

File ID Number	12-2132
Introduction Date	11/14/12
Enactment Number	12-2831
Enactment Date	11-14-12
By	



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education**

To: Board of Education
 From: Tony Smith, Superintendent
 Subject: **District Submitting Grant Proposal**

ACTION REQUESTED:

Approval and support by the Board of Education of application to the Walter & Elise Haas Fund, for fiscal years 2013-2015, and to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2013-2015 fiscal years were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
	Yes	Grant	Oakland Unified School District	Support for African American Male Achievement, including Manhood Development Classes	Jan. 1, 2013- June 30, 2016	Walter & Elise Haas Fund	\$375,000.00

DISCUSSION:

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$375,000

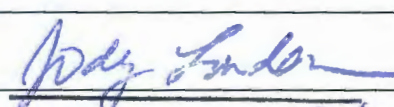
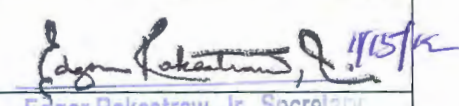
RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal year 2013-2015 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:

OUSD Grants Management Face Sheet 2012-13

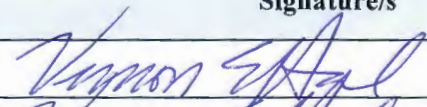

Title of Grant: African American Male Achievement	Funding Cycle Dates: Jan. 1, 2013-June 30, 2016
Grant's Fiscal Agent: Oakland Unified School District	Grant Amount for Full Funding Cycle: \$375,000
Funding Agency: Walter & Elise Haas Fund	Grant Focus: African American Male Achievement
List all School(s) or Department(s) to be Served: All Schools	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will support the expansion of innovative strategies that have already begun to improve achievement and reduce disparities in suspension for African American males, such as the AAMA Manhood Development Program.
How will this grant be evaluated for impact upon student achievement? (AAMA and the OUSD Research Assessment and Data department are evaluating the Manhood Development classes on the following metrics: attendance, GPA, and suspension.
Does the grant require any resources from the school(s) or district? If so, describe.	No 
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	No Jody London 11/15/12 President, Board of Education
Will the proposed program take students out of the classroom for any portion of the school day?	No 
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Madeleine Clarke Director of Development Oakland Unified School District madeleine.clarke@ousd.k12.ca.us Phone: 510-334-1859 Edgar Rakestraw, Jr., Secretary Board of Education

Applicant Obtained Approval Signatures:

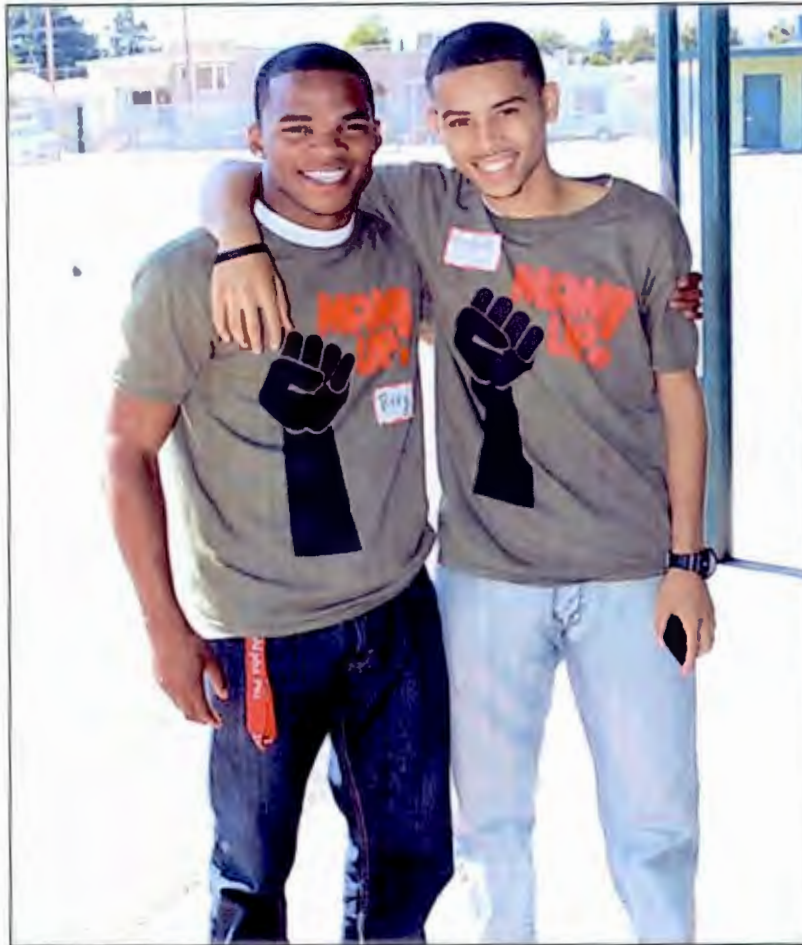
Entity	Name/s	Signature/s	Date
Principal			
Department Head (e.g. for school day programs or for extended day and student support activities)			

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Tony Smith		

File ID Number: 12-2932
 Introduction Date: 11-14-12
 Enactment Number: 12-2831
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 By: lt

African American Male Achievement



**Oakland Unified School District
Proposal to the Walter & Elise Haas Fund
September 2012**

AFRICAN AMERICAN MALE ACHIEVEMENT
PROPOSAL TO THE WALTER & ELISE HAAS FUND

SEPTEMBER 2012

EXECUTIVE SUMMARY

Oakland Unified School District, the applicant for this grant, is the only district in the United States that has supported the creation of an independent Office of African American Male Achievement (AAMA). This Office leverages inside and outside partnerships to effect systemic change through *Targeted Universalism*. Targeted Universalism, posits that by transforming the system to support successful outcomes for OUSD's lowest performing subgroup (African American males), OUSD will be creating a system that will improve academic, social-emotional outcomes for all of its students. The office will help the district to not only better address the needs of African American males but also to strengthen the district's movement towards cultural and resource changes that benefit all students.

AAMA leads the district by analyzing the patterns and processes that are producing systemic inequity in the target population — African American males — and implementing research-based solutions as well as developing innovative new approaches.

We respectfully request a grant of \$125,000 per year for three years from the Walter & Elise Haas Fund to support the ongoing work of African American Male Achievement. Funds from Walter & Elise Fund would help to pay for the AAMA staff who are coaching the school communities and district staff to improve academic and life outcomes for AAMs; and the expansion of innovative strategies that have already begun to improve achievement and reduce disparities in suspension, such as the AAMA Manhood Development Program.

AAMA has seven key goals that tackle the massive disparities experienced by African American male students in Oakland. We have developed a corresponding set of policies and strategies aimed at improving outcomes associated with each goal, and eliminating disparities. The goal areas are: *the achievement gap, graduation, literacy, suspension, attendance, incarceration, and middle school holding power.*

By transforming the experience of African American males, OUSD will set the stage to transform the whole school district to better serve all students. OUSD will commit to reallocating resources to serve the most vulnerable children in the system, thereby creating a more equitable platform and foundation for all of its students.

Note: On September 27, 2012 the Board of Education of Oakland Unified School District unanimously approved an agreement with the Office for Civil Rights to reduce the number of out-of-school suspensions of its African-American students (Oakland Tribune, Sept 27).¹

It is our hope and our intention that this agreement will increase public attention and district resources to disproportionalities in all of the goal areas, described above.

¹ "Disparities in disciplinary procedures are inherently wrong and all too common," said U.S. Education Secretary Arne Duncan. "I commend Oakland for being the first district to directly confront this challenge. It can be a model for school districts everywhere who are struggling with similar issues."

