

Current Actions and Strategies Identified in OUSD Plans:

[2021-2024 Strategic Plan, LCAP, Instructional Focus Plan, CECEIS, SIR, Mental Health Resolution, George Floyd Resolution, Wellness Plan](#)

Commented [1]: We need some SPED educators to review this doc.

Questions to address in the breakouts for each indicator:

What do you think is promising in the OUSD commitments?

What do you have questions about? What is unclear?

What are the opportunities for innovative strategies or actions (outside the box thinking)?

[Draft Indicators with Metrics](#)

Construct #1	Indicator	Actions/Strategies	Resolution
Physically & Emotionally Healthy	Have basic needs met in order to learn	<p>Current High Level OUSD Strategies/Commitments Provide food to students beyond the mandated lunch program: Breakfast after the bell, super snack/supper for afterschool programs</p> <p>Leverage all educators including community partners to conduct oneto-one outreach for students with higher absences to ensue all students have a relationship with at least one caring adult</p> <p>[more strategies exist- need to finished adding here]</p> <p>Strategy: Housing for Unhoused Black families Actions:</p> <ul style="list-style-type: none"> ● Establish a partnership with the city/county to support families in need of emergency housing. ● Establish a resource provider list for schools to contact shelters, or ● Establish an on-going fund with philanthropy <p>Strategy: Provide Clothing for unhoused students Actions:</p>	<p><i>“Design a community informed plan for a safe and healthy return to school, prioritizing Black students and their families as the hardest hit by the COVID-19 pandemic. Create an Emergency Fund to cover back rent and ensure that Black students are not displaced.”</i></p>

Commented [2]: KH: There may be some actions that meet multiple indicators--and in multiple constructs

Commented [3]: KH: Need to be clear what is a strategy and what is an action- what will we put in the final plan-- if both, they need to be defined

Commented [4]: PM: Need to change chart to what the strategy is and what specific actions relate to that strategy-- the list here feel more like strategies and not actions

Commented [5]: Need to define basic needs. Are basic needs- food, shelter, clothing, water?

Commented [6]: ZA: Physically healthy a part of this too- students need to be active as well- don't see that in this list already

Commented [7]: ZA: Do we need to include food for kids as an action for this construct and basic needs?- Don't see that here currently.

		<ul style="list-style-type: none"> ● Establish a partnerships with Goodwill, Buffalo Exchange, Crossroads trading and Salvation Army ● <p>Strategy: Provide hygiene products for unhoused students</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Establish relationships with drugstores for OUSD families to get resources as needed (ie toothpaste, shampoo, detergent). ● Have sanitary products and lotion available in bathrooms ● Clean up locker room showers wherever available so unhoused students can access private shower time. Provide supervision for shower usage so students feel safe. <p>Strategy: Students without healthcare can Access on campus</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Ensure every school site has some access to health care services such as: <ul style="list-style-type: none"> ○ Establish a relationship with mobile health care units to be on school sites at set times. ○ Expand Partnerships with La Clinica and Roots <p>Strategy: Distribute healthy food to families year round</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Partner with Alameda County Food Bank to send kids home with food on Fridays ● Partner with local restaurants to distribute vouchers for meals they aren't going to use <p>Strategy: Ensure Black students have access to clean clothes at school</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Create an emergency "petty cash fund" at each school for teachers/administrators to buy students clothes as needed. ● Provide resources for families to wash clothes if needed (like install washer/dryer in the school or establish relationships with laundry facilities. <p>Strategy: Provide students with healthy food and water on school sites</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Fix the lead pipes at McClymonds and any other school with aged water infrastructure ● Provide water testing to every school site. ● Plan for bottled water at schools that will take time to fix the water. 	
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	<p>Have attained life skills</p>	<p>Current High Level OUSD Strategies/Commitments Pilot Employment Center and aligned postOUSD resources to better connect students to supported employment experiences pre- and post-graduation [Strategic Plan]</p> <p>Support Mental Health and Wellness- Seek partnership with the City of Oakland and County of Alameda on cross-sector collaborations to support student mental wellness and to ensure, to the extent possible, that local public agencies are aligning and maximizing resources invested in social emotional and mental health supports, including MediCal billing [Wellness Plan]</p> <p>-----</p> <p>Strategy: Embed Social Emotional Learning Skills (like conflict resolution, emotional management, planning and organizing your work) into all curriculum. Actions: <ul style="list-style-type: none"> ● Ensure every school has an SEL strategy for every classroom </p> <p>Strategy: Provide students access to financial literacy and set up bank accounts. Actions: <ul style="list-style-type: none"> ● XX ● XX </p> <p>Strategy: Teach career skills, interviewing skills Actions: <ul style="list-style-type: none"> ● Teach students how to advocate for their physical and emotional health - how to google for helpful services, testing out therapy, career counseling, tutoring, etc. ● Partner with community BLOs to administer career readiness programs in high schools during and after school hours (i.e. Attitudinal Healing Connection, East Oakland Youth Development Center, Marcus Foster Education Institute, RJOY, Youth Uprising, etc - we have a list of dozens that have fantastic programming) ● </p> <p>-</p>	
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Construct #2	Indicator	Actions/Strategies	Resolution
		<p>Current High Level OUSD Strategies/Commitments</p>	<p><i>“Resource and develop a “Birth to</i></p>

