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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Dexter Moore, Jr., Superintendent Fellow

Meeting Date April 27, 2022

Subject Black Students Thriving Data Report

Ask of the Board This is a follow-up to the March 9, 2022 Black Students Thriving presentation where the Board requested longitudinal data beginning in the 2017-18 academic year, along with accompanying details on District investments and actions supporting schools.

Background The Board of Education passed the Resolution 2021-0037: Reparations for Black Students on March 24, 2021. The Resolution “directs the Superintendent to provide the Board with a quarterly update on the progress of Black students in OUSD.”

Discussion The presentation includes longitudinal data sets beginning in the 2017-18 academic year on enrollment, chronic absenteeism, suspension incidents, early childhood enrollment, A-G course completion, AP course participation, and cohort graduation rates. Of course, the data sets are only one part of the story. This presentation to the Board and public will also highlight key District strategies, investments, and actions occurring to support schools in scaling effective best practices, increasing graduation rates and A-G completion, and decreasing suspensions and chronic absenteeism.

Enrollment: This snapshot includes longitudinal data for early childhood (2017-YTD) and pre-K-12 enrollment trends (2011-2021). The ECE enrollment data is comparative for African American students in relation to the cumulative total for all other student groups by race/ethnicity. This snapshot does not capture the projected number of early childhood learners across the city of Oakland.

Chronic Absenteeism: This snapshot includes longitudinal data on chronic absenteeism (2017-YTD) for African American students. The increase in District chronic absenteeism is consistent with the national rates which have risen 2.7 times compared with pre-pandemic data (McKinsey, 2021). Central investments—

like our community partnerships with Oakland Natives Give Back and East Bay Asian Youth Center (EBAYC)-- have been prioritized to mitigate this local and national trend by supporting staff with attendance.

Out of School Suspension (OSS) Incidents: This snapshot includes the total number of suspension incidents (2017-YTD) and illustrates the consistent trend of suspensions related to violence. Investments in community-based partnerships with Saving Shorty, Youth Alive, and Community & Youth Outreach (CYO) have provided sites (Oakland Tech, McClymonds, Skyline, and Oakland High) with support with relationship building, de-escalation, and community violence. These partnerships have demonstrated early promise, particularly at high schools that experienced increased violence during the early fall 2021 semester; however, these trends are too early to connect causal conclusions from and thus, the Board will continue to be updated on the impact of innovative programs, practices, and partnerships effective at addressing the holistic needs of OUSD students.

AP Course Participation: This snapshot illustrates the percentage of African American students enrolled in Advanced Placement (AP) courses (2017-YTD). It demonstrates a significant increase in the percentage of students enrolled in two or more AP courses and an incremental increase in the percentage of those not enrolled in a single course.

Graduation Rates: This snapshot includes the cohort graduation rates for African American students (2017-2021) demonstrating an increasingly positive trend since the 2016-17 academic year. Similarly, the number of students fulfilling A-G requirements has also slightly increased. District leadership and staff remain committed to ensuring African American students graduate college, career, and community ready, including promoting increased awareness and systems of support for A-G course completion as demonstrated in Initiative 2 of the OUSD Strategic Plan, Powerful Graduates,.

Guidance to Sites: Informed by the Black Thriving Indicators, schools were provided with a guidance document (see below) to support their 2022-23 School Plan for Student Achievement (SPSA) planning. Sites are required to articulate specific teaching and leadership actions and organizational practices anchored in a priority improvement strategy specific to African American students and families. This process is currently underway, and the Board will be updated with a summary of themes and goals raised through the SPSA process later this spring. Please see the attachment for the guidance provided to school sites.

Next Steps: Include returning to the Board to: summarize the best practices sites will be implementing to support Black students thriving, present end-of-year data on how Black students are progressing through SIPPS Program, and present end-of-year data on COST Team Referrals and student access to additional services.

Fiscal Impact

None at this time.

Attachment(s)

- Presentation
- Conditions for Black Students Thriving
- Resolution 2021-0037 Reparations for Black Students

January 2022

RESOURCES:

- [22-0172 Presentation - Black student and Families Thriving Task Force - Progress Report Plan Indicators and Fund - Superintendent of Schools.pdf](#)
- [Instructional Focus Plan 2.0](#)
- [SPSA Guidance](#)

Black students Thriving • Indicators

BLACK studentS ARE/HAVE:

- Physically & Emotionally Healthy
- Feeling Empowered & Engaged
- Feeling Safe and a Sense of Belonging
- Academically Prepared
- Loved and Affirmed
- Opportunities for Rich and Diverse Experiences

→ For an [SPSA EXEMPLAR](#) please see [SPSA Guidance](#) issued by the academics department.