In announcing the agreement, Russlynn Ali, assistant secretary for Civil Rights, praised the leadership of Oakland Unified School District Superintendent Anthony Smith.

"The District's commitments in this unprecedented and far-reaching agreement will lead to less frequent use of exclusionary discipline and increased educational opportunities," said Assistant Secretary Ali. "The challenges addressed by this agreement are not unique to Oakland. But the District's cooperation, commitment to crafting effective solutions, and fundamental agreement that every student deserves an equal opportunity at a world-class education made for a model process I hope to see repeated again and again across the country."

A. APPLICANT ORGANIZATION

The mission of the Oakland Unified School District is: to ensure that all students graduate as caring, competent, and critical thinkers, as well as fully-informed, engaged, and contributing citizens, prepared to succeed in college and career.

Oakland Unified School District (OUSD) serves families, youth and children who live in the city of Oakland, California. We currently have a total of 38,440 children in our K-12 schools and 1,827 in pre-K. In 2010, OUSD's Academic Performance Index surged 26 points, a score which doubled the state average growth rate of 13 points, and in the past six years, the Oakland Unified School District has recorded a total of 116 points in API growth.

OUSD test scores continue to move in a positive direction, though gains on the spring 2012 standardized tests were modest. The district is one of the first districts in the state to start the transition to a new set of "core standards" and we can expect that our students will be well prepared for the new assessments that will roll out in 2014.

Under the leadership of Superintendent Tony Smith, Oakland Unified School District is implementing a comprehensive five-year strategic plan to transform ourselves into an equitable full-service community school district designed to align city, county, and community resources in service of Oakland families, and with particular emphasis on serving neighborhoods that lack opportunities. We are unified in pursuit of one radical goal: ALL students in Oakland will graduate.

The district created the Office of African American Male Achievement (AAMA) to foster practices that accelerate the achievement of African American boys and address the root causes of the disproportionate suspension rates of African American males.

The mission of the office of African American Male Achievement is: to stop the epidemic failure of African American Male (AAM) students in the Oakland Unified School District (OUSD). We create the systems, structures, and spaces that guarantee success for all AAM students in OUSD. By using data, we identify entry points into schools and systems to increase equity, improve cultural competency, and implement practices that support AAM students. We believe all AAM students are extraordinary and deserve a school system that meets their unique and dynamic needs.

AAMA has succeeded in quickly laying the groundwork for partnerships with community organizations, faith communities, schools, recreational venues, various city and county agencies such as housing and probation, families and students.

Community and family response to the creation of an Office of African American Male Achievement has been overwhelming. The Office fields dozens of calls each week from distraught families whose sons are experiencing the impact of systemic racism in their daily lives. The Office helps families to connect to existing resources — from conflict resolution at a school site to finding safe, affordable housing. The Office also encourages families to join the district in providing input towards the design and implementation of new programs that will

effectively support AAMs and equip them for success. Dozens of African American men with ties to the Oakland community have committed their time and expertise in providing mentoring and direct services to AAM students.

B. STATEMENT OF NEED

The academic and social outcomes for African American males nationally and locally paint an alarming picture of systemic and societal failure. On most significant indicators of performance and status, African American males are doing worse than any other ethnic-gender group. For example:

- **Poverty:** In 2009, 36% of African American children in the U.S. lived in poverty, compared to 12% of White children.ⁱ
- **Academic Achievement:** In 2009, 9% of African American male 8th graders in the U.S. and 33% of White male 8th graders were proficient or higher in reading on the National Assessment of Educational Progress.ⁱⁱ
- **Graduation:** In 2008, the national graduation rate for African American males was 47%, compared to 78% for White males.ⁱⁱⁱ
- **Suspensions:** In the 2006-07 school year, 19% of Black male students in U.S. public schools received out-of-school suspensions, compared to 7% of White male students.^{iv}
- **Incarceration:** In 2001, Black males nationally had a 32% lifetime chance of going to state or federal prison, compared to 6% for White males.^v

In Oakland, African American male students have the worst outcomes of any demographic group, despite improvements in some areas in recent years. In Alameda County, African American boys and men have the highest death rates and bear the heaviest burden of chronic diseases among all groups of males.^{vi}

African American student achievement must be situated within the ecological context of Oakland. During the first year AAMA was established, 2010- 2011, 12 students died violent deaths, 58% of them were African American students. In the same year, 517 students had been arrested, and 75% of them were African American students.

Disparity persists on all levels for Oakland's youth. The following data brings the picture into relief:

Compared with a White child in the Oakland Hills, an African American born in West Oakland is:²

- 1.5 times more likely to be born premature
- 7 times more likely to be born into poverty
- 2.5 times more likely to be behind in vaccinations

² See Alameda County Public Health Department, *Life and Death from Unnatural Causes: Health & Social Equity in Alameda County*.

- 4 times less likely to read at grade level by Grade 4
- Likely to live in a neighborhood with 2 times the concentration of liquor stores and more fast food outlets
- 5.6 times more likely to drop out of school
- As an adult, he will be 5 times more likely to be hospitalized for diabetes, 2 times as likely to die of heart disease, 3 times more likely to die of stroke, and 2 times as likely to die of cancer.

Born in West Oakland, an African American child can expect to die almost 15 years earlier than a White child born in the Oakland Hills.

BASELINE DATA FOR OAKLAND'S AFRICAN AMERICAN MALE STUDENTS

At its launch in October 2010, African American Male Achievement adopted seven global goal areas aimed at addressing the disparities in educational and social outcomes for African American males in Oakland. (For an analysis of why these goal matter to our students, see Attachment 1.) Each of the goal areas' baseline measure demonstrates the extent of the need for our program.

1. ACHIEVEMENT GAP

Goal statement: The disparity data for African American males in the city of Oakland will show a significant reduction in the gap between them and their White male peers.

Baseline Measures:

- 28% of African American male students were proficient or higher on the English Language Arts CST in 2009-10, compared to 78% of White male students (a 50 percentage-point gap).
- 30% of African American males were proficient or higher on the Math CST in 2009-10, compared to 76% of White males (a 46 percentage-point gap).

2. GRADUATION

Goal statement: By the end of the 2014-2015 school year, the graduation rate for African American males will be double what is it in June 2010.

Baseline Measure:

In June 2009, the graduation rate for African American males was 49%. The graduation rate equals the number of graduates divided by graduates plus dropouts in grades 9-12 (National Center for Education Statistics formula.)

3. LITERACY

Goal statement: By the end of the 2014-2015 school year, the gap in fourth-grade literacy between African American boys and others will not exist.

Baseline Measure:

In the 2009-10 school year, 42% of African American male 4th graders were proficient or higher on the English Language Arts CST, compared to 55% of OUSD 4th graders overall and 80% of White male students (gaps of 13 and 38 percentage points, respectively).

4. SUSPENSION

Goal statement: Suspension rates of African American males will not show any significant disproportion.

Baseline Measure:

In the 2009-10 school year, 18% of African American male students were suspended once or more, compared to 8% of students district wide and 3% of White male students.

5. ATTENDANCE

Goal Statement: Chronic absenteeism (absence for 10% or more of school days) will be reduced by 75% for African American males.

Baseline Measure:

23% of African American male were chronically absent in 2009-10.

6. MIDDLE SCHOOL HOLDING POWER

Goal Statement: By the end of the 2014-2015 school year, middle school academic performance of African American males will be on par for district averages for GPA, community services and school holding power.