<p>Empowered & Engaged</p>	<p>Students and families can advocate for themselves and negotiate power in relationships.</p>	<p>Work with families to create, communicate, and use a communityfriendly dashboard to track progress with the strategic plan [Strategic Plan]</p> <p>Collect qualitative data from Black, Brown and multilingual community members to understand the imperatives and opportunities for literacy in Oakland [Strategic Plan]</p> <hr/> <p>Strategy: Establish a low barrier to access way for families to share updates about their experiences with OUSD</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Create a facebook or instagram page for the district (or by school sites) where families can submit photos, interviews, stories of their experiences. ● Celebrate, acknowledge families who participate. ● Anchor family engagement in more social, informal ways to gather, share stories, give input/feedback. Add them onto art events, music events, sporting events, etc. ● Review meeting materials to assess - are the materials easy to follow/accessible? ● <p>Strategy: Establish relationships between black families, students, teachers and Administrators</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Conduct home visits to black families ● Conduct phone interviews ● Place quotes from families on bulletin boards in the school, as a demonstration that what was heard matters and is being considered. ● District provides resources/methodology to engage the PTA in establishing resources in the schools, like the store at Oakland Tech with hygiene products, food, etc. ● Institutionalize family navigators to support families to address needs that fall outside of a teachers' zone of influence. (Some CDCs have this position). <p>Strategy: Eliminate suspension of pre -K students</p> <ul style="list-style-type: none"> ● Increase pay scale of PreK teachers to attract higher talent, with culturally competent care (current pay rate will not suffice) ● Increase Professional development to teachers ● Re-assess developmentally appropriate behavior support strategies for younger students. ● Provide increased developmentally appropriate tools and support to assess students (ie. the ages/stages tool). ● Hold restorative processes to address harm if/when it occurs ● Conduct evaluation 	<p><i>Kinder” plan to ensure that all Black families have access to pre-K early education including resources and services that support early family engagement.”</i></p>
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		<p>Strategy: Ensure Families have Access to pre-K and TK services Actions:</p> <ul style="list-style-type: none"> ● Ensure Families are part of designing and monitoring Pre-K & TK programming ● Connect all Pre-K or ECE families to Elementary-aged buddy families in OUSD to support relationship building ● Ensure family-centered enrollment processes exist for Pre-K and TK enrollment (Families understand income eligibility requirements, etc.) ● Ensure developmental screenings and assessments and other supports are easily available to families entering K <p>Strategy: Beyond SSC, parents have decision making power at the site and district level. Actions:</p> <ul style="list-style-type: none"> ● Students and families know their rights- especially students with IEPs ● Create a uniform, accessible structure for people to report harm if/when it occurs. ● Continue the taskforce, design team and establish other shared decision making spaces district wide and at site levels. ● 	
	<p>Students and families engage in school improvement and decision-making efforts.</p>	<p>Current High Level OUSD Strategies/Commitments Interview local parent organizations to understand 2021-22 education and social justice priorities [Strategic Plan]</p> <p>Work with families to create effective tools for communicating children's progress in a way that develops shared ownership between educators, students, and families [Strategic Plan]</p> <p>Clearly define, model, and monitor how student-level data is used at the school level to support acceleration, prevention, and intervention. This should include a review of the purpose and effective use of cycles of inquiry in a continuous improvement model. It is important to include the disaggregation of data to the populations of ELs, AAs, and HY.</p> <p>Implement quarterly student and parent/guardian engagements focused on increasing awareness of pathway and career opportunities (starting in middle school), and on graduation, A-G, college and career requirements</p> <p>Student and Family Engagement 6B. Create a communication and engagement plan that details what effective two-way family/caregiver relationships and communication looks like at the central, network, school site, and classroom level. Include persons responsible and timelines.</p>	