CONDITIONS FOR BLACK STUDENTS <small>(instructions & resources)</small>					
School Priority:					
School Theory of Change:					
Related Goals: All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.					
Students to be served by these actions: <i>Black students and families</i>					
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1					
5-2					
5-3					
5-4					

<p>Focus Area: Physical & Emotional Health</p> <p>We are an academic system yet we understand that Black students who are</p>	<p>How do we measure it?</p> <ul style="list-style-type: none"> ● Black students have their basic needs met in order to learn. ● Black students have attained life skills. 	<p>LCAP Goal Area(s):</p> <p>3-Black students and families are welcomed, safe, healthy, and engaged.</p> <ul style="list-style-type: none"> ● Increase Black student
	<p>What is the community saying?</p>	

<p>not healthy, well-fed and emotionally supported are not able to learn. This indicator measures the physical and emotional well-being of Black Black students and the degree to which they are able to access essential systems of support.</p>	<ul style="list-style-type: none"> ● Schools are a safe, healing and beautiful environment to work and learn. ● SEL feels like an enacted districtwide practice and value. 	<p>Connectedness by 5 pp (CHKS)</p> <ul style="list-style-type: none"> ● Decrease Chronic Absenteeism for by 2pp ● Decrease Suspension by 2pp
	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Integrate SEL skills and practices into all curriculum. ● Provide targeted resources for unhoused Black students and families. 	
TEACHING ACTIONS	LEADERSHIP ACTIONS	ORGANIZATIONAL PRACTICES
<p>IP1.1 Centering Relationships: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.</p>	<p>LP1.1 Centering Relationships: Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities</p>	<p>OP1.1 Centering Relationships: Engage diverse voices of Black students, staff, and families to and share best practices to improve partnerships and programming</p>
<p>IP1.2 Equity Practices: Work to disrupt deficit thinking, leverage Black students’ linguistic and cultural assets, and build empowering narratives.</p>	<p>LP1.2 Equity Practices: Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.</p>	<p>OP1.2 Equity Practices: Provide foundational PD and spaces for on-going professional learning on asset-based practices, including spaces for cross-group and affinity group dialogue</p>
<p>IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.</p>	<p>LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration</p>	<p>OP4.2 Professional Learning Communities: Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching.</p>

<p>Focus Area: Empowered & Engaged</p> <p>This indicator measures the agency of Black families and Black students to navigate their school system and advocate for change. This embodies a process of meaningful engagement and an outcome of Black families and Black students leading in decision making at the school.</p>	<p style="text-align: center;">How do we measure it?</p> <ul style="list-style-type: none"> ● Black students and families can advocate for themselves and negotiate power in relationships. ● Black students and families engage in school improvement and decision making efforts. 	<p>LCAP Goal Area(s):</p> <p>3-Black students and families are welcomed, safe, healthy, and engaged.</p> <ul style="list-style-type: none"> ● Increase Black student Connectedness by 5 pp (CHKS) ● Decrease Chronic Absenteeism for by 2pp ● Decrease Suspension by 2pp
	<p style="text-align: center;">What is the community saying?</p> <ul style="list-style-type: none"> ● Black families and stakeholders feel welcomed, valued and empowered. 	

	<ul style="list-style-type: none"> Black students have choices, voices and are encouraged to cultivate positive connections within the community. 	
	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> Establish low-barrier opportunities for families to share updates about their experiences with the District. Connect all Pre-K and ECE families to elementary-aged buddies to support relationship building. 	
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<p>IP1.2 Equity Practices: Work to disrupt deficit thinking, leverage Black students’ linguistic and cultural assets, and build empowering narratives.</p>	<p>LP1.2 Equity Practices: Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.</p>	<p>OP1.2 Equity Practices: Provide foundational PD and spaces for on-going professional learning on asset-based practices, including spaces for cross-group and affinity group dialogue</p>
<p>IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.</p>	<p>LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration</p>	<p>OP4.2 Professional Learning Communities: Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching.</p>