Baseline Measures:

- In 2010-11, 45% of African American boys in grades six, seven, and eight did not display any warning signs of risk for high school dropout (i.e. they had passed Math and English, attended more than 90% of school days, had not been suspended, and had not been held back).
- On the 2009-10 California Healthy Kids Survey, 39% of African American male 7th graders reported high levels of school protective factors. The percentages of African American males reporting high levels of each protective factor at school were as follows: 35% reported high levels of caring adults, 64% reported high levels of high expectations by adults, and 18% reported high levels of meaningful participation.

7. JUVENILE DETENTION (INCARCERATION)

Goal Statement: Incarceration rates for African American male youth will decrease by 50%.

Baseline Measure:

In 2009, 16.2% of African American males ages 10-17 in Oakland were detained by the Alameda County Probation Department (903 youth). Detention may be pre- or post-adjudication and includes: Juvenile Hall, Camp Sweeney, secure facility (out of county), non-secure facility (in county), Santa Rita Holding (awaiting transfer to adult prison).

SYSTEMIC CHANGE

The OUSD Superintendent is leading the way in encouraging and empowering staff, community, and funders to apply an equity lens to the district's work, no matter what that particular work is or from what perspective in the system: top-down, bottom-up, parent role, student role, etc. The AAMA office has mobilized the will of the community, most importantly the will of the African American community, to manifest their own "care" for African American males through action. The Full Service Community School District supports each individual to enact the desired change of culture and promotes shared responsibility for taking equity into account in everything that is done.

Our research into schools and systems that are effectively supporting African American males suggests that all departments in the school district and all of our city and county partners need to be involved. Similarly AAMA is investing in more than one approach to reducing disparities in discipline because the root causes for the disparities are complex. For instance, school climate, inexperienced teachers, poor instruction, and street culture—all contribute to a systemic pattern of high levels of suspension, expulsion, and incarceration for African American males.

Staff from the Office of African American Male Achievement attend weekly departmental meetings across the district to help the leadership in each department to bring an equity lens to the work. Some successful instances of changes in district policies are listed below.

- A. In partnership with Lincoln Child Center, AAMA developed workshops on culturally competent pedagogy and some individual school sites are adding this type of professional development for all of their teachers, which is also offered to new teachers by the district itself.
- B. The department of Integrated Student Services adopted a tripartite approach to disproportionality, emphasizing prevention, intervention and restorative practices. Some schools have volunteered to reduce suspensions for "defiance," a non-violent category that does not warrant removing a student from school, and to offer in-school suspension options that do not interrupt the student's access to learning.
- C. Research Assessment and Data made a number of changes that are having dramatic impact on the ways that our principals and school communities are receiving information. RAD has
 1. Disaggregated student data by ethnicity and gender to allow for better analysis of factors impacting disproportionate outcomes for black males in suspensions and attendance;
 2. Provided data year-round for early intervention

3. Created early warning/early intervention reports based on academic, attendance, and out-of-school suspension indicators
- D. The Balanced Literacy Framework for the district includes a commitment to purchasing culturally relevant literature and the Literacy Team has taken up the problem of low literacy, which is particularly acute for African American males. They have
1. Instituted universal screening for reading comprehension in grades 2-12
 2. Identified secondary sites with a strong correlation between low literacy rates and low attendance rates, as well as between low literacy rates and high rates of suspension and referrals to special education programs
 3. Implemented additional literacy supports to assist with students reading below grade level at 14 secondary sites
 4. Redirected intervention resources to where they're most needed (schools with the highest percentages of struggling students).

These initiatives are just the start of a comprehensive effort to eliminate inequitable treatment and extremely disparate outcomes for black males as compared to other student populations in the Oakland Unified School District.

C. PROGRAM GOALS AND OBJECTIVES

AAMA's systemic work, conducted in close partnership with the district, and reaching all principals, teachers, students, and families, needs general support. We are also scaling up two strategic programs that have emerged from the first two years of work: the Manhood Development Program, which targets individual at-risk African American males, grades 6-12; and Voluntary School Study Team(s), a method for achieving whole-school reform.

Goal 1: Collaborate with OUSD departments and community organizations to apply an equity lens to every program and activity and institute research-based best practices known to support achievement for African American males.

1. Support Leadership, Curriculum, and Instruction to instill culturally competent pedagogy into district-wide, network-based, and school-based professional development for principals and teachers.
2. Support the Superintendent and the School Board in developing equitable policies.
3. Support district and school-based staff in implementing these policies equitably.
4. Support the Family, School, and Community Partnership department to implement district-wide African American Family and Student Summits to build family and student voice and capacity for self-advocacy.
5. Support the district's Communications department to implement annual recognition events for AAMs (such as awards for those with perfect scores on the CST, awards for sustained academic standing on the honor roll, etc.); and to continually develop a counter-narrative to the negative media portrayal of AAMs.
6. Collaborate with community based organizations dedicated to the well-being of Boys and Men of Color to coordinate services and to foster unity between Latino and African American youth.
7. Raise the profile of the crisis AAMs and other youth are facing through public speaking by the Executive Director, family and student leaders, and fostering media attention to the problem.

Goal 2: Students who participate in the Manhood Development Program, will have improved GPA and attendance, and a reduced the number of suspension incidents for each individual.

1. Students significantly improve attendance, behavior, and academic progress; increase their social emotional learning; and demonstrate increased capacity and willingness to support their peers.
2. Students deepen their self-knowledge and their understanding of African American culture and heritage.
3. Students articulate their own college and career goals; and reach the intermediate goals that they set for themselves.

4. Students acquire job readiness skills and successfully get and complete summer and school year internships.
5. Instructors, advisors, and teachers effectively facilitate the Manhood curriculum, manage classroom behavior, and create Student Success Teams.
6. AAMA staff and RAD document the refinement, expansion, and outcomes of the Manhood Development program.

Goal 3: Each of the 2012-13 Voluntary School Study Teams will develop action plans for improving attendance and academic outcomes for AAMS and reducing the number of suspensions for their school overall and particularly for AAMs; develop baseline metrics for each of the areas they select ; and obtain training that will better position them for success as they implement.

1. School communities are empowered to set their own goals for AAMs and work in concert to achieve them.
2. AAM chronic absence in kindergarten and first grade is reduced
3. AAM achievement, literacy, and graduation rates increase in the VSST schools; and AAM suspension, chronic absence, and push-outs from middle and high schools decrease.
4. AAMs significantly improve attendance, behavior, and academic progress.
5. Teachers in the VSST Schools routinely practice and lead professional development in culturally responsive pedagogy for others.

D. PROJECT TIMELINE, WORK PLAN, ACTIVITIES

JANUARY 1, 2013-JUNE 30, 2016

African American Male Achievement Tasks/Person(s) Responsible	Year 1				Year 2				Year 3			
	Quarter				Quarter				Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4
Goal 1: Systemic Change Collaborate with OUSD Superintendent, Board of Education, departments and community organizations to apply an equity lens to every program and activity and institute research-based best practices known to support achievement for AAMs	x	x	x	x	x	x	x	x	x	x	x	x
<i>Family Summit</i> : Annual, for all AfAm families in OUSD		x				x				x		
<i>Student Summit</i> : Annual, for AAM students		x				x				x		
African American Male Achievement Tasks/Person(s) Responsible	Quarter				Quarter				Quarter			
	1	2	3	4	1	2	3	4	1	2	3	4
Goal 2: Manhood Development Program <i>MDP Classes</i> : January classes begin; add new classes based on demand and level of funding available (Matin Abdel-Qawi & Chris Chatmon)	x				x					x		
<i>Advising</i> : Weekly college and career advising (Destination College Advisers Corps, trained by Miya Hayes)	x	x	x	x	x	x	x	x	x	x	x	x
<i>Spring field trip</i> : college visits (MDP Instructors)		x				x				x		
Adapt <i>Believing the College Dream</i> to African American families and OUSD context (CEP, Matin, Miya)		x										
<i>3 Buy-Back Days</i> : Convene MDP instructors; adjust curriculum as needed; PD for instructors; refresh family engagement strategies/curriculum (Matin, MDP lead instructors, CEP, Mentoring Center)	x		x	x	x		x	x	x		x	x
<i>Early Warning System</i> : Collaborate with OUSD Research Assessment and Development in	x	x				x						