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		<p>Have central office staff provide coaching and opportunities for multi-stakeholder school teams (including principals, educators, students, families, and community partners) to share best practices and build essential capacity</p> <hr/> <p>Strategy: Families and District Staff Co -create a communication and engagement plan with effective tools</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Asses current tools for family engagement and see what is effective ● Create a focus group with black families to learn the most effective ways to communicate and engage to meet their particular needs ● Create a timeline and method for regularly sharing student data with families in ways that they can offer productive next steps 	
	<p>Students and families feel like valued leaders of their school community.</p>	<p>Current High Level OUSD Strategies/Commitments</p> <p>Provide multilingual literacy training for parents with clear curriculum focused on accessible learning [Strategic Plan]</p> <p>Hire parent liaisons focused on building parent literacy leadership [Strategic Plan]</p> <p>Lead schools through an intentional process of re-imagining the school experience, centering on the needs of the most marginalized students and best practices required to support their learning [Strategic Plan]</p> <p>Develop structures for schools to reflect on their current learning environments, and areas for improvement [Strategic Plan]</p> <p>Increase opportunities for community to access school facilities for engagement and celebration [Strategic Plan]</p> <hr/> <p>Strategy: Recruit Black Families to participate in school site leadership structures</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Create supports for families to be involved in school site governance (e.g. childcare, transportation, dinner, stipends to participate. ● Ensure meeting agendas are co-created with families, to ensure the topics are relevant to them! (This is a flip from asking families to join something that is already in progress versus listening to families share what they need and organizing structures around those needs. ● Include students in the planning, design, and surfacing of tensions. 	

		<p>Strategy: Expand the Idea of what Family Engagement can look like on a school site Actions:</p> <ul style="list-style-type: none"> ● Create positions/roles for family members that don't require coming to a meeting to engage, ie - organize playdates with other families, support field trips, etc. Could there be someone who organizes support for teachers, to help input grades into the gradebook, Consider parents as culture-keepers - parents helping to create and uphold the school-site culture, to help school feel more homey. ● Have parents at a school-site decide what they want for themselves, and empower them to do that - i.e. hosting a breakfast at their school site, holiday spirit week, drum circle, (like at Prescott). ● Provide opportunities for families that don't require on-site participation at a certain time (ie. virtual spaces) <p>Strategy: Expand Leadership Opportunities for Students Actions:</p> <ul style="list-style-type: none"> ● Create intentional seats for students on all advisory/influence bodies, ie SSC, PTA, etc. ● Give student leaders a few REAL decisions to make each year to practice decision-making and flex their ownership of the school. ● Example: Sankofa is holding a black family night, asking the same questions to students and families to understand the two perspectives. ● Engage students on every level - direct inquiry into arts, book selection, extracurricular opportunities, building to shared governance. (example: All City Council is expanding to middle school. ● Institute a student-driven report card to the school site, AND a teacher evaluation. This would require ensure it isn't used only by the negative people :-) ● Hold leadership classes - like Restorative Justice (which can help students come out of their shells). Utilize more decision-making strategies in the classroom. ● Establish student leadership councils for 3-5th graders. 	
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Construct #3	Indicator	Actions/Strategies	Resolution
		<p>Current High Level OUSD Strategies/Commitments Expand home visits to build and strengthen relationships to ensure students and families feel welcomed and engaged as they return to school. Incorporate opportunities for students and families to share their visions for joy and beauty [Strategic Plan]</p>	<p><i>“End the Schools to Prison pipeline and continue to implement the Black Organizing Project’s George Floyd Resolution for</i></p>