<p>Focus Area: Safe & Sense of Belonging</p> <p>Black well-being should be defined to include social, emotional and intellectual support through honoring and valuing our Black Black students and families. This indicator measures Black Black students and families engagement at the</p>	<p style="text-align: center;">How do we measure it?</p> <ul style="list-style-type: none"> Black students do not feel targeted or ‘pushed out’ of their school environment. Black students have access to trusting adults who care about them. 	<p>LCAP Goal Area(s):</p> <p>3-Black students and families are welcomed, safe, healthy, and engaged.</p> <ul style="list-style-type: none"> Increase Black student Connectedness by 5 pp (CHKS) Decrease Chronic Absenteeism for by 2pp Decrease Suspension by 2pp
	<p style="text-align: center;">What is the community saying?</p> <ul style="list-style-type: none"> Provide mental health support for Black students, families and educators. Acknowledge the harm done to Black 	

classroom, school site and central office level that intentionally incorporates Black student/family voice and is made visible through school and community connections.	Black students, families and educators.	
	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> • Families and District staff co-create communication and engagement plans with effective tools. • Extend school building hours to provide additional resources for families. 	
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<p>Focus Area: Academically Prepared</p> <p>Black scholars will be acknowledged for their inherent genius and have a clear on track plan for graduation and beyond from preschool through adult learning. This indicator measures the access to (upward mobility) in academic success, and culturally responsive curriculum and teachers for Black Black students.</p>	<p style="text-align: center;">How do we measure it?</p> <ul style="list-style-type: none"> • Black students are equitably provided with A-G courses, AP classes, academic pathways, internships and dual enrollment. 	<p>LCAP Goal Area(s):</p> <p>1-All Black students graduate college- career- and community-ready.</p> <p>2-Focal Black student groups demonstrate accelerated growth to close equity gaps.</p> <p>Targeted Groups make accelerated growth:</p> <ul style="list-style-type: none"> • Early Literacy, ELA, Math, Science • Graduation, OnTrack to Graduate • Connectedness, Chronic Absenteeism,
	<p style="text-align: center;">What is the community saying?</p> <ul style="list-style-type: none"> • Black students feel consistently challenged and provided with the appropriate academic support. • Black students have access to Black leadership and career based mentoring. 	

	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Expose Black students to Black-led STEAM programs. ● Provide Black students with Black literacy coaches. 	Suspension
TEACHING ACTIONS	LEADERSHIP ACTIONS	ORGANIZATIONAL PRACTICES
<p>IP2.1 Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.</p>	<p>LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.</p>	<p>OP2.1: Rigor and Relevance: Provide standards-aligned curriculum that is engaging, affirming, and meaningful, building towards college and career pathways; train all educators to use core materials.</p>
<p>IP2.2 MTSS: Share learning targets and set goals with Black students; analyze formative assessments and other data to differentiate instruction for Black student needs.</p>	<p>LP2.2 MTSS: Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams.</p>	<p>OP2.2 MTSS: Manage systems of standards-based assessment to support school teams in monitoring Black student learning and tiering support.</p>
<p>IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.</p>	<p>LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration</p>	<p>OP4.2 Professional Learning Communities: Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching.</p>

<p>Focus Area: Love & Affirmed</p> <p>This indicator measures if school environments are providing learning about Black history, culture and identity that celebrates and affirms Blackness. Including integrating Black culture and history in everyday learning, not just for Black Black students, but for all Black students to affirm Blackness. As a result, Black Black students can freely express and embody their Blackness however it looks like for them.</p>	<p style="text-align: center;">How do we measure it?</p> <ul style="list-style-type: none"> ● Black students have access to knowledge and learning about Black history, culture and identity. ● Black students feel confident in their school environment to celebrate their Blackness. 	<p>LCAP Goal Area(s):</p> <p>2-Focal Black student groups demonstrate accelerated growth to close equity gaps.</p> <p>Targeted Groups make accelerated growth:</p> <ul style="list-style-type: none"> ● Early Literacy, ELA, Math, Science ● Graduation, OnTrack to Graduate ● Connectedness, Chronic Absenteeism, Suspension
	<p style="text-align: center;">What is the community saying?</p> <ul style="list-style-type: none"> ● Black students consistently feel safe and cared for. ● Black students believe they have consistent access to quality and nutritious meals. 	

	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Provide Black students culturally relevant curriculum, delivered by Black educators. ● Fund Black staff positions to support the needs of Black students. 	
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<p>Focus Area: Rich & Diverse Learning Experiences</p> <p>This indicator measures access to and usage of non-traditional career opportunities including life skills and extracurricular activities for Black Black students that are rooted in Black/African history and joy. This includes paid opportunities.</p>	<p style="text-align: center;">How do we measure it?</p> <ul style="list-style-type: none"> ● Black students have access to diverse learning, pathways and experiences in and out of the classroom. ● Black students have the agency to pursue their interests/passions without fear of failure. 	<p>LCAP Goal Area(s):</p> <p>2-Focal Black student groups demonstrate accelerated growth to close equity gaps.</p> <p>Targeted Groups make accelerated growth:</p> <ul style="list-style-type: none"> ● Early Literacy, ELA, Math, Science ● Graduation, OnTrack to Graduate ● Connectedness, Chronic Absenteeism, Suspension
	<p style="text-align: center;">What is the community saying?</p> <ul style="list-style-type: none"> ● What is the community saying? ● The district understands and acknowledges where and how antiBlackness exists. ● Recruit, develop and support Black 	

	educators.	
	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Black students have agency and skills needed to connect to resources based on their specific needs. ● Black students have art and Oakland history embedded into instruction. 	
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Board Cover Memorandum