Oakland Unified School District, African American Male Achievement, September 2012

piloting the early warning data system for current students; use also for spring recruitment of students for fall classes (Gerald Williams, Research)												
<i>Family College Support:</i> Launch Believing the College Dream training and workshops Spring 2013; continue each fall as funding permits (MDP Instructors and MDP Parent Leaders)		x										
<i>Summer Retreat</i> 5-Day Training and Retreat for MDP Instructors and AAMA Staff			x				x				x	
<i>MDP Classes:</i> Fall classes begin; add new classes based on demand and level of funding available (Matin Abdel-Qawi & Chris Chatmon)	x				x				x			
African American Male Achievement	Quarter				Quarter				Quarter			
Tasks/Person(s) Responsible	1	2	3	4	1	2	3	4	1	2	3	4
Goal 3: Voluntary School Study Teams												
Continue pilot program with Edna Brewer: Culture, Conditions, Competencies	x	x	x	x								
Launch and sustain additional VSST pilots with Parker Elementary, Claremont Middle School, and McClymonds High School			x	x			x	x			x	x
<i>VSST Study Circles:</i> 6 Full Saturday Curriculum												
<i>Opening Meeting:</i> Student and parent panels on current state; media stereotypes												
<i>Second Meeting:</i> Data analysis; Maslow's Hierarchy; Learning Styles												
<i>Third Meeting:</i> Adopt 1 short term goal												
<i>Fourth Meeting:</i> Adopt 3 long term goals (sample goals from Edna Brewer)												
<ul style="list-style-type: none"> Teachers and parents partner in community in support of student progress. (Edna Brewer) Create high expectation and hold students accountable to them. All students treated and taught equitably. 												
<i>Fifth Meeting:</i> TBD												
<i>Sixth Meeting:</i> TBD	x	x	x	x	x	x	x	x	x	x	x	x

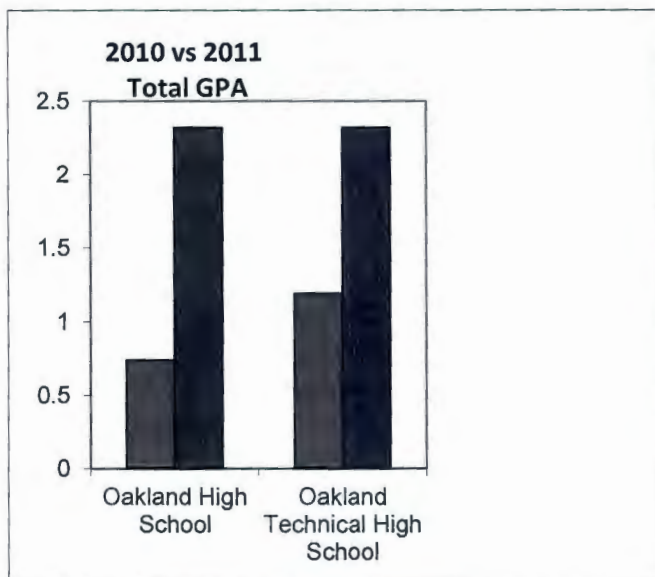
Summer: Cohort formations			x	x			x	x			x	x
Schoolwide Family Summits: twice per year		x		x		x		x		x		x
Summer Retreat 5-Day Training and Retreat for AAMA Staff: 2 days on VSST			x				x				x	

1. MANHOOD DEVELOPMENT PROGRAM

AAMA created the Manhood Development Program (MDP), an in-school elective for high-schoolers and an after school option for middle-schoolers, that targets African American male students at risk based on their GPA, disciplinary referrals, attendance, and/or teacher referral. The program uses rituals, routines, and role-modeling to create a cohesive and supportive group culture for AAMs where students can learn and practice positive behaviors and challenge the assumptions behind street and gang culture

MDP is based on a rites of passage group mentoring model that has proven successful in raising attendance, improving school behavior, and deepening academic motivation among at-risk students. Program components include: group mentoring, sanctuary/confidentiality, character development curriculum, leadership and team building, conflict resolution and restorative justice, peer to peer learning, and culturally relevant content. In addition, Manhood Development teachers lead students in exercises that develop their social and emotional skills through values education.

The learning objectives for the MDP are: become a lifelong learner, increase awareness of the blessings and challenges of being an African American male, learn to successfully navigate school, improve writing skills, improve organizational skills, increase emotional intelligence, increase connectedness to school, and increase college and career readiness.



Early results from the fall 2011, show that the program is working: participants had increased GPA and attendance and a slight reduction in suspensions.

The men who teach the classes have life experiences and personal integrity that students respect and want to model. They receive annual training from the Mentoring Center and meet regularly with Martin Abdel-Qawi, former high school principal and currently Administrator on Special Assignment, who leads the Manhood Development Program.

Family Engagement in College and Career

In January 2013, we plan to add a family engagement component to the Manhood Development Program. It will build upon AAMA's existing partnership with the UC Berkeley Center for Educational Partnerships (CEP). Currently CEP staff and the Destination College Advising Corps (DCAC) College Advisers, meet once per week with the African American Male Achievement Manhood Development Program (MDP) classes on four high school campuses. CEP recently completed a project with Latino families in the San Francisco Mission to develop and implement a strong curriculum and workshop format for engaging families in their child's education with the focus on creating college-going culture in the family and in the school. The project is an opportunity for CEP to revise their *Believing the College Dream* curriculum to adapt it to the unique needs of African American families in Oakland, developing and sustaining college knowledge for the whole family.

The revised curriculum will include information that is specific to the OUSD College and Career context and will complement what the youth will be learning in the classroom, in consultation with the DCAC College Advisers. Parents and families will learn on pace with their students. This project will also build the capacity of the AAMA Manhood Development Program Instructors to support their students as well as the families on the path to college.

Locations and Grade Levels

Starting in fall 2012, the program will include 12 different classes and be offered at 7 school sites, all the Oakland High Schools and one Middle School, Edna Brewer. Some sites will be offering two classes, one for 9th graders and one for continuing 10th graders. The high school classes meet four times per week for one hour during the school day. The middle school program is offered after school from 3-6PM five days a week.

MANHOOD DEVELOPMENT PROGRAM COMPONENTS

The program consists of four interrelated components.

- A. *Training / Orientation*
- B. *Manhood Development*
- C. *College & Career Readiness*
- D. *Mentoring*

A. Training / Orientation /Referral

The training component equips the life skills instructors with knowledge to facilitate the program curriculum, manage classroom behaviour, and, where appropriate, to support the regular school in creating effective Student Success Teams (SST). The Instructors can also make referrals for counselling for trauma and violence. OUSD has 15 on-site school-based health clinics in middle and high schools across the school district that provide both mental and physical health services.

B. Manhood Development Class

The class is based upon a character development curriculum for students who have been labelled as “at-risk”. (At continuing schools we will include 10th graders; and at small schools the classes will combine grades). Our students learn content and go through exercises that develop their social and emotional skills through values education.

“You can’t move forward unless you know where you have been.”

To build self-esteem in our young men, we explore the rich history of African-Americans in Oakland, California, and the USA. Our teachers use a *rites of passage* framework that supports students to reach small benchmarks on their way to larger outcomes.