<p>Safe & Sense of Belonging</p>	<p>Students do not feel targeted or “pushed out” of their school environment</p>	<p>Create safe and welcoming community schools in all elementary, middle, and high schools. Community schools will center a relational culture of belonging, racial equity, and student and staff mental wellness starting with a “Restorative Return to School” in the 2021-2022 school year by implementing proven models and promising practices locally and nationally that may include, but is not limited to: Creating & Supporting Relational Culture at all Elementary, Middle, and High Schools (including Alternative Schools)</p> <p>Create Intentional Healing and Restorative Community Spaces for students, staff, and community to rebuild community and process the time away</p> <p>SIR Instructional Components, Strengths, Weaknesses, Opportunities, Threats Analysis, and Action; 1. Culture, Coherence, and the Planning Process- 1a. There is widespread belief among stakeholders that OUSD must intensify its actions to address adult beliefs about system racism, historical marginalization, explicit and implicit bias, and racial injustice across the system. [Sir/CCEE]</p> <p>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 [Reparations Resolution]</p> <p>Leverage the “Advisory” structure secondary schools (i.e., middle and high schools) as opportunities to create a space for collective trust building and support within secondary schools [Strategic Plan]</p> <p>Supporting Mental Health and Wellness- Create intentional healing and restorative spaces to address student, family, and staff trauma and allow small and large group opportunities to process, cope, and dialogue before and during the transition of returning to school, starting with opportunities for student, family, and staff retreats in the Summer of 2021 as deemed safe by County guidelines and aligned with the District’s strategic commitment to organizational wellness [Wellness Plan]</p> <p>Strategy: Expose Black students to culturally -relevant programming</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Partner with community BLOs to administer their youth development programs during and after school hours (i.e. Black Cultural Zone, East Oakland Youth Development Center, Kingmakers, RJOY, Spearitwurx, etc - we have a list of dozens that have fantastic programming) ● Have school site staff go visit schools with: <ul style="list-style-type: none"> ○ Ileya Omode ○ ECCL 	<p><i>police-free schools. End discriminatory discipline practices and disproportionate expulsions and suspensions of Black students.”</i></p> <p><i>“Invest in Black Family Engagement by increasing opportunities to participate in decision making at the school and district levels.”</i></p>
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		<ul style="list-style-type: none"> ○ Peartree Community School ● Provide more black educators who know how to teach about oppression and sensitive issues by centering students’ resilience, connection to history, and empowerment rather than scaring them. <p>Strategy: Keep schools open from 4 PM to 10 PM to make the space/resources available to families</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Invite school community members to share what they need. (look at ECCL) ● Create integrated hubs, between resources like McClymonds and Youth UpRising 	
	<p>Students have access to trusting adults who care about them.</p>	<p>Current High Level OUSD Strategies/Commitments</p> <p>Hire and train diverse, multilingual family literacy tutors to support in classrooms and community based organizations [Strategic Plan]</p> <p>Culture, Coherence, and the Planning Process - IF. Set the expectation that full implementation of MTSS practices at all school sites will support OUSD’s focus on serving the needs of the whole child. [LCAP]</p> <p>Board commits to creating safe and welcoming community schools in all elementary, middle, and high schools. Community schools will center a relational culture of belonging, racial equity, and student and staff mental wellness starting with a “Restorative Return to School” in the 2021-2022 school year by implementing proven models and promising practices locally and nationally that may include, but is not limited to: Creating & Supporting Relational Culture at all Elementary, Middle, and High Schools (including Alternative Schools) [Mental Health Resolution]</p> <p>For the 2021-22 school year, prioritize an initial outreach and “welcome check-in” with every OUSD student and family, as well as ongoing opportunities for relationship building (including the possibility of paid opportunities for educators, family members, and community members), beginning in the summer of 2021, but no later than the first month of school, to maximize student attendance across the District and support academic engagement [Mental Health Resolution]</p> <p>- Support Mental Health and Wellness - Support schools in creating a plan of action for identified students who need additional outreach, support, and follow-up referrals after their welcoming one-to one meetings by resourcing and strengthening their Coordination of Services Team (COST) based on a Multi-Tiered System of Support (MTSS) framework [Wellness Plan]</p>	

