is easier to spend than other funds. We discussed federal requirements and parent involvement requirements. Data will reflect on independent study so we have to ensure the data is relevant, timely, and accurate. Baselines are incredibly important for that reason. Title 1 Meeting has to be separate from SSC meetings.

3:46 - Questions

- Does our safety plan change since we are virtual? Yes
- How does it impact the safety plan? No impact, we just have to have a plan in place. There is a plan for who does what.
- Can we begin making a plan in case we go hybrid? Absolutely, Mr. Thompson has a plan and will share what he has on paper in the event we come back on site.

- Talks of possible student council to get feedback from students and give them leadership possibilities.
- CCSPP grant - what are the next steps to get it approved? - We need committee to approve and it has been approved in committee on the grant. The forms have to be signed. Paper was filled out and that's pretty much all we have to do. We will have 2 fully licensed social workers and it will start in December. It has been approved.
- Community grant money is separate and then brought back to SSC? Yes
- Meeting didn't feel like a meeting- not much chance for teachers or parents have a voice but everything seems already decided - concerned that there isn't any voting on- working with chair to discuss how communication with community happens -
- Vacancy in 1st grade and pe - why no personnel involved in this? No news to share- met with Mr. Gary but no additional information. Once that happens we will get an update.

4:23 - Meeting adjourned

---

### **SSC Meeting 12.11.2023**

#### **Attendance:**

1. Willie Thompson
2. Stephanie Navarrette
3. Halona Sudduth
4. Shantel Watson
5. Tihanna Louise
6. Cherone Cabezudo
7. Alison Martin
8. Million Kelati
9. Carmela Golden
10. Britney Houston
11. Patricia Perez-Navarro
12. Yvonne Salvador
13. Laravian Battle
14. Michael Shane
15. Trevor Doyle
16. Raquel Castiel
17. Deborah Mata
18. Renee Bullie
19. Malia Lehman

20. Dr. Hazel Jay  
21. Patricia Turner  
22. Roxanne Lenton

**Minutes:**

3:23 - Call to order - Mr. Thompson

- review of community agreements, review of agenda, reading of the minutes

3:30 - Review of CCSPP meeting/ SSC Meeting Review - Ms. Watson

- CCSPP Review
  - For teachers present, a survey will be sent out before winter break to reassess any ELL needs and assessments - should be completed before winter break. This survey needs to be sent out to families.
  - Discussions about not creating separate committee for this, but integrating a sub-committee in SSC for 3-5 guardians
  - Ms. Ali would possibly be interested in participating in this process
- SSC Review
  - Student sight plan must be reviewed at each meeting
  - Mr. Thompson must get information out each meeting regarding numbers, etc.
- 3:36 - Fall Adjustment - Mr. Thompson
  - October 4th, adjustment in projection
  - Right now, 601 students projected from next fall
  - Discretionary funding \$47,000 was adjusted
  - 4 budgets adjusted
  - Supplemental funding adjustments

- \$4,000 increase discretionary
- \$40,00 supplemental adjustment
- Next year, funding will be cut to cover increase in costs of teacher salaries
  - Lose \$66,000 in supplemental funding and \$10,000 in discretionary funding
  - \$70,000 in total lost for next year
  - Projected discretionary allocation \$47,325
  - \$51,375 net gain of \$4,000
- 3:44 - Safety Plan - Mr. Thompson
  - Safety plan approved
- 3:47 - Recap of: [Title 1 & Parent Involvement Policy](#), [School-Parent Compact](#)

[Compact](#) Overview:

- Parent involvement Title 1 - Mr. Thompson
  - All budgets must be shared, but Title 1 must be approved by committee
- 3:48 - Public comments- Ms. Watson
  - Members not receiving invites to meetings
    - Is the platform not connected? Revisit parent square and ensure email addresses are accurate
      - We go with parent square because it is connected to Aries through registration information provided.

- Unofficial poll: issues with who is getting parent square messages and all teachers are only seeing them in google calendar or on zoom - some parents are receiving messages are through email and some through phone number
  - Wondering: updated phone numbers for staff? Ensure that phone numbers are accurate
  - Teachers are getting calendar invites but not on parent square
- Safety plan
  - What is the plan for students at home?
    - If there is an emergency at a student's house what is the protocol?
      - There is a protocol provided by the district that we will have someone from the district review and clarify.
  - Is this safety plan something we can come back to?
    - The safety plan will be shared on parent square
    - Maybe safety when home can be part of curriculum at school so that students have that information
    - Review of safety plan chain of command

#### 4:04- Title 1 - Mr. Thompson

- Title 1 is a federal funded program for schools with high percentages of low-income students. In OUSD, 73% of all students are eligible.

- 4 sections
  - Federal requirements
    - Parents and students must be involved
      - ILT, back to school night, coffee with the principal
  - Description of implementation
    - Protocols in how to get parents involved
      - Parentsquare working and effective
      - PTSA?
  - Discretionary components
    - Must be in compliance when we spend the money (do's and don't)
      - 12 month TSA, academic mentor, academic counselor, 10 month TSA, etc.
  - Adoption

4:15 - Ms. Watson

- Meeting called to end



**Minutes of the Meeting of  
Sojourner Truth School Site Council**

**Date: April 22, 2024**

**Time: 3PM**

<https://ousd.zoom.us/j/86960828987>

**SSC Members:**

1. Willie Thompson (Member-Principal)
2. Alison Martin (Member-Teacher)
3. Kelly Bailey (Member-Parent)
4. Michael Shane (Member-Teacher)
5. Roxanne Lenton (Member-Parent)
6. Shantel Watson - ( **SSC Chair** - Parent)
7. Trevor Doyle (Member-Teacher)