The Manhood Development curriculum is designed to produce:

1. A willingness to sacrifice in order to achieve
2. A desire to attain wisdom
3. A passion for knowledge
4. Positive behavioural practices
5. The internalization of a personal goal to become strong, committed and contributing members of their school and community.

The program incorporates culturally relevant character development curriculum, individual and team building exercises, educational and cultural field trips, college tours and career shadowing. Some of the values education topics include: self-awareness, healthy living, communication, emotional development, planning & organizing, leadership, conflict resolution, street law, civic responsibility and networking. In spring 2012, program instructors freely experimented with the pre-packaged lessons and we are encouraging the instructors to be creative in engaging the students as we are convinced that competent instruction and student engagement go together.

In summer 2012, a partner organization, the Mentoring Center, deepened the training of our instructors. They demonstrated curriculum and discussed techniques that the Mentoring Center has developed and implemented in the last decade which have proven to deeply impact the awareness and consciousness of youth at high and very high risk levels and transform their negative mentality/attitudes and behavior into positive constructs. Very specific mental constructs which negatively influence self-perceptions are addressed by the Mentoring Center’s curriculum, with the intent of reconfiguring and realigning culture consciousness, reality perceptions, and the development of a more mature and responsible character. These have proved useful with all the students. Students co-construct with the Instructor and their peers a protective counter-narrative that challenges racism and stereotype threat and helps to foster a positive identity.

C. College & Career Readiness

If 9th graders are inoculated with a college-going culture from the outset they can create a college and career plan to follow. We have partnered with UC Berkeley Center for Educational Partnership to provide college advisers once a week at each of the Manhood classes. The

advisers help the students learn where they are in terms of credit accumulation and to lay out a course of study that ensures that they will graduate. They also guide the students in career exploration exercises and research.

Ultimately we want to create students who can be self-sufficient and civically engaged. College may not be for everyone, but everyone should have an equitable opportunity to be eligible. The college and career readiness component prepares students with all the aspects of college eligibility: A-G course requirements, college researching, college counselling, career to school relevance, standardized test prep, career awareness and career planning.

We also teach job readiness skills for students to navigate through internships, part-time jobs and career awareness job shadowing opportunities. Some of the job readiness skills include: resume writing, interview process, job search, company research, networking and entrepreneurship.

Students have opportunities to do job shadowing where they follow a professional in an industry of their interest to observe their daily interaction and competencies. AAMA works with OUSD's Linked Learning department to facilitate placement in summer and school year internships with major corporations. As funding permits, we offer field trip and conference opportunities to introduce the students to specific industries.

D. Mentoring

Many of our students are matched with local professional mentors through our Mentoring Consortium matching process. Unfortunately there are far too few mentors to make traditional one-one mentoring practical for all the students.

2. VOLUNTARY SCHOOL STUDY TEAM (VSST): FAMILY-CENTERED SUSTAINABLE MODEL FOR SCHOOL COMMUNITY TRANSFORMATION

The OUSD Deputy Superintendent, the OUSD Regional Executive Officers, the Office of AAMA and Partners in School Innovation are piloting a very high leverage, research-based, context-responsive reform model for scaling up best practices—Voluntary School Study Teams (VSSTs)—for neighborhood corridors of schools that serve a majority population of African American students.

The Voluntary School Study Team (VSST) model builds from Maria Santos' successful work in New York Schools with English Language Learners and their families. The VSST leverages elements of school leadership, student input, community/parent organizing and advocacy to establish long term systemic change. The VSST is designed to transform school culture and institute practices that place the students and parents at the center to ensure a high quality education.

The VSST structure taps the creative energies of students, families, teachers, classified staff and school/community leaders and empowers a collaborative group to study their own school, study best practices in other schools, make recommendations for bettering their own school, incorporate these recommendations into the school's annual plan, and implement those recommendations with support from central office and the school community.

Each AAMA VSST is a cross-functional team of parents, students, faculty, administrators and community members, who have committed to work together with AAMA and district staff to transform the culture of their school in ways that create powerful learning opportunities for African American male students, which in turn will impact all of the school's students. AAMA also partners with the National Equity Project and Partners in School Innovation to draw on their expertise as we increase the school capacity to serve historically underserved families in our full-service community school approach.

The VSST process will empower representatives of all school stakeholder groups to work in concert, designing and adapting district reform efforts to their community context and vision. The VSSTs meet individually, at their own schools, and as a network for professional development, coaching, and support. They examine data with their school community; research best practices; create and implement action plans; integrate their plans into the school's strategic site plan and budget on an annual basis; monitor implementation in collaboration with the School Site Council (SSC); and support school staff and community partners to make mid-course corrections as needed.

The teams will receive extensive professional development from national experts in Academic Literacy for African American Males and have opportunities to collaboratively design processes for sharing what they have learned with their role-alike peers in their own school and across the network. They will be expected to apply their learning to the writing and implementation of the school's annual action plan.

A. Theory of Action

The theory of action for the VSST is a dual-model of change using both professional development and cultural transformation as methods for improving outcomes for African American male students. The VSST also will seek to interrupt hierarchal school power structures by lifting the voices of students, parents, classified staff and community members with the hope of engaging, encouraging and empowering the entire school community.

B. VSST Work Plan Cohort 1

Year	Spring 2013	Summer 2013	Fall 2013	Winter 2014
First Year	Selection, Planning & Team Building	Summer Intensive 3-Day Training on Key Content & Skill-building	Direct Implementation Support as Content Trainings Continue (Saturday Study Sessions)	Content Trainings Conclude; Implementation Support Continues
Second Year	Spring 2014	Summer 2014	Fall 2014	Winter 2015
	Implementation Support Continues First year Implementation Evaluation	2 nd 3-day Summer Intensive for cohort Alpha	Transitioning begins Implementation Support continues but at a lighter touch. Content training is available but not mandatory.	Transition Continues Implementation Support wanes
	Spring 2015			
	Transition Completed; Cohort Fully Self-sustaining			

VSST: Edna Brewer				
First Year	Summer 2011	Fall 2011	Winter 2012	Spring 2012
		- Planning VSST Pilot - Collaborative meetings with Brewer	3 Family Summits	- VSST Selection - Team Building - Short-term Goals
Second Year	Summer 2012	Fall 2012	Winter 2013	Spring 2013
	Cohort formations	- VSST Members updates - 1 Family Summit - 2 Study Circles - Team building - Leadership Skill-Building - Learning Inquiry Process	- 1 Family Summit - 2 Study Circles - Team building - Leadership Skill-Building - Learning Inquiry Process	- 1 Family Summit - 2 Study Circles - Team building - Leadership Skill-Building - Learning Inquiry Process

C. Dedicated District Assistance from Members of the Sponsoring Departments

The three sponsoring departments of the VSST are African American Male Achievement (AAMA), Leadership Curriculum and Instruction (LCI), and Family, Schools, and Community Partnerships (FSCP). They assign staff to provide more intensive implementation support during and between the Saturday sessions. While these representatives from the sponsoring departments are providing on-the-ground implementation support between training sessions, they are also learning the challenges that schools are encountering in implementation, learning what supports are needed to help them overcome those challenges, and working as a learning community themselves to bring that knowledge to central office in order to build capacity to better support schools in their work. Because the departments have specific expertise, these members are intended to act as a resource to one another as well as to the schools to which they are assigned.