To Board of Education See adopted version - Second Revision,
As Amended

From VanCedric Williams, Board Member
Mike Hutchinson, Board Member

Meeting Date March 24, 2021

Subject Resolution No. 2021-0037 - Reparations for Black Students

Ask of the Board Adoption of Resolution No. 2021-0037 - Reparations for Black Students

Background For decades, Black students and families have experienced significant barriers and anti-Black racist structures in OUSD schools, and have suffered from a lack of investment in their success. Over the last twenty years, through school closures in Black neighborhoods and the gentrification it has spurred, the over-criminalization of Black youth, and the failure to adequately resource schools serving Black families, two-thirds of Black students have been forced out of the District. Black children in OUSD have faced the greatest obstacles and have been granted inadequate resources to allow them to thrive.

OUSD has taken a huge step in stopping the harm to Black students and families by following the community-based leadership of the Black Organizing Project (“BOP”) and adopting the George Floyd Resolution to eliminate the District’s police department. Now, the District must begin to invest in Black students and families to repair the generations of harm.

Discussion Since 2018, the Justice for Oakland Students Coalition Black Working Group (“J4OS-BWG”) has convened 150 Black students and families to envision solutions that will allow Black students to thrive in OUSD. This Resolution will build on the George Floyd Resolution, OUSD’s Equity Policy, and the work of the Black students and families engaged in the J4OS-BWG work to implement these solutions and invest in our 8,314 remaining Black students.

RESOLUTION
NO. 2021-0037
FIRST AND
SECOND
REVISIONS
(OMITTED)

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT**

Resolution No. 2021-0037

Reparations for Black Students

(Second Revision, As Amended)

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

WHEREAS, the OUSD Board (“Board”) adopted Board Policy 5032 (“Equity Policy”) to “interrupt patterns of institutional bias” within OUSD and defined equity as “providing students what they need to achieve at the highest possible level” in order to eliminate opportunity gaps between student demographic groups, including Black or African American students (referred collectively herein as “Black students”);

WHEREAS, the 2018-19 state measures of academic progress, including chronic absenteeism, graduation rate, suspension rate, and academic outcomes (which includes performance in English language arts/literacy and mathematics) for Black students mark the sixth consistent year of documented disproportionality of growth for Black students compared to other demographic subgroups;

WHEREAS, the African American student subgroup is identified as a population on the California Schools Dashboard for which the District has not successfully implemented local strategies to generate student growth;

WHEREAS, pursuant to the 2020 settlement of the *Ella T. v. State of California* lawsuit in which almost a dozen OUSD elementary schools have been identified as schools with significant populations of Black students who have not achieved literacy standards by grade level;

WHEREAS, Black students represent 22% of all OUSD students but 57% of all suspended students, and the 33% of Black students with Special Education Individualized Education Plans (“IEPs”) are nine times more likely to be suspended than other students;

WHEREAS, for the 2020-21 budget adoption cycle, OUSD changed the way it allocated Local Control Funding Formula (“LCFF”) Concentration dollars through use of an “Equity Index” which

penalized schools with more than 50% Black students, causing significant strain on the school based investments available to support Black students;

WHEREAS, OUSD has struggled with the recruitment, development and retention of Black educators, a proven strategy to raise academic success of Black students;

WHEREAS, OUSD passed Resolution No. 1920-0260, entitled the “George Floyd Resolution to Eliminate the Oakland Police Department”, which calls for eliminating the Oakland Schools Police Department and redirecting resources toward student safety supports, as designated in the community driven safety plan created by the Black Organizing Project (“BOP”);

WHEREAS, OUSD seeks to ensure that Black students are ready for College and Career;

WHEREAS, OUSD seeks to take immediate action to stop and repair the harm to Black children and families caused by decades of structural racism and also by the differential impact of COVID 19 on Black communities by creating a targeted plan to monitor and invest federal, state, county and local funds for Black Students and for Thriving Community Schools in Black communities;

WHEREAS, as a result of OUSD’s structures and practices, —including over-policing, overidentification for special education services, school closures and charter co-locations in majority black schools and communities, disruptions caused by creating and dissolving new schools (both small schools and charter schools), which has also fueled the gentrification and displacement of Black communities—the District’s Black or African American student population has precipitously declined over the last twenty years from 25,540 in 2000-01 to just 8,314 in 2019-20;