	<p>Priority 4: Healthy Workplace- Cultivate individual and interpersonal well-being that enables all staff to be present and do their jobs well over the long-term. - Goal 1: Healthy Spaces & Facilities for Employees</p> <p>Increase educator capacity to create restorative learning environments</p> <p>Equity Practices: Provide foundational PD and spaces for ongoing professional learning on asset-based practices, including spaces for crossgroup and affinity group dialogue//Launch foundational anti-racist, healing and culture building learning series for all Educators</p> <p>Have school site leadership teams supervise and coordinate school site positions, including community school managers, family and student engagement, mental health and social emotional staff, to ensure effective management and delivery of these programs and services. [Strategic Plan]</p> <p>Effective Training & Feedback- Offer an array of innovative programs, peer mentorship and leadership development programs</p> <p>Activity 2.2: Design and implement nine hours of professional development for administration and certificated staff in strategies to build an inclusive school culture and increasing diverse representation across the site, building collective capacity to have courageous conversations and interrupting both implicit and explicit inequities, and build Anti-Racist/ Anti Bias Instruction within the curriculum. Participants will explore their personal and institutional biases and identify more culturally relevant approaches for serving the identified students by June 2022. The professional development will include actions of the staff to create improvement cycles for their grade level/department focused on the African American students population and the identified students. This is linked to a careful examination of discipline actions taken and strategies to address patterns of concern. Professional Development for classified staff with a focus on cultural responsiveness and skill building will be held with culturally responsive strategies to be used outside the classroom. Other professional development will be offered to all staff to support staff in moving along their equity journey that is differentiated and based on the cultural awareness of the staff member.</p> <p>Pathways- Enhance recruitment of Black and Brown mentors to increase representation in teacher leadership roles and opportunities for affinity-based pairing in new teacher mentoring programs</p> <p>4.1 Staff Recruitment & Retention Attract and retain staff reflective of Oakland's rich diversity</p>	
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		<p>Leverage all educators including community partners to conduct one-to-one outreach for students with higher absences to ensure all students have a relationship with at least one caring adult [Strategic Plan]</p> <p>Support Mental Health and Wellness- Support schools in creating a plan of action for identified students who need additional outreach, support, and follow-up referrals after their welcoming one-to one meetings by resourcing and strengthening their Coordination of Services Team (COST) based on a MultiTiered System of Support (MTSS) framework [Wellness Plan]</p> <hr/> <p>Strategy: Expose Black students to culturally -relevant mentors hip programs</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Partner with community BLOs to administer their mentorship & youth development programs during and after school hours (i.e. 100 Black Men, Cinnamongirl, The Mentoring Center, United Roots, etc - we have a list of several that have fantastic programming) 	
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Construct #4	Indicator	Actions/Strategies	Resolution
Academically Prepared	Students benefit from differentiated math and reading support and content specialists.	<p>Current High Level OUSD Strategies/Commitments</p> <p>Increase staffing and training for differentiation, including tutoring and small group supports [Strategic Plan]</p> <p>Assessment and Accountability 5B. Continue to build clarity, coherence, and capacity across the district, central office, and schools in cycles of inquiry so that local ILTs may develop agency and ownership in improving outcomes for the most impacted groups: AAs, ELs, and HY. [LCAP]</p> <p>Data Management and Use and Student Information Systems 10B. Provide Protocols for standards-based data digs for teachers to ensure the alignment of curriculum, instruction, and assessment.</p> <p>Increase the academic and socioemotional supports for 9th graders, such as tutoring and mentoring [Strategic Plan]</p>	<p><i>“Ensure that Black Students are ready for College, Career and Civic Leadership by providing students with consistent support in the areas of credit recovery, post-secondary preparation, job training, and social emotional learning. Provide wrap-around services for youth and their families so students are college and career ready.”</i></p> <p><i>“Dramatically increase the</i></p>