D. Saturday Conferences and 3-Day Summer Intensive

Six Saturday conferences plus a 3-day summer intensive course are focused on learning and then elaborating on the best practices of school transformation in the aforementioned content areas. The Saturday conferences are intended as both team-building and alignment exercises, as well as opportunities for VSSTs to engage with notable experts in the critical content areas. These are mandatory for all VSSTs team members, and stipended. This is where the teams will develop the organization capacity to implement their work with high degrees of competence, and learn to become a high-performing team.

The rough schedules for Saturdays will follow the pattern below:

8:00am	Morning breakfast and explanation of the work of the day.
9:00am	Presentation by notable expert.
11:00am	Engagement with notable expert extending through a working lunch.
1:00pm	Affinity groups' identification of barriers and challenges.
2:00pm	Report-out to combined teams.
3:00pm	VSSTs development of plans to implement at schools.
4:00pm	Group summary of the day's accomplishments.

E. VSST Precursors

In 2011-12, AAMA launched a series of school-based forums and "parent cafes" to share data with specific school communities or groups. These included parents of special education students, parents of preschoolers, and other groups focused on specific populations. The groups were encouraged to question the status quo.

AAMA piloted a community organizing approach with the Edna Brewer Middle School community. The students and families collaboratively researched and established a static picture of their school at this particular point in time. They considered quantitative data, qualitative data, and documentation of school policies for discipline, curriculum, etc. The result was a comprehensive assessment of the current state of the school.

AAMA staff facilitated a process for the AAM families and concerned community members to articulate their vision for the future of their school. The AAM families and allies have advocated for specific goals and policy changes that aim to lead the school toward a shared and socially just future for AAMs and all children at their school. The VSST concept builds upon lessons learned at Edna Brewer and Edna Brewer will continue as the lead school in 2012-13.

E. EVALUATION

In fall 2012, with support from the W.K. Kellogg Foundation, OUSD's office of Research Assessment and Data will be hiring an independent evaluator to create and implement an evaluation design for AAMA overall. In addition, OUSD has been conducting ongoing evaluation of MDP using a control group. Evaluation of the VSSTs will focus on the goals that the team sets for their own school.

AAMA Manhood Development Program

AAMA and the Research Assessment and Data department are evaluating the Manhood Development classes on the following metrics: attendance, GPA, and suspension. Since spring 2011, Associate Professor Na'ilah Suad of UC Berkeley's African American Studies Department and the Haas Diversity Research Center (HDRC) has been partnering with AAMA on a qualitative assessment of Manhood Development, based on daily videotaping of the classes.

Voluntary School Study Teams

The VSST model is a participatory action research project that includes ongoing assessment of progress against specific goals for AAMs set by the team at the school sites. The district professional development guides the teams through reflective processes that allow them to assess progress, make midcourse corrections and document impact. The teams prepare annual reports to the larger school community, as part of the schools' annual cycle of strategic planning. Recommendations are incorporated into the school's Community School Strategic Site Plan (CSSSP). The Regional Executive Officer will assess the school's progress and make recommendations for improvements. District schools engaged in the comprehensive School Quality Review process will identify the overlap with their VSSTs and include the SQR results in the overall assessment of the impact of the VSST.

Our overarching outcomes are: improved academic performance and aspirations, increased school engagement and higher levels of citizenship and peer support. The program will use district records, survey responses, individual self-assessments, and interviews with instructors to track GPA, enrolment in A-G courses, career/college aspirations, tardiness, absences, suspension, student attitudes toward school and community responsibility.

F. ROLES AND QUALIFICATIONS OF KEY PERSONNEL

Christopher Chatmon **Executive Director of AAMA** oversees the Office of African American Male Achievement in OUSD.

OUSD Administrator on Special Assignment, Matin Abdel-qawi, reports to the Executive Director and, with an MA in Educational Leadership from UC Berkeley and many years as a high school principal in Oakland, oversees all aspects of the Manhood Development Program. Together with the Executive Director he recruits the Instructors for the Manhood Development Program classes. All MDP Instructors report to Matin Abdel-Qawi and he regularly observes the instructors and provides feedback on performance. He also conducts the annual training of the MDP Instructors in partnership with consultants from community organizations and will support Miya Hayes in the training and observation of the MDP Instructors regarding the delivery of the workshops.

Miya Hayes, Associate Director, School/University Partnerships, Center for Educational Partnerships at University of California, Berkeley, trains and supervises the DCAC College Advisers and will work closely with Matin Abdel-qawi to train MDP Instructors and Parents who will deliver the workshops.

Destination College Adviser Corps: DCAC Advisers work under the supervision of the DCAC Regional Manager and in collaboration with the MDP Instructors.

The DCAC College Adviser is responsible for:

- Working with students enrolled in the MDP classes;
- Providing cohort and drop-in students assistance with Individual Academic Plans, general academic advising and information, college admissions applications, financial aid applications, scholarship applications, SAT/ACT preparation and registration, etc.;
- Providing classroom, small group workshops on a variety of college preparation topics;
- Providing assistance to assigned school by working with MDP Instructors to provide college and financial aid information, classroom presentations, and parent information as well as helping to develop a college-going culture in the class and the school community.
- Taking part in a 6-week college adviser Training Camp at UC Berkeley prior to placement.
- Receiving continued hands-on training, professional development during the academic year.

Mark Salinas, Senior Coach, National Equity Project brings extensive experience coordinating interdisciplinary teacher teams, student activities, student focus groups, mentoring, and youth leadership development. He will be coaching the Principal at McClymonds High School, which serves predominantly African American students, to accelerate student achievement. At the same time, Christopher Chatmon will be meeting with community members to prepare the ground for the emergence of an effective VSST for the school.

Derek Mitchell, CEO, Partners in School Innovation is coach and advisor to Christopher Chatmon and brings extensive expertise in districtwide reform to support the AAMA systemic change effort. Derek previously served as the Director of Technology and Student Achievement for the Oakland Unified School District where he addressed equity-related challenges in assessment, technology and achievement. Later with the Stupski Foundation, he managed efforts to support district-wide reform across the country, including in districts such as Jackson Public Schools in Mississippi and the Baltimore City Public Schools System in Maryland.

G. FINANCES

AAMA is primarily funded through foundation grants and is a six-year demonstration project with a goal of phasing out as the school district adopts practices that sustain and support African American males and their families. When the California economy returns, public investment in education should rise. The district's commitment is to guide resources to the students who need them most, African American males, leveraging the Targeted Universalism strategy to improve the whole system for all students.

ATTACHMENTS

- 1. Press Release, U.S. Department of Education, September 28, 2012**
- 2. Article, Oakland Tribune, Katy Murphy, Upcoming OUSD Board Decision in Response to Department of Education, September 10, 2012**
- 3. Article, Oakland Tribune, Katy Murphy, Unanimous OUSD Board Decision, September 27, 2012**
- 4. Why the Indicators Matter**

ATTACHMENT 1

<http://www.ed.gov/news/press-releases/us-department-education-announces-voluntary-resolution-oakland-unified-school-di>

U.S. Department of Education Announces Voluntary Resolution of Oakland Unified School District Civil Rights Investigation

September 28, 2012

Contact: Press Office, (202) 401-1576, press@ed.gov

The U.S. Department of Education announced today the successful resolution of a compliance review concerning discipline in the Oakland Unified School District (OUSD), the fourteenth-largest school system in California.

A voluntary Resolution Agreement between Oakland Unified School District and the Department's Office for Civil Rights (OCR) concludes an OCR investigation into whether African American students were disciplined more frequently and harshly than white students. It is also the first compliance review regarding discipline that the Department has resolved in recent years.

"Disparities in disciplinary procedures are inherently wrong and all too common," said U.S. Education Secretary Arne Duncan. "I commend Oakland for being the first district to directly confront this challenge. It can be a model for school districts everywhere who are struggling with similar issues."