WHEREAS, OUSD acknowledges that student education happens not just in traditional classrooms, but also through a wide range of services which support the whole child, and that the individualized and small group provision of academic, mental health and special education services is an integral part of how schools are used in service of students and should be included in our utilization calculations;

WHEREAS, the administrative regulations (5 CCR § 11969 *et seq.*) for Education Code section 47614 (“Prop. 39”) governing charter school co-locations have not been updated in more than ten years, despite the fact that charter school growth has exploded in OUSD and co-locations under Prop. 39 have resulted in the harmful displacement of Black children from classrooms into closets; and

WHEREAS, research demonstrates that providing targeted resources to specified students directly correlates to improving outcomes and narrowing the opportunity gap for those students.

NOW, THEREFORE, BE IT RESOLVED, the Board of Education (“Board”) directs the Superintendent to take all steps necessary to eliminate the Black Student opportunity gap across

all schools by 2026 and work with the City of Oakland, County of Alameda, and other philanthropic and community partners to secure resources and funding to implement the initiatives, as set forth in this Resolution;

BE IT FURTHER RESOLVED, that the Board directs the Superintendent to take the following emergency actions immediately to address the disproportionate impacts of the Covid-19 pandemic, to wit:

- (1) create an Emergency Fund for Black Students and their families hardest hit by the Covid-19 pandemic, funded by available resources included raised funds, to cover the payment of back rent owed, to ensure that Black Students are not displaced from their homes, negatively impacting their ability to learn, and
- (2) prioritize, in OUSD's role as a core partner of the Oakland Undivided campaign, all OUSD Black Students, regardless of socio-economic status, as a highest priority applicant for the approval, assignment and distribution of Chromebooks and functional hot spots, beginning immediately and continuing as needed, to close the Black digital divide;

BE IT FURTHER RESOLVED, the Board directs the Superintendent to establish a Black Student and Families Thriving Task Force ("Task Force"), not later than June 9, 2021, comprised of Black Students, caregivers, community members, educators and members of the Black Working Group of the Justice for Oakland Students Coalition, representatives from District compliance committees such as CAC, LCAP PSAC, CEEBSE, reporting directly to the Superintendent, that will guide and monitor the establishment and implementation of this Resolution, and take the following steps to develop a Black Student Thriving Plan which includes the following:

- (1) The development of, not later than January 1, 2022, a set of Black Thriving Indicators ("Indicators") that OUSD and its schools would use to set goals and measure success,
- (2) the Task Force shall examine existing District programs and initiatives targeted to engage and increase the success of Black Students, families, and teachers and, where possible and appropriate, will integrate that work into the task force proposals and align both sets of work where indicated,
- (3) the Superintendent or their designee shall, as part of the proposed Literacy Initiative and Curriculum adoption, do the following:
 - (a) include members of the Task Force, to ensure a community driven process of curriculum selection which will accelerate literacy development in Black Students to achieve targets to be identified by the Task Force, which targets will be met not later than November 2023,

- (b) the Task Force shall review, prior to adoption, the recommendations of the Superintendent or her cabinet for the Literacy Initiative and Curriculum to determine whether the proposed changes in programming meet the needs for the literacy development of Black Students as set forth in this resolution and make recommendations as needed to identify the deficiencies to be addressed, and
 - (c) the Superintendent shall select, based on this community informed process, a culturally relevant, research-based curriculum which currently includes Black studies, or will agree to update and fund any selected materials not meeting this standard by the beginning of the 2023-24 school year, in partnership with the Task Force, and the funding for these updated materials must be identified and reserved prior to the adoption and purchase of the original curriculum, and
- (4) As soon as feasible and not later than January 1, 2022, the Taskforce shall present to the Board and Superintendent a Black Student Thriving Plan that sets criteria for the continuous monitoring of all OUSD schools with 10 or more Black or African American students enrolled (by annual census date or thereafter) to determine whether academic and socioemotional resources are effectively creating Black Student Academic Growth and Achievement, including distributions as needed from the publicly and privately raised resources included in the Black Thriving Fund, as defined below;

BE IT FURTHER RESOLVED, the Board directs the Superintendent to immediately establish a new revenue account entitled the Black Thriving Fund and OUSD, with the Task Force, will:

- (1) Develop and implement a fundraising plan to resource the Black Student Thriving Plan and other elements necessary to for implementation of this Resolution,
- (2) Code targeted resources from LCFF, Title I, Title II, Alameda County Office of Education, and other public and private sources which will be used to fund the Plan as part of the Black Thriving Fund, and will ensure that these funds are used ONLY to implement the Black Student Thriving Plan,
- (3) Discontinue the use of the anti-Black Equity Funding Formula that disproportionately harmed schools with significant percentages of Black Students, and establish in its place a “Racial Equity Funding Formula” that takes into account the needs of Black Students across the district and across designations,
- (4) Recommend how resources are invested from the Black Thriving Fund for additional learning support, both virtually (during the pandemic) and in person when schools have been safely reopened in full, for Black Students and their families to receive consistent support in the areas of credit recovery, post-

secondary preparation, job training, literacy and social emotional learning and further provide wrap-around services for youth and their families in the college and career matriculation process, and

- (5) Ensure that the Emergency Fund established above will be included as a sub-fund of the Black Thriving Fund;

BE IT FURTHER RESOLVED, the Board agrees to identify and invest in Historically Black Schools, defined as an OUSD school with 40% or more of African American students enrolled in 2020-21 and transform them into Black Thriving Community Schools, with available wrap-around services and supports needed to achieve the thriving indicators developed by the Task Force to ensure that Black Students thrive;

BE IT FURTHER RESOLVED, the Board directs the Superintendent to conduct an equity impact analysis, not later than September 30, 2021, of the existing "Utilization Formula," particularly as to the disproportionate impacts on Black Students and Historically Black Schools;

BE IT FURTHER RESOLVED, the Board directs the Superintendent or designee to work with the Task Force to develop an equity impact analysis of any proposed closures, mergers or consolidations of OUSD schools, prior to any vote on school changes pursuant to the Blueprint for Quality Schools. In addition, the Board will ensure that the engagement criteria set forth in Board Resolution 19-0481 are followed;

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,
- (2) The Board shall adopt and include the legislative priorities created by the CAC and submitted to the Board in January 2021,
- (3) The Superintendent shall continue to implement the terms of the George Floyd Resolution to end anti-Black discriminatory discipline practices and reinvest in

restorative practices and other alternatives to suspensions, in accordance with the community-derived BOP's People's Plan, and in alignment with this Resolution,

- (4) The Board and the Superintendent shall advocate for and participate in the development of a citywide "birth to kinder" plan to increase, stabilize, and sustain the access of Black Students and families to early education including resources and services that support early family engagement and training for Black parents and guardians, and
- (5) 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;

BE IT FURTHER RESOLVED, the Board directs the Superintendent to create a publicly-available transparency dashboard which monitors the Black Thriving Fund expenditures as well as the progress of each site's planning, implementation, and success with the Black Student Thriving Plan, and will further provide the Board with a quarterly update on the progress of Black Students 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.

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District this 24th day of March, 2021, by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: Student Director Samantha Pal and Student Director Jessica Ramos

PREFERENTIAL RECUSE: None

AYES: Aimee Eng, Gary Yee, Vice President Benjamin "Sam" Davis, President Shanthi Gonzales,

NOES: Mike Hutchinson

ABSTAINED: Vancedric Williams, Clifford Thompson

RECUSED: None


ABSENT: None

CERTIFICATION


We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held on _____ March 24th _____, 2021.

Legislative File	
File ID Number:	21-0194
Introduction Date:	1/27/2020
Enactment Number:	21-0613
Enactment Date:	3/24/2021
By:	os

OAKLAND UNIFIED SCHOOL DISTRICT



 Shanthi Gonzales
 President, Board of Education



 Kyla Johnson-Trammell
 Superintendent and Secretary, Board of Education

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT**

Resolution No. 2021-0037

Reparations for Black Students

(Second Revision, As Amended)

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

WHEREAS, the OUSD Board (“Board”) adopted Board Policy 5032 (“Equity Policy”) to “interrupt patterns of institutional bias” within OUSD and defined equity as “providing students what they need to achieve at the highest possible level” in order to eliminate opportunity gaps between student demographic groups, including Black or African American students (referred collectively herein as “Black students”);

WHEREAS, the 2018-19 state measures of academic progress, including chronic absenteeism, graduation rate, suspension rate, and academic outcomes (which includes performance in English language arts/literacy and mathematics) for Black students mark the sixth consistent year of documented disproportionality of growth for Black students compared to other demographic subgroups;

WHEREAS, the African American student subgroup is identified as a population on the California Schools Dashboard for which the District has not successfully implemented local strategies to generate student growth;

WHEREAS, pursuant to the 2020 settlement of the *Ella T. v. State of California* lawsuit in which almost a dozen OUSD elementary schools have been identified as schools with significant populations of Black students who have not achieved literacy standards by grade level;