**Non-SSC Members:**

1. Adrane Hoag
2. Britney Houston
3. Carmela Golden Reyna
4. Cherone Cabezudo
5. Deborah Mata
6. Diana McDonald
7. Elizabeth Lenton (student)
8. Elsa Perez
9. Hazel Jay
10. Hilda Ortiz De Coots
11. Jan Cameron
12. Kelly Dos Santos
13. Laravian Battle
14. Malia Lehaman
15. Ms. Delgado - Bourne
16. Nicole Wright (parent)
17. Patricia Turner
18. Paula Opsina
19. Raquel Castiel
20. Richelle Lacey
21. Ryan Smith
22. Stacy
23. Sumochi Haynes
24. Suniya Barnes
25. Tania Kappner
26. Tara Austin
27. Valerie Thompson
28. Yvonne Salvador

Meeting started at 3:06

3:06 - 3:21 Confirmation of quorum/ Review of Agenda/ mission statement/ meeting objectives and outcomes

3:21 - 3:30 Review of CA school dashboard

- Review of chronic absenteeism, social economic makeup of students, and academic performance
  - ELA performance is in orange / math is in red
  - Performance and attendance connected (92% chronic absenteeism)
    - These are students that fall within the guidelines of absenteeism - need clarification from district/state on what exactly that number represents (statistical or Aries)
  - Similar to graduation rate - students don't usually stay with us
- 3:30 - 4:12 LCAP/SPSA Updates (Mr. Thompson)
  - Formation of sales community/ sales multiplier
  - SPSA Goals
    - Part 1: needs assessment
      - I-Ready testing done elementary this year - next year TK-12
      - We will use I-ready for data collection and assessment for baseline and for growth
      - Students will take I-ready as soon as they get enrolled
      - Teachers will also receive training on I-Ready
    - Part 2: Focus on African-American EL learners
    - Part 3: Schoolwide absenteeism will be reduced by 10%
    - Part 4: Teachers will engage in a variety of professional development opportunities to sharpen their skills of pedagogy
    - Will help with data analysis
  - SPSA Strategies
    - 1. All teachers complete foundational training on curriculum and pd
    - 2. Focus on student groups and demonstrate accelerated growth to close equity gap
      - Literacy specialist (2)
      - Case managers
      - Literacy tutor
      - Full time psychologists for SPED
      - Social worker
      - Case managers tracking chronically absent students
      - STIP subs
    - 3. Provide professional development and planning time for teachers to analyze
    - Also a community grant \$270,000 - used for a social worker
  - Equity Multiplier Grant

- Given for non-stability rate (rate of students not starting and ending at the same school) greater than 25% and a socioeconomically disadvantaged pupil rate of >70%
- SJT received \$966, 590
  - Must be spent on evidence-based services and supports for students
  - 2 case managers...\$ 246,560
    - 1 literacy coach...\$ 54,642
    - 2 intervention Specialists...\$ 270,000
  - \$117,00 rollover for next year rainy day
    - 1 TSA ...\$ 165,473
    - 1 Literacy Coach/Reading Specialist...\$ 112,500
  - Districts cannot move any positions or fund any investments
    - 6 high school, 4 middle school, 4 elementary for summer school
  - Tech program for students
- Proposal
  - Title 1 balance: \$63,710 - Transfer to Teacher Stipends (1120)
  - Title 4 : \$20,055 - Transfer to purchase tech supplies (4315)
  - Parent and family : \$5,730 - Transfer to provide refreshments during parent engagement meetings (4311)
- Outcome of proposal
  - In Favor: Doyle, Bailey, Navarrette, Martin, Salvador , Watson
  - **In favor: 5**
  - Opposed: 0
- Title 4:
  - **In favor : 5**
  - Opposed 0
- Parent and family engagement
  - **In favor: 5**
  - Opposed: 0
- **SELLS committee**
  - Any school that has 21 or more English Learner students is required to have a SELLS subcommittee
    - Possible emergency meeting Thursday
  - Goals
    - Assist in development of schoolwide needs assessment
    - Build parent awareness about the importance of school attendance
  - Options:
    - Traditional

- Principal can designate ssc to act as SELLS advisory body only if the percentage of SSC parent members reflects the same percentage of EL in student body
- Designate SELLS as a subcommittee of the SSC according to site bylaws
  - Has at least 3 members
  - Same percentage of ELL parents as number of students in the school
- **Proposal is to choose SELLS option 3** - modify bylaws
  - SSC would have to vote person in

<p><b><u>Purpose/Outcomes:</u></b></p> <p>To discuss and plan SJT’s essential end-of-the-school-year events, including 8th grade graduation, SBAC standardized testing, the Technology Institute, and Summer Learning Program where student-voice will be included and amplified. MS teachers will offer suggestions on how to allocate funds from the student-centered grants (EM + CCSPP) that SJT has received.</p>	<p><b><u>Learning Community Agreements:</u></b></p> <p>→ Focus on Student Learning Outcomes, Needs, &amp; Goals</p> <p>→ Assume Positive Intent of All Learning Community Members</p> <p>→ Celebrate Success and Appreciate the Contributions of Learning Community Members</p>
--	---