In announcing the agreement, Russlynn Ali, assistant secretary for Civil Rights, praised the leadership of Oakland Unified School District Superintendent Anthony Smith.

"The District's commitments in this unprecedented and far-reaching agreement will lead to less frequent use of exclusionary discipline and increased educational opportunities," said Assistant Secretary Ali. "The challenges addressed by this agreement are not unique to Oakland. But the District's cooperation, commitment to crafting effective solutions, and fundamental agreement that every student deserves an equal opportunity at a world-class education made for a model process I hope to see repeated again and again across the country."

Under the comprehensive OCR agreement OUSD will:

- Ensure to the maximum extent possible that misbehavior is addressed in a manner that does not require removal from school.
- Collaborate with experts in research-based strategies that develop positive school climates by preventing discrimination in the implementation of school discipline.
- Identify at-risk students and provide them with support services in order to decrease behavioral difficulties, and continue to provide academic services for students who are removed from school for disciplinary reasons.
- Review and revise its disciplinary policies.
- Provide training for staff and administrators on its discipline policies, and develop and implement programs for students, parents and guardians that will explain the District's discipline policies and

behavioral expectations and that will inform parents and guardians of their right to raise concerns and file complaints concerning discipline.

- Conduct an annual survey of students, staff, community members and parents regarding discipline.
- Improve its discipline data collection system in order to evaluate discipline policies and practices, with the goal of replicating "best practices" throughout the District.

OCR will monitor this agreement until such time as it determines that OUSD has fulfilled the terms of the agreement and is in compliance with Title VI.

The enforcement of Title VI is a top priority of the U.S. Department of Education's Office for Civil Rights. Additional information about the Department of Education's Office for Civil Rights and a copy of the Resolution Letter and Agreement is available at <http://www2.ed.gov/about/offices/list/ocr/docs/investigations/index.html>

ATTACHMENT 2

Federal civil rights investigation could bring change in Oakland's school discipline policies

By Katy Murphy Oakland Tribune

Posted: 09/10/2012 04:37:28 PM PDT

Updated: 09/11/2012 06:58:37 AM PDT

OAKLAND -- A federal investigation into whether the Oakland school district disciplines its African-American students more harshly than its white students might prompt the Oakland school board to tackle the issue voluntarily.

On Wednesday, the school board considers whether to approve a formal resolution with the Department of Education's Office for Civil Rights. The five-year plan posted on the school district's website focuses initially on 38 of the district's 86 schools. Its goals include an overall reduction in out-of-school suspensions, as well as the suspensions of African-American and special education students, who are far more likely to be sent home from school than their peers. If the resolution is approved, the feds will halt their investigation before they conclude whether the district has, indeed, engaged in discriminatory student discipline practices.

District officials said they would not comment on the investigation or the agreement before Wednesday's meeting. But the text of the resolution highlights the work the school district has already begun to improve the outcomes of its African-American students and to address behavioral problems and conflicts in other ways, such as restorative justice.

"... it is critical that students learn and are reinforced in appropriate behavior so that they are engaged in the District's education program, rather than its disciplinary system," the resolution reads.

Often, that is not the case. One in every five of the district's African-American schoolchildren was suspended at least once during the 2009-10 school year alone, according to an analysis released in April by UCLA's Civil Rights Project, based on data from the Department of Education.

That percentage was much lower for Oakland children of different races: Eight percent of Latino children, 3 percent of Asian children and 3 percent of white children received at least one out-of-school suspension during that school year. Districtwide, it was nearly 11 percent.

Such disparities are widespread. The UCLA study found that statewide, African-American students were three times as likely as white students to be suspended at least once, and that students with disabilities were twice as likely to receive an out-of-school suspension as their non-disabled peers.

And while such studies have put a spotlight on the issue, schools have fewer resources to deal with student discipline and behavior. In a survey of 315 California school districts by the Oakland-based education research group EdSource, the respondents said they were concerned about behavior management and the impact on students of different racial and ethnic backgrounds.

The survey, released Monday, found that two-thirds of high school students, and 42 percent of middle school students, who are suspended are forced to stay out of school three or more days. A minority, or 22 percent, of administrators responding who had expelled students said they wish state law offered them an alternative.

Given more resources to improve discipline in their schools, more administrators would prioritize counselors, staff training, conflict-resolution programs, support services and rehabilitation services, than those who would opt for more security staff and measures, EdSource reported.

The 20-page Oakland school district resolution does not provide details on the cost of implementing such alternatives in each school, saying only that it is to be determined.

The last time the Oakland school district reached a so-called "voluntary resolution" with the Office for Civil Rights was nearly 20 years ago. Oscar Wright, a civil rights advocate whose complaint led to that agreement, said it wasn't enforced, and he is skeptical another resolution will lead to real changes. For decades, he's argued that the district has provided its students an unequal education.

"I'm so sick of these plans," Wright said. "Get a principal that knows how to run a school and make a school conducive to children's learning, and they won't have these discipline problems."

Reporter Sharon Noguchi contributed to this report. Read Katy Murphy's Oakland schools blog at www.IBAbuzz.com/education. Follow her at [Twitter.com/katymurphy](https://twitter.com/katymurphy).

By the numbers

Of the African-American males suspended from their Oakland school in 2010-11, 44 percent were punished solely for defying authority, according to Oakland Unified.

African-American boys make up 17 percent of all Oakland students, but received 42 percent of the suspensions in 2010-11.

During the 2009-10 school year, roughly one in 10 Oakland public schoolchildren received an out of school suspension, according to the UCLA Civil Rights Project. Among black students, it was one in five. That doesn't include those who received multiple suspensions.

Sources: Oakland Unified School District, UCLA's Civil Rights Project

ATTACHMENT 3

Oakland schools enter agreement with feds to reduce suspensions of black students

By Katy Murphy Oakland Tribune

Posted: 09/27/2012 10:29:41 PM PDT

Updated: 09/27/2012 10:29:41 PM PDT

OAKLAND -- The Oakland school board on Thursday night unanimously approved an agreement with the Office for Civil Rights to reduce the number of out-of-school suspensions of its African-American students.

Parents, community organizers, district staff members and other leaders spoke passionately about the need to pass -- and to fully realize -- the plan, and to involve students, families and teachers in the push for change.

"We're here today to ante up and reclaim our children," said Chris Chatmon, director of the district's African American Male Achievement initiative.

Chatmon said the resolution will give the system the sense of urgency needed to change the status quo. He said that while African-American students made up 32 percent of OUSD's enrollment during the last school year, they received 63 percent of all suspensions.

This spring, the Department of Education's Office for Civil Rights began to investigate whether the school district treated black students more harshly than white students. Now that the board has approved the resolution, that investigation will come to a halt.

Arthur Zeidman, who directs the San Francisco field office for the Office for Civil Rights, came to the school board meeting. He stressed that while the agreement was binding, it would be a cooperative relationship. He said the office pursued a resolution with Oakland because "there was work to be done in Oakland, and Oakland was willing to do it."

The department, he said, wanted "to put our resources toward a project that could result in real change."

The five-year plan, which builds on ongoing programs such as restorative justice, focuses initially on 38 of the district's 86 schools. Its goals include an overall reduction in out-of-school suspensions, as well as the suspensions of African-American and special education students, who are far more likely to be sent home from school than their peers.

On Thursday, a number of people urged the board to improve the quality of teaching and curriculum in its schools, not only to focus on behavior.

"In my opinion, the best discipline policy is engaged instruction," said Greg Hodge, a former Oakland school board member.

The plan would emphasize a reduction in defiance-related suspensions; civil rights advocates argue that "defiance," as grounds for suspension, is poorly defined.