WHEREAS, Black students represent 22% of all OUSD students but 57% of all suspended students, and the 33% of Black students with Special Education Individualized Education Plans (“IEPs”) are nine times more likely to be suspended than other students;

WHEREAS, for the 2020-21 budget adoption cycle, OUSD changed the way it allocated Local Control Funding Formula (“LCFF”) Concentration dollars through use of an “Equity Index” which

penalized schools with more than 50% Black students, causing significant strain on the school based investments available to support Black students;

WHEREAS, OUSD has struggled with the recruitment, development and retention of Black educators, a proven strategy to raise academic success of Black students;

WHEREAS, OUSD passed Resolution No. 1920-0260, entitled the “George Floyd Resolution to Eliminate the Oakland Police Department”, which calls for eliminating the Oakland Schools Police Department and redirecting resources toward student safety supports, as designated in the community driven safety plan created by the Black Organizing Project (“BOP”);

WHEREAS, OUSD seeks to ensure that Black students are ready for College and Career;

WHEREAS, OUSD seeks to take immediate action to stop and repair the harm to Black children and families caused by decades of structural racism and also by the differential impact of COVID 19 on Black communities by creating a targeted plan to monitor and invest federal, state, county and local funds for Black Students and for Thriving Community Schools in Black communities;

WHEREAS, as a result of OUSD’s structures and practices, —including over-policing, overidentification for special education services, school closures and charter co-locations in majority black schools and communities, disruptions caused by creating and dissolving new schools (both small schools and charter schools), which has also fueled the gentrification and displacement of Black communities—the District’s Black or African American student population has precipitously declined over the last twenty years from 25,540 in 2000-01 to just 8,314 in 2019-20;

WHEREAS, OUSD acknowledges that student education happens not just in traditional classrooms, but also through a wide range of services which support the whole child, and that the individualized and small group provision of academic, mental health and special education services is an integral part of how schools are used in service of students and should be included in our utilization calculations;

WHEREAS, the administrative regulations (5 CCR § 11969 *et seq.*) for Education Code section 47614 (“Prop. 39”) governing charter school co-locations have not been updated in more than ten years, despite the fact that charter school growth has exploded in OUSD and co-locations under Prop. 39 have resulted in the harmful displacement of Black children from classrooms into closets; and

WHEREAS, research demonstrates that providing targeted resources to specified students directly correlates to improving outcomes and narrowing the opportunity gap for those students.

NOW, THEREFORE, BE IT RESOLVED, the Board of Education (“Board”) directs the Superintendent to take all steps necessary to eliminate the Black Student opportunity gap across

all schools by 2026 and work with the City of Oakland, County of Alameda, and other philanthropic and community partners to secure resources and funding to implement the initiatives, as set forth in this Resolution;

BE IT FURTHER RESOLVED, that the Board directs the Superintendent to take the following emergency actions immediately to address the disproportionate impacts of the Covid-19 pandemic, to wit:

- (1) create an Emergency Fund for Black Students and their families hardest hit by the Covid-19 pandemic, funded by available resources included raised funds, to cover the payment of back rent owed, to ensure that Black Students are not displaced from their homes, negatively impacting their ability to learn, and
- (2) prioritize, in OUSD's role as a core partner of the Oakland Undivided campaign, all OUSD Black Students, regardless of socio-economic status, as a highest priority applicant for the approval, assignment and distribution of Chromebooks and functional hot spots, beginning immediately and continuing as needed, to close the Black digital divide;

BE IT FURTHER RESOLVED, the Board directs the Superintendent to establish a Black Student and Families Thriving Task Force ("Task Force"), not later than June 9, 2021, comprised of Black Students, caregivers, community members, educators and members of the Black Working Group of the Justice for Oakland Students Coalition, representatives from District compliance committees such as CAC, LCAP PSAC, CEEBSE, reporting directly to the Superintendent, that will guide and monitor the establishment and implementation of this Resolution, and take the following steps to develop a Black Student Thriving Plan which includes the following:

- (1) The development of, not later than January 1, 2022, a set of Black Thriving Indicators ("Indicators") that OUSD and its schools would use to set goals and measure success,
- (2) the Task Force shall examine existing District programs and initiatives targeted to engage and increase the success of Black Students, families, and teachers and, where possible and appropriate, will integrate that work into the task force proposals and align both sets of work where indicated,
- (3) the Superintendent or their designee shall, as part of the proposed Literacy Initiative and Curriculum adoption, do the following:
 - (a) include members of the Task Force, to ensure a community driven process of curriculum selection which will accelerate literacy development in Black Students to achieve targets to be identified by the Task Force, which targets will be met not later than November 2023,