<div> <div>MS End-of-Year Joyful School Summit</div> <div>When: Wednesday, April 17, 2024 @1-3PM</div> <div>Where: <a href="https://ousd.zoom.us/j/6144344811">https://ousd.zoom.us/j/6144344811</a></div> </div>			
Time	Lead	Agenda	Notes
10 min	cc, ALL	<p><b>Opening Ceremony (1PM)</b></p> <ul style="list-style-type: none"> <li>Ohlone Land <a href="#">Acknowledgement</a></li> <li>Celebrations + Shout-outs</li> </ul> <p><i>*Use this time to set a positive tone for the summit.</i></p>	
8 min	ALL	<p><b>Review of Current Progress and Challenges</b></p> <ul style="list-style-type: none"> <li>Discuss any unresolved items or challenges related to: <ul style="list-style-type: none"> <li>2024-2025 SY: <a href="#">Equity Multiplier</a>, <a href="#">CCSPP Grants</a></li> <li><div><div>x</div> Sojourner Truth IS Selections (...)</div></li> <li>Non-instructional duties</li> <li>8th grade graduation preparation</li> <li>SBAC testing</li> <li>WASC</li> <li>Upcoming summer programs</li> </ul> </li> </ul> <p><i>*Encourage open communication to address concerns and share successes.</i></p>	
20 min	8th Grade Team	<p><b>8th Grade Promotion Planning</b></p> <ul style="list-style-type: none"> <li>Discuss logistics, venue, date, theme, programs, and ceremony details.</li> <li>Review <a href="#">2022-23 Archives</a></li> <li>Keynote Speaker - OUSD Alumni</li> <li>Establish Promotion Committee (Faculty-led): <ul style="list-style-type: none"> <li>Assign roles and responsibilities for organizing the promotion ceremony.</li> <li>Student government representatives will take the lead in planning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Online Promotion Webinar <b>Wed 5/22 @9:30AM</b></li> <li>Cherone Slides, Program,</li> <li>Kappner, Airgood, Ms. Richelle (committee members)</li> <li>What is SJT doing for in-person event <b>promotion certificates?</b></li> <li>Ms. Thompson - OUSD Keynote Speaker</li> <li>Mr. Adimu - MC</li> <li>Multilingual Greetings and Student Speakers</li> <li>8th grade student speakers and performers</li> </ul>

<div> <div>MS End-of-Year Joyful School Summit</div> <div> When: Wednesday, April 17, 2024 @1-3PM  Where: <a href="https://ousd.zoom.us/j/6144344811">https://ousd.zoom.us/j/6144344811</a> </div> </div>			
Time	Lead	Agenda	Notes
		<p>execution of the grad ceremony under their faculty advisor's direction.</p> <p><i>*Address any concerns or suggestions from team members.</i></p>	
20 min	cc, ALL	<b>SBAC Standardized Testing Preparation</b> <ul style="list-style-type: none"> <li>Testing window: April 8 - May 23, 2024</li> <li>Review <a href="#">2023's SBAC Playbook</a></li> <li>Review testing schedules and protocols in <a href="#">2024 Toolkit</a>. <ul style="list-style-type: none"> <li>Complete staff moodle training and certification</li> </ul> </li> <li>Share strategies for supporting students during testing.</li> <li>Coordinate resources and support for students who may need additional assistance.</li> </ul>	<ul style="list-style-type: none"> <li>6-8 SBAC Monday April 29, 2024</li> <li>Cherone to send updated calendar/schedule, student checklist</li> <li>Wed April 24, 2024 teacher run-through w/the team</li> <li>Teachers will hold their own make up dates</li> <li>Ms. Adi to host her own test session</li> <li>Check w/Navarro for Chromebooks</li> </ul>
20 min	cc, ALL	<b>Summer Learning Program (SLP)</b> <ul style="list-style-type: none"> <li><a href="#">2024 SLP Toolkit</a>.</li> <li>Discuss enrollment #s, online curriculum, and staffing for 2024 SLP.</li> <li><a href="#">Student Survey</a>: Integrative and exciting learning applications.</li> <li><a href="#">Family Survey</a>: Address any concerns or logistical challenges.</li> <li>Determine communication strategies for parents and students.</li> </ul>	<ul style="list-style-type: none"> <li>Create a list of MS students who can benefit from summer enrichment <ul style="list-style-type: none"> <li>Ms. Thompson will conduct targeted parent outreach</li> <li>cc - ParentSquare or direct messaging</li> </ul> </li> <li>Four available teacher slots? <ul style="list-style-type: none"> <li>Ms. Navarette - SLP Teacher</li> <li>Reach out to HS or ES</li> </ul> </li> <li>cc - Create student survey, incentivize participation/completion, fliers w/benefits to promote SLP (multilingual)</li> <li>Recruitment and outreach parents and students</li> </ul>
20 min	cc, ALL	<b>Summer Technology Institute (STI)</b> <ul style="list-style-type: none"> <li>Discuss goals and objectives for the institute.</li> <li>Review <a href="#">curriculum</a> and <a href="#">training plans</a>.</li> <li>Assign tasks for preparation and implementation.</li> </ul>	<p>Dates for both workshops</p> <p>NEA Conference 1st week of July</p> <p>Fliers to promote each workshop (multilingual)</p> <p>Recruitment and outreach parents and students</p>
12 min	cc, ALL	<b>Next Steps and Action Items</b> <ul style="list-style-type: none"> <li>Summarize key decisions and action items from the meeting.</li> <li>Assign tasks and deadlines to team members.</li> <li>Confirm follow-up communication and meeting schedule.</li> </ul>	<ul style="list-style-type: none"> <li>CIS Course for MS <ul style="list-style-type: none"> <li>Perkins Grant: 10K</li> </ul> </li> <li>Curriculum Engine - breaks down and unpacks the standards (Stephanie)</li> <li>cc - Discovery Ed Science for MS Teachers</li> <li>cc - EdTech Platforms for MS</li> <li>cc - Research and EBPs around virtual instruction in TK-12 or MS</li> </ul>

<div>MS End-of-Year Joyful School Summit</div> <div>When: Wednesday, April 17, 2024 @1-3PM</div> <div>Where: <a href="https://ousd.zoom.us/j/6144344811">https://ousd.zoom.us/j/6144344811</a></div>			
Time	Lead	Agenda	Notes
12 min	cc, ALL	<div><b>Closing and Feedback</b></div> <ul style="list-style-type: none"><li>• Provide an opportunity for team members to share any final thoughts or questions.</li><li>• Invite feedback on the meeting format and content.</li><li>• Expressions of gratitude.</li></ul>	

# Brave Space & Courageous Schools

Discussing Race & Racism  
Office of Equity



iamOUSD@ousd.org



www.OUSD.org

iam  
OUSD



Lailan Sandra Huen *(she/her)*

[ I STAND FOR EQUITY & EMPOWERMENT. ]

Office of Equity Antiracist Learning Coordinator & PreK-12 Ethnic Studies Team

*4th Generation Oaklander*



**NAME**



**PLACE**



**INTENTION**

# Courageous Conversations Protocol

## Community Agreements:

Stay engaged

Speak your truth

Experience Discomfort

Expect and accept non-closure





## Our **Goals** for Today:

- Ground in OUSD's language for equity and antiracism.
- Review Courageous Conversation tools for holding brave space for conversations about race & racism in our schools.

# Implementation



- **Foundation:** *As part of being employed by OUSD, I will be introduced to OUSD Racial Justice, Equity, Healing Learning Frames.*
- **Culture Building:** *I will be provided opportunities to continue my learning with my team at my school site. We will cultivate conditions on my team to improve our Antiracist practice and culture.*
- **Practice:** *I will be provided opportunities to practice my Antiracist learning within my specific job role through integrated Professional Learning.*
- **Healing:** *I will be provided racial affinity opportunities to understand internalized racism/oppression and multiracial alliance building.*



# OUR JOURNEY TO UNLEARN OPPRESSION + PRACTICE EQUITY

Silence

*Courageous Conversation*

Transaction

*Sacred Relationship*

Deficit Thinking

*Asset Thinking*

Implicit Bias & Explicit Bias

*Self Awareness & Cultural Humility*

Divisions

*Belonging*

Assumptions

*Growth Mindset*

Prejudice

*Empathy*

Stereotypes

*Humanization & Compassion*

Racism

*Antiracism & Healing*

# Equity Learning Questions Embedded in All PDs

*How can we build  
**Empowering Narratives**  
of/for our students?*

*How do we identify and  
counter deficit thinking with  
**Asset-Based Practices**?*

*How can we integrate  
students' **Linguistic and  
Cultural Assets** into  
instruction?*

*What does **Self-Work** look  
like for me/my team?*

**“Change moves at  
the speed of trust,  
and trust moves at the  
speed of relationships.”**

Gary Gunderson via Stephen Covey

## PAIR SHARE: Name/Place/Intention

- **NAME** - What's the story of your name?
- **PLACE** - Where are your ancestors from? What other places or communities do you identify with?





# INTENTION:

**What is your personal intention in antiracism & equity work?**

- What beliefs do you hold about racial equity?
- What feelings does antiracism work evoke for you?
- What would you like to learn?
- What is your superpower to further racial justice work & to disrupt racism?



[IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**:iamOUSD**

# COURAGEOUS CONVERSATION ABOUT RACE PROTOCOL



COURAGEOUS CONVERSATION IS UTILIZING THE FOUR AGREEMENTS, SIX CONDITIONS AND COMPASS IN ORDER TO ENGAGE, SUSTAIN AND DEEPEN INTERNAL, INTRA-RACIAL, AND INTER-RACIAL DIALOGUE ABOUT RACE, AND IS AN ESSENTIAL FOUNDATION FOR EXAMINING AND ADDRESSING INSTITUTIONALIZED CULTURE AND STRUCTURES THAT PROMOTE RACIAL DISPARITIES.

## THE COMPASS



## FOUR AGREEMENTS

- STAY ENGAGED
- EXPERIENCE DISCOMFORT
- SPEAK YOUR TRUTH
- EXPECT / ACCEPT NON-CLOSURE

© PACIFIC EDUCATIONAL GROUP, INC. THIS DOCUMENT CONTAINS PROPRIETARY CONTENT. NO PART OF THIS DOCUMENT MAY BE REPRODUCED IN ANY FORM OR BY ANY MEANS, ELECTRONIC OR MECHANICAL, INCLUDING PHOTOCOPYING, RECORDING, OR BY ANY INFORMATION STORAGE AND RETRIEVAL SYSTEM, WITHOUT THE EXPRESS WRITTEN CONSENT OF THE PACIFIC EDUCATIONAL GROUP, INC.

## SIX CONDITIONS

1. FOCUS ON THE PERSONAL, LOCAL AND IMMEDIATE
2. ISOLATE RACE
3. NORMALIZE SOCIAL CONSTRUCTION AND MULTIPLE PERSPECTIVES
4. MONITOR AGREEMENTS AND CONDITIONS; ESTABLISH PARAMETERS
5. USE A "WORKING" DEFINITION OF RACE
6. EXAMINE THE PRESENCE AND ROLE OF WHITENESS

# 4 Agreements:

Inviting you to lean into what is most challenging...

- Stay Engaged
- Experience Discomfort
  - Use as an opportunity to grow
- Speak Your Truth
- Expect/Accept Non-Closure
  - Know that this work is continuous



# The Compass:

Identifying where we're coming from in the moment & acknowledging the shadows:

- Believing (Disbelief)
- Thinking (Ignorance)
- Feeling (Fear)
- Acting (Fatigue)

- Locate yourself.
- Navigate toward balance/wholeness.
- See where another is coming from.

Also to navigate information we receive in working with others.



# Instructions:

1. Each small group will study one definition.
2. **Popcorn Share:** What does this mean to you?  
Listen to different perspectives.
3. **Discuss:** Does this align with your understanding?
4. **Prepare** to present in your own words as a group what this concept is & its relevance for us.



iamOUSD@ousd.org



www.OUSD.org

**iam**OUSD



# RACISM

*Definitions by Ibram X. Kendi:*

**Racism** is a marriage of racist policies and ideas that produces and normalizes racial inequities.

**Racial inequity** is when two or more racial groups are not standing on approximately equal footing.

**Racist ideas** argue that the inferiorities and superiorities of racial groups explain racial inequities in society.

# ANTI-RACISM

Definition:

Expressing ideas that racial groups are equals and none needs *developing*, and supporting *policies* that reduce racial inequity. Proactive disruption of racism.



[IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**iamOUSD**





# RACIAL JUSTICE

Definition:

A proactive reinforcement of policies, practices, attitudes and actions that produce equitable *power, access, opportunities, treatment, impacts and outcomes* for all.



[IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**i am OUSD**



# EQUITY

Definition:

An equitable society is one in which *all* can participate and prosper - the condition that would be achieved if racism & oppression by identity was not a major predictor of community outcomes. The work of equity creates *conditions - including additional supports for those who need them* - to access a high quality of education/life.



[IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**i am OUSD**

# ANTI-BLACKNESS

Definition:

Behaviors, attitudes and practices of people and institutions that work to dehumanize Black people in order to maintain White supremacy. Anti-Blackness can also be internalized and might show up in Black people or other communities of color in the form of colorism, an elevation of White culture or attempts to separate oneself from Black cultural norms.



[IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**i am OUSD**

# INTERSECTIONALITY

Definition:

A prism for looking at how multiple identities (*race, gender, sexuality, class, dis/ability, immigration status, age, language, etc.*) & forms of oppression interact and compound in practices, policies and structures.

# SESSION #2

# COURAGEOUS CONVERSATION ABOUT RACE PROTOCOL



COURAGEOUS CONVERSATION IS UTILIZING THE FOUR AGREEMENTS, SIX CONDITIONS AND COMPASS IN ORDER TO ENGAGE, SUSTAIN AND DEEPEN INTERNAL, INTRA-RACIAL, AND INTER-RACIAL DIALOGUE ABOUT RACE, AND IS AN ESSENTIAL FOUNDATION FOR EXAMINING AND ADDRESSING INSTITUTIONALIZED CULTURE AND STRUCTURES THAT PROMOTE RACIAL DISPARITIES.

## THE COMPASS



## FOUR AGREEMENTS

- STAY ENGAGED
- EXPERIENCE DISCOMFORT
- SPEAK YOUR TRUTH
- EXPECT / ACCEPT NON-CLOSURE

© PACIFIC EDUCATIONAL GROUP, INC. THIS DOCUMENT CONTAINS PROPRIETARY CONTENT. NO PART OF THIS DOCUMENT MAY BE REPRODUCED IN ANY FORM OR BY ANY MEANS, ELECTRONIC OR MECHANICAL, INCLUDING PHOTOCOPYING, RECORDING, OR BY ANY INFORMATION STORAGE AND RETRIEVAL SYSTEM, WITHOUT THE EXPRESS WRITTEN CONSENT OF THE PACIFIC EDUCATIONAL GROUP, INC.

## SIX CONDITIONS

1. FOCUS ON THE PERSONAL, LOCAL AND IMMEDIATE
2. ISOLATE RACE
3. NORMALIZE SOCIAL CONSTRUCTION AND MULTIPLE PERSPECTIVES
4. MONITOR AGREEMENTS AND CONDITIONS; ESTABLISH PARAMETERS
5. USE A "WORKING" DEFINITION OF RACE
6. EXAMINE THE PRESENCE AND ROLE OF WHITENESS



## Our **Goals** for Today:

- Connect in community through sharing our personal experiences.
- Review & dive into the 6 Conditions needed for Courageous Conversations about race & racism in schools.

# Courageous Conversations Protocol

## Community Agreements:

Stay engaged

Speak your truth (heart)

Experience discomfort

Expect and accept non-closure







## PAIR SHARE: A Courageous Moment

Please share about an early moment when you found the courage to speak up about inequity?

# THE SIX CONDITIONS



1. Focus on Personal Local and Immediate
1. Isolate Race
1. Normalize the Social Construction & Multiple Perspectives
1. Monitor the Agreements
1. Use a Working Definition for Race
1. Examine the Presence and Role of “Whiteness”

## Mini-Jigsaw Activity (20 min)

- Each group will focus on 1 condition, and be assigned a **task** to complete together.
- Please assign a **notetaker** to take notes in the google document & a **reportback person** to summarize!

# 6 Conditions: Engaging

## 1] Focus on personal, local, immediate

through our experiences - what percentage of your life is impacted by race?

2] Isolate race - remember to keep it at the table & center, within intersectionality

- Even though race is a social construct, its impact is real



iamOUSD@ousd.org



www.OUSD.org

**iamOUSD**

## 6 Conditions: Sustaining

3] Acknowledge that multiple perspectives shape our social constructions of race

4] Monitor Agreements & Conditions to Set Parameters

- Acknowledge that different racial & cultural groups can have different communication styles



iamOUSD@ousd.org



www.OUSD.org

**iam**OUSD

# 6 Conditions: Deepening

5] Use a “Working” Definition of Race

6] *Examine the Presence & Role of Whiteness*

- White/Racial Privilege Survey
- *Characteristics of White Supremacy Culture*



iamOUSD@ousd.org



www.OUSD.org

**iam**OUSD



## Small Group Reportbacks:

- What was your task?
- What key noticings came up for you as a group in your dialogue?



# APPENDIX



[IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**iam**  
**OUSD**

# OUSD Board of Education Resolution No. 1920-0260 - George Floyd Resolution

[Click here to view The George Floyd Resolution](#)

**WHEREAS**, the Oakland Unified School District (“District”) has an obligation to promote the healthy development of each one of its students, which includes **protecting them from the impact of systemic racism and violence to the greatest extent possible while they are at school;**

**WHEREAS**, since the 2015- 16 School Year, **Black students** made up **26% of the enrollment** and yet made up **73% of arrests**, accounting for 3 out of 4 of the arrests in our schools...

Board Office Use: Legislative File Info.	
File ID Number	20-1337
Introduction Date	06-10-2020
Enactment Number	
Enactment Date	



## Memo

To	Board of Education
From	Shanthi Gonzales, Board Vice President Roseann Torres, Board Member
Board Meeting Date	June 10, 2020
Subject	Elimination of Oakland Schools Police Department
Action	Approval by the Board of Education of Resolution No. 1920-0260 - George Floyd Resolution to Eliminate the Oakland Schools Police Department
Background	The Oakland Unified School District employees its own police force. The Oakland Schools Police Department includes both sworn officers and non-sworn employees such as school safety officers.
Discussion	The proposed resolution would eliminate the Department and the sworn officers. It would direct the Superintendent to reallocate funds previously used for sworn police officers toward student support positions such as school-based social workers, psychologists, restorative justice practitioners, or other mental or behavioral health professionals, as the budget supports, to meet the needs of students. It would also direct the Superintendent to launch, by no later than July 17, 2020, an inclusive, community-driven process – involving parents, students, teachers, school administrators, student support staff, the Black Organizing Project, and other community partners – for completing a revised District safety plan with strategies for enhancing student learning, safety, and well-being within the District.
Fiscal Impact	Net impact dependent on cost of additional positions or costs added, if any
Attachment	Resolution No. 1920-0260 - George Floyd Resolution to Eliminate the Oakland Schools Police Department

# OUSD Board of Education Resolution No. 2021-0037 - Reparations for Black Students

[Click here to view The Reparations for Black Students Resolution](#)

**BE IT FURTHER RESOLVED**, the Board directs the following additional steps to be taken to implement this Resolution:

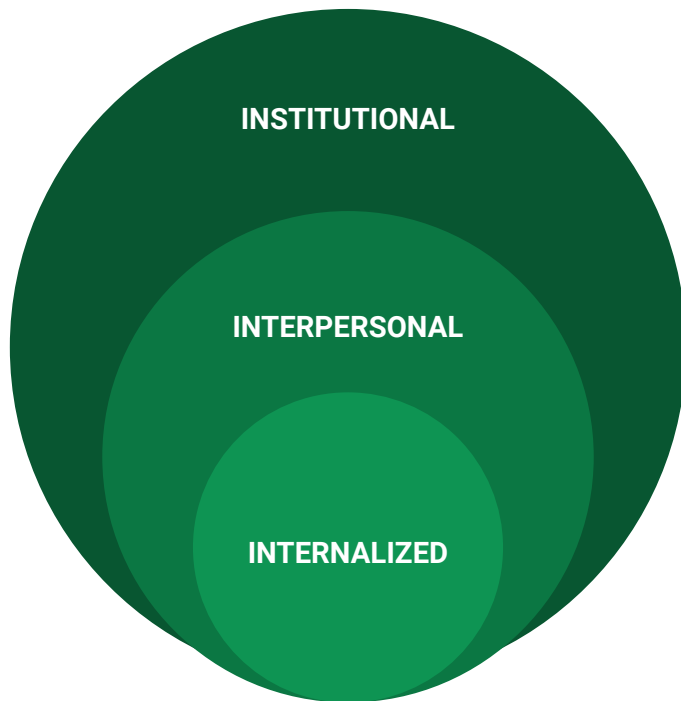
- (1) The Superintendent, in consultation with the Community Advisory Committee for Special Education ("CAC") and local disability advocacy and disability justice organizations:
  - (a) set goals that are supportive of the needs of Black Students with dis/abilities and that value the dis/ability experiences of Black Students and their families, especially those with the most intensive needs, and
  - (b) contract with a community-based organization, in partnership with the Regional Center of the East Bay, to provide professional advocacy services and training to families and caregivers of Black children with IEPs to ensure Black Students with dis/abilities thrive in OUSD,

**BE IT FURTHER RESOLVED**, the Board directs the Superintendent to include the Black Student Thriving Plan in the District's Local Control and Accountability Plan and within the District's 2021-2023 Strategic Plan to increase and maintain the necessary mandated infrastructures and resources to develop the engagement, leadership, and decision making power of Black Students, Black families, and communities. These infrastructures and resources will ensure ongoing engagement in District wide and school site strategies to improve the academic and socio-emotional development of Black Students and to achieve annual targeted growth within the California School Dashboard or equivalent monitoring tools for Local Control Funding Formula; and

**BE IT FURTHER RESOLVED**, the Board directs the Superintendent to include in the 2021-2023 Strategic Plan the creation of a recruitment and retention plan for Black teachers and Black school leaders that meaningfully develops their capacity through implementation of competitive salaries and benefits, professional training, coaching and mentorship, and opportunities for growth.

**WHEREAS**, The Superintendent shall initiate a **workforce development initiative** by August 1, 2021 that increases the **cultural competence** of all Board members, administrators, educators, staff, and school communities by providing **regular training on anti-Black racism, Black healing-centered practices** and how to embed **Black studies in all classrooms** in order to increase the skill and knowledge of the district to ensure that Black Students are thriving;

# 3 Layers of Systemic Bias



- Internalized - manifestation of bias within oneself
- Interpersonal - manifestation of bias between people
- Institutional - manifestation of bias within organizations, groups, education system, legal system, etc

***How does each layer of bias impact students' access to standards-based instruction?***

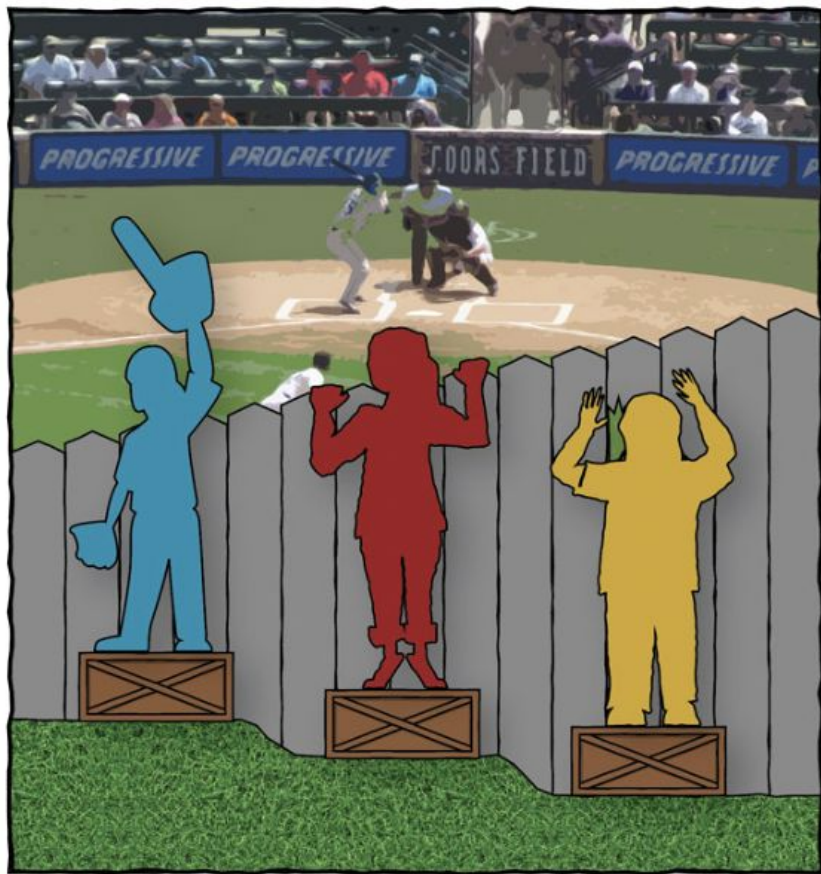


iamOUSD@ousd.org



www.OUSD.org

**iamOUSD**

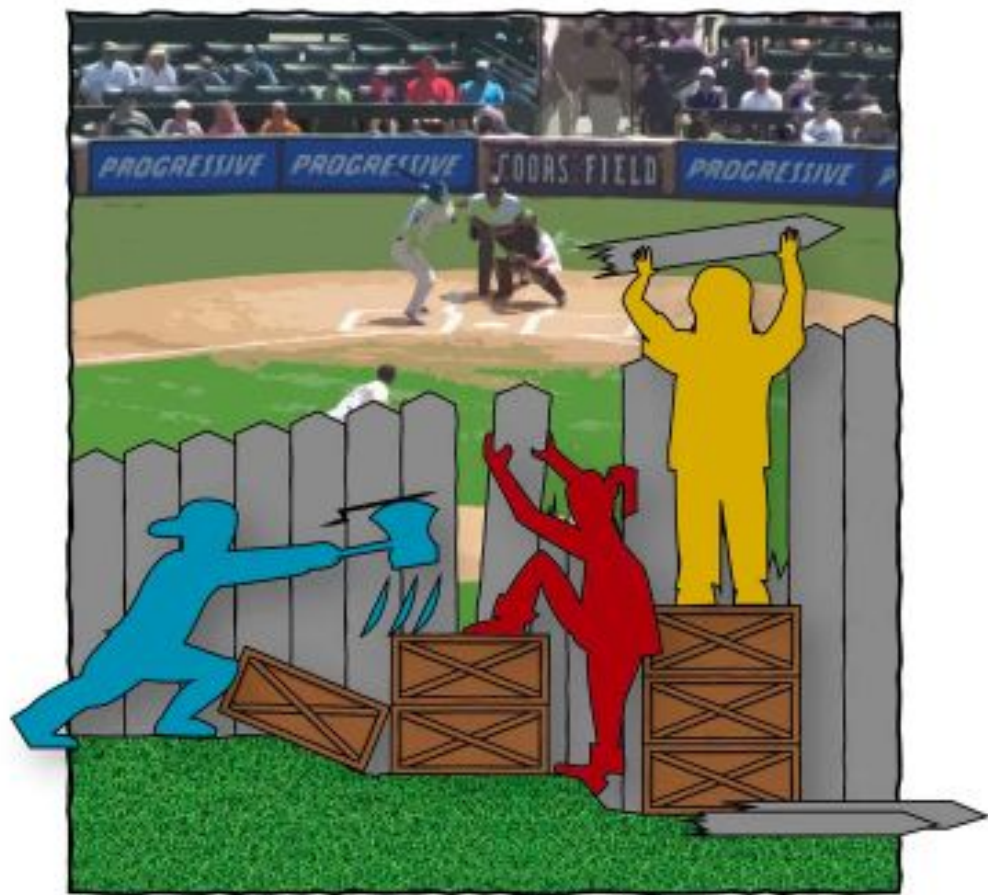


**EQUALITY**



**EQUITY**





**JUSTICE**

# Learning Questions for MY Healing Journey:

1. What is the legacy of colonization and oppression in our communities?
2. How do we break the cycle of oppression, unlearn our internal colonizer mentality, and begin our cycle of healing and empowerment?
3. What does it mean, for me, to walk this path of racial justice and healing?

# Learning Questions for OUR Healing Journey:

1. How can we build empowering narratives of our students and families?
2. How do we identify deficit and counter deficit thinking with asset based practices?
3. What does self work look like for me and my team?



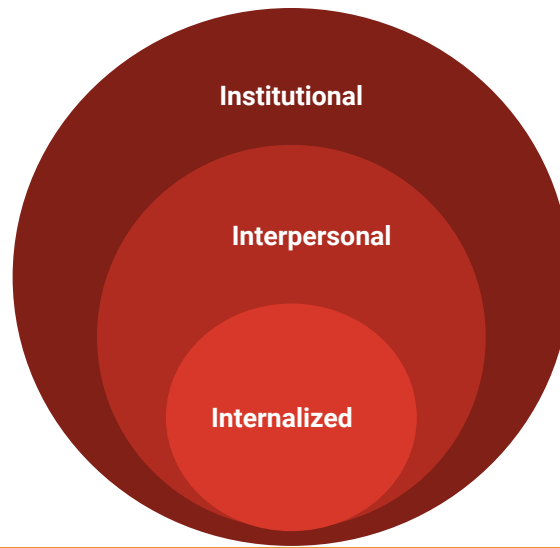
# SEL-Equity Focus: Building a Culture of Trust

## Learning Question:

How do we build a **culture of trust** that enables adults to engage in **evidence based collaboration** to improve learning (and service) for **all students** (and schools)?

*What do we need as multi-racial leaders to build trust, within the layers of systemic bias?*

- *Within ourselves (internally)*
- *With colleagues (interpersonally)*
- *With our teams and departments (structurally)*





# RACISM

*Definitions by Ibram X. Kendi:*

**Racism** is a marriage of racist policies and racist ideas that produces and normalizes racial inequities.

**Racial inequity** is when two or more racial groups are not standing on approximately equal footing.

A **racist policy** is any measure that produces or sustains racial inequity between racial groups. By policy, I mean written and unwritten laws, rules, procedures, processes, regulations, and guidelines that govern people.

A **racist idea** is any idea that suggests one racial group is inferior to or superior to another racial group in any way. Racist ideas argue that the inferiorities and superiorities of racial groups explain racial inequities in society.



[IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**i am OUSD**



# ANTI-RACISM

Definition:

Expressing ideas that racial groups are equals and none needs *developing*, and supporting *policies* that reduce racial inequity.



[IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**iamOUSD**

# ABLEISM

## Definition:

A system that places value on people's bodies and minds based on societally constructed ideas of normalcy, intelligence, and excellence. These constructed ideas of normalcy, intelligence, and excellence are deeply rooted in white supremacy, anti-Blackness, eugenics, and capitalism. This form of systemic oppression leads to people and society determining who is valuable or worthy based on people's appearance and/or their ability to "satisfactorily" produce, excel, & "behave".

*Adapted from working definition by T.L. Lewis & members of the Harriet Tubman Collective*



[IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**i am OUSD**

# ANTI-BLACKNESS

## Definition:

A two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues.

The first form of anti-Blackness is overt racism. Beneath this anti-Black racism is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Blacks in this country. The structure is held in place by anti-Black policies, institutions, and ideologies.

The second form of anti-Blackness is the unethical disregard for Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions and policies.

**SOURCE:** *M4BL* [Glossary](#)



[IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**i am OUSD**

# IMPLICIT BIAS

Definition:

Bias that results from the tendency to process information based on unconscious associations and feelings, even when these are *contrary* to one's conscious or declared beliefs.



[IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**i am OUSD**



# CULTURALLY RESPONSIVE

Definition:

Involves self-reflection, continuous gathering and examination of data, participatory and relational practices, raising awareness of inequities, and making adjustments to serve diverse groups of students.



[IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**i am OUSD**



# RACIAL JUSTICE

Definition:

A proactive reinforcement of policies, practices, attitudes and actions that produce equitable *power, access, opportunities, treatment, impacts and outcomes* for all.



[IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**i am OUSD**

# EQUITY

Definition:

The work of equity creates *conditions* - *including additional supports for those who need them* - that allow *all* to reach their full potential to thrive. The condition that would be achieved if racism was not a major predictor of community outcomes.



[IamOUSD@ousd.org](mailto:IamOUSD@ousd.org)



[www.OUSD.org](http://www.OUSD.org)

**i am OUSD**



# INTERSECTIONALITY

Definition:

A prism for looking at how multiple identities (*race, gender, sexuality, class, dis/ability, immigration status, age, language, etc.*) & forms of oppression interact and compound in practices, policies and structures.

# Equity in OUSD means...

- Engaging all students with standards based instruction through asset based practices
- Developing every student's academic cultural identity and sense of belonging as a learner
- Engaging in our own transformative equity and anti-racist/anti-ableist learning (self work)
- Supporting each other in our journeys to lead, learn, and teach with an asset based equity mindset