		<p>Increase and incorporate wraparound supports into existing academic spaces (e.g. counselor, case manager, restorative justice coordinator, mental health and administrators) at schools with greater needs [Strategic Plan]</p> <p>Increase Graduation Rates and Strengthen Student Access to AG Completion Through the Implementation of the Student Equity Credit Recovery & Prevention Program—adopted June 28, 2017, and coauthored by the 2016-17 All City Council—created a Credit Recovery Implementation Committee to, among other things, develop quality and cost-effective student-centered support strategies that meaningfully engage students so that they (i) have access to multiple opportunities and options to prevent loss of credits and recover missing credits, (ii) are well informed, motivated, and prepared with clear goals, academic plans, tools to monitor their academic progress, emotional support, (iii) receive opportunities to build lasting and strong relationships with caring adults for the betterment of their experience as students and (iv) are able to achieve academic excellence and to stay on track for their college, career, and life pathways by eliminating barriers</p> <p>Strategy: Expose Black students to Black literacy coaches Actions:</p> <ul style="list-style-type: none"> ● Partner with community BLOs to administer their literacy programs during and after school hours (i.e. Bay Area PLAN, Energy Convertors, Kingmakers, NAACP, Urban Strategies Council - we have a list of several that have fantastic programming) ● <p>Strategy: Expose Black students to Black-led STEM programs Actions:</p> <ul style="list-style-type: none"> ● Partner with community BLOs to administer STEM programs during and after school hours (i.e. Cinnamongirl, David E. Glover Emerging Technology Center, Hack the Hood, Hidden Genius Project, Urban Strategies Council, etc - we have a list of several more that have fantastic programming) 	<p><i>literacy rates of Black students across all grades by creating a city-wide literacy campaign for Black students starting Summer 2020.”</i></p> <p><i>“Provide professional advocacy services to Black families who have children with IEPs.”</i></p>
	<p>Students are equitably provided with A-G Courses, AP classes Academies / pathways,</p>	<p>Current High Level OUSD Strategies/Commitments Develop a 9th-12th grade continuum for college and career awareness, exploration, and preparation</p> <p>IP2.1 Rigor and Relevance: Engage students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning. [Instructional Focus Plan]</p> <p>Ensure equitable access to college and career opportunities through data monitoring and broad-based supports; collaborate with partners to leverage resources in support of</p>	

	<p>internships, dual enrollment</p>	<p>student success</p> <p>IP2.2 MTSS: Share learning targets and set goals with students; analyze formative assessments and other data to differentiate instruction for student needs. [Instructional Focus Plan]</p> <p>Culture, Coherence, and the Planning Process 1G. Set the expectation that, as a system, all organizational decisions and data monitoring mechanisms will utilize the tenets of the Strategic Plan being finalized as well as the Instructional Focus Plan [LCAP]</p> <p>Board recognizes the need for targeted efforts to support students (and high school students in particular), to reengage them, and get them back on track to graduate and that such efforts may include the following:</p> <p>Consider prioritizing one-time dollars to support credit recovery activities that re-engage youth such as: Expanding opportunities for summer learning including workbased learning opportunities that can reinvigorate student academic motivation Pilot Employment Center and aligned post-OUSD resources to better connect students to supported employment experiences pre- and post-graduation</p> <p>Identify and support a set of focus schools to implement robust and deep yearround internship programs, including differentiated support for paid internships and supports to ensure student access and success [Strategic Plan]</p> <hr/> <p>Strategy: Prepare Black high school students to be career or college ready</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Partner with community BLOs to administer college and career prep programs during and after school hours (i.e. Cinnamongirl, EOYDC, Marcus Foster Education Institute, RepresentEd, The Social Engineering Project, etc - we have a list of several more that have fantastic programming) 	
	<p>Learners are provided with culturally relevant and responsive developmentally and academically appropriate</p>	<p>Current High Level OUSD Strategies/Commitments</p> <p>Develop and implement a professional learning series to increase educator capacity to implement culturally responsive and linguistically sustaining practices [Strategic Plan]</p> <p>Assess opportunities for students to demonstrate their learning in new and creative ways [Strategic Plan]</p> <p>Assess the current strategies, programs and curricula for culturally responsive and</p>	

	<p>curriculum that supports <i>growth and development</i> including all learning domains (language and literacy, math, physical, health social emotional development)</p>	<p>linguistically sustaining practices with a focus on Black and Brown students [Strategic Plan]</p> <hr/> <p>Strategy: Offer Black students culturally relevant socioemotional curriculum, delivered by Black educators</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Partner with community BLOs to administer cultural awareness programs during and after school hours (i.e. Afro Play Oakland, Art of Being a Black Man, Attitudinal Healing Connection, Black Cultural