- (b) the Task Force shall review, prior to adoption, the recommendations of the Superintendent or her cabinet for the Literacy Initiative and Curriculum to determine whether the proposed changes in programming meet the needs for the literacy development of Black Students as set forth in this resolution and make recommendations as needed to identify the deficiencies to be addressed, and
 - (c) the Superintendent shall select, based on this community informed process, a culturally relevant, research-based curriculum which currently includes Black studies, or will agree to update and fund any selected materials not meeting this standard by the beginning of the 2023-24 school year, in partnership with the Task Force, and the funding for these updated materials must be identified and reserved prior to the adoption and purchase of the original curriculum, and
- (4) As soon as feasible and not later than January 1, 2022, the Taskforce shall present to the Board and Superintendent a Black Student Thriving Plan that sets criteria for the continuous monitoring of all OUSD schools with 10 or more Black or African American students enrolled (by annual census date or thereafter) to determine whether academic and socioemotional resources are effectively creating Black Student Academic Growth and Achievement, including distributions as needed from the publicly and privately raised resources included in the Black Thriving Fund, as defined below;

BE IT FURTHER RESOLVED, the Board directs the Superintendent to immediately establish a new revenue account entitled the Black Thriving Fund and OUSD, with the Task Force, will:

- (1) Develop and implement a fundraising plan to resource the Black Student Thriving Plan and other elements necessary to for implementation of this Resolution,
- (2) Code targeted resources from LCFF, Title I, Title II, Alameda County Office of Education, and other public and private sources which will be used to fund the Plan as part of the Black Thriving Fund, and will ensure that these funds are used ONLY to implement the Black Student Thriving Plan,
- (3) Discontinue the use of the anti-Black Equity Funding Formula that disproportionately harmed schools with significant percentages of Black Students, and establish in its place a “Racial Equity Funding Formula” that takes into account the needs of Black Students across the district and across designations,
- (4) Recommend how resources are invested from the Black Thriving Fund for additional learning support, both virtually (during the pandemic) and in person when schools have been safely reopened in full, for Black Students and their families to receive consistent support in the areas of credit recovery, post-

secondary preparation, job training, literacy and social emotional learning and further provide wrap-around services for youth and their families in the college and career matriculation process, and

- (5) Ensure that the Emergency Fund established above will be included as a sub-fund of the Black Thriving Fund;

BE IT FURTHER RESOLVED, the Board agrees to identify and invest in Historically Black Schools, defined as an OUSD school with 40% or more of African American students enrolled in 2020-21 and transform them into Black Thriving Community Schools, with available wrap-around services and supports needed to achieve the thriving indicators developed by the Task Force to ensure that Black Students thrive;

BE IT FURTHER RESOLVED, the Board directs the Superintendent to conduct an equity impact analysis, not later than September 30, 2021, of the existing "Utilization Formula," particularly as to the disproportionate impacts on Black Students and Historically Black Schools;

BE IT FURTHER RESOLVED, the Board directs the Superintendent or designee to work with the Task Force to develop an equity impact analysis of any proposed closures, mergers or consolidations of OUSD schools, prior to any vote on school changes pursuant to the Blueprint for Quality Schools. In addition, the Board will ~~postpone any vote on future Blueprint Cohorts until June 30, 2022, and~~ ensure that the engagement criteria set forth in Board Resolution 19-0481 are followed;

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,
- (2) The Board shall adopt and include the legislative priorities created by the CAC and submitted to the Board in January 2021,
- (3) The Superintendent shall continue to implement the terms of the George Floyd Resolution to end anti-Black discriminatory discipline practices and reinvest in

restorative practices and other alternatives to suspensions, in accordance with the community-derived BOP's People's Plan, and in alignment with this Resolution,

- (4) The Board and the Superintendent shall advocate for and participate in the development of a citywide "birth to kinder" plan to increase, stabilize, and sustain the access of Black Students and families to early education including resources and services that support early family engagement and training for Black parents and guardians, and
- (5) 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;

BE IT FURTHER RESOLVED, the Board directs the Superintendent to create a publicly-available transparency dashboard which monitors the Black Thriving Fund expenditures as well as the progress of each site's planning, implementation, and success with the Black Student Thriving Plan, and will further provide the Board with a quarterly update on the progress of Black Students 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.

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District this ____ day of _____, 2021, by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSED:

ABSENT:

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held on _____, 2021.

Legislative File	
File ID Number:	21-0194
Introduction Date:	1/27/2020
Enactment Number:	
Enactment Date:	
By:	

OAKLAND UNIFIED SCHOOL DISTRICT

Shanthi Gonzales
President, Board of Education

Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education