A recent analysis by the Urban Strategies Council found that 44 percent of the school system's black males who received suspensions in 2010-11 were suspended solely for defying authority. About 75 percent of the suspensions of black males were on the basis of defiance, threatening or attempting injury and obscenity, according to the agreement.

One mother said her son, a 6-foot-2, 230-pound sophomore at Castlemont High School, tends to speak out when he feels wronged. "Him speaking out is intimidating to his teachers," she said.

The last time the Oakland school district reached such a resolution with the Office for Civil Rights was nearly 20 years ago. Some noted the lack of progress. But Angela Glover Blackwell, founder and CEO of PolicyLink, a national research organization whose mission is to promote social and economic equity, had a different perspective.

"I have no sense that we're going in circles," Glover Blackwell said. The district might be revisiting the same issues they have in the past, but, she said, it is "spiraling upward."

At the end of the hearing, Oakland Superintendent Tony Smith thanked those who spoke in support of the plan.

"The feeling in the room tonight -- the energy, the tone, the civility -- is different tonight for you having been here," he said.

Read Katy Murphy's Oakland schools blog at www.IBAbuzz.com/education. Follow her at [Twitter.com/katymurphy](https://twitter.com/katymurphy).

ATTACHMENT 4: WHY THE INDICATORS MATTER

FROM: <http://www.urbanstrategies.org/aamai/index.php/goals/10-general/13-goalssummary>

The African American Male Achievement Initiative aims to reverse the current inequities facing African American boys in seven key goal areas. Each of these areas has major implications for the well-being of African American boys throughout their lives.

1) ACHIEVEMENT GAP: Why the Achievement Gap Matters

The achievement gap between African American males and other students limits the life chances of African American boys, and has long-term implications for the health, economic well-being, and participation of African American men in society. Low levels of academic achievement are linked to lower educational attainment (e.g. rates of graduation from high school and college), which in turn are linked to lower earnings in adulthood, poor adult health and reduced life expectancy, higher rates of incarceration, and lower levels of civic engagement (and thus, political power). Raising the achievement levels of African American males has the potential to alter the life course of the next generation of African American children as well, because greater parental education is correlated with better child outcomes. Society as a whole stands to benefit from raising the achievement of African American male students. A recent study of the economic impact of the achievement gap between Black and Latino students and their White peers estimated that in 2008, the gross domestic product of the U.S. would have been 2-4% higher (\$310 to \$525 billion) if that gap had not existed, comparing the effect of the achievement gap to a permanent national recession.

2) GRADUATION: Why Graduation Matters

The alarmingly low graduation rate of African American males nationally and in Oakland has catastrophic consequences for the lives of African American men, their children, and their communities. People who do not complete high school have poorer health, shorter lives, a greater likelihood of incarceration, lower earnings, and are less likely to vote than high school graduates. Households headed by high school graduates accumulate, on average, ten times more wealth (assets) than those headed by high school dropouts. Higher levels of educational attainment are associated with greater rates of employment and better working conditions as well as higher earnings. Health increases with educational attainment, both for adults and for their children. Children of high school graduates are less likely to have poor or fair health than children whose parents did not finish high school. This pattern holds true for college education as well, and high school graduates are more likely to enroll in college. One estimate of the public benefit of a single high school graduate is \$209,000 in reduced public spending on health, social support programs, and incarceration; and increased revenue due to higher earnings.

3) LITERACY: Why Literacy Matters

Literacy in early elementary school makes possible future academic achievement, including graduation from high school, and therefore is linked to the intergenerational health and economic outcomes noted above in the achievement gap and graduation sections. Low literacy in the early grades is predictive of behavior problems, repeating a grade, high school dropout, and future earnings. Part of the link between educational attainment and health likely is due to the increases in literacy that come with education. Adults with low literacy levels are more likely to be poor and to be incarcerated. Increasing early literacy, therefore, has the potential to increase overall economic productivity by increasing educational attainment.

4) SUSPENSION: Why Suspension Matters

Suspending students from school results in loss of instructional time, often increasing alienation from school, and is associated with lower academic achievement and increased high school dropout. Overreliance on suspension as a school discipline tool, combined with racial disparities in suspension rates, can lead to the pervasive sense that students of color, and African American male students in particular, are being pushed out of school and into the juvenile justice system. There is evidence that students who are suspended in middle school are particularly likely to drop out of school. If reducing suspension rates for African American boys were to make them less likely to drop out of school, more likely to achieve academically, and less likely to be incarcerated, their economic well-being and health in adulthood would improve, affecting their children's health and education, and increasing overall economic productivity.

5) ATTENDANCE: Why Attendance Matters

Students must be present in school to learn. Whether absences are excused or not, missing large amounts of school (in this case, 10% of school days or more) puts students at risk of falling behind academically and eventually dropping out. This is particularly true of low-income children and children in early elementary school. Through the link to increased likelihood of eventual dropout, chronic absence may be connected to long-term outcomes including health, income, life expectancy, and benefits to society.

6) MIDDLE SCHOOL HOLDING POWER: Why Middle School Matters

The middle school years are a period of rapid physical, emotional, social, and cognitive development; how students fare during this period has a powerful effect on their life chances. A substantial body of research indicates that, particularly for young people in low-income communities, academic trouble, behavior problems, and chronic absence in middle school are predictive of dropping out of high school. Through the link to increased likelihood of eventual dropout, well-being in middle school may be connected to long-term outcomes including health, income, and life expectancy. Intervention during this critical period can turn around a student's prospects and create lasting economic benefits to society.

7) JUVENILE DETENTION (INCARCERATION): Why Incarceration Matters

The incarceration of young people is an indication of systemic failure to meet their needs. This is particularly true for young African Americans, who have the highest rates of placement into custody in California. Inequities in education, housing, and lack of access to necessary services (such as mental health services) contribute to their disproportionate involvement in the juvenile justice system. Being incarcerated may increase a young person's vulnerability to multiple risks including deterioration in mental and physical health, dropping out of school, recidivism, and future unemployment. Some research suggests that half or more of those who are incarcerated as juveniles are incarcerated as adults. Incarceration is far more costly than alternatives. Given that many of those alternatives are more effective, reducing incarceration rates can save money in the short run as well as the long run, making scarce public resources available for other priorities.

ⁱ U.S. Census Bureau, as cited on Kids Count Data Center, Annie E. Casey Foundation. Retrieved March 3, 2011 from <http://datacenter.kidscount.org>. Note: These data are not available by gender.

ⁱⁱ Schott Foundation for Public Education. (2011). *The 2010 Schott 50 State Report on Public Education and Black Males*. Retrieved March 2, 2011 from <http://blackboysreport.org>. Note: Proficiency on the NAEP is not equivalent to proficiency on the California Standards Test.

ⁱⁱⁱ Schott Foundation for Public Education. (2011). *The 2010 Schott 50 State Report on Public Education and Black Males*. Retrieved March 2, 2011 from <http://blackboysreport.org>. Note: These graduation rates are calculated differently than the NCES method used for OUSD graduation rates.

^{iv} Schott Foundation for Public Education. (2011). *The 2010 Schott 50 State Report on Public Education and Black Males*. Retrieved March 2, 2011 from <http://blackboysreport.org>.

^v US Department of Justice, Bureau of Justice Statistics. (2002). *Prevalence of Imprisonment in the US Population, 1974-2001*. Retrieved March 2, 2011 from <http://bjs.ojp.usdoj.gov/content/pub/pdf/piusp01.pdf>.

^{vi} Alameda County Public Health Department. (2010). *His Health: Male Health Status Report*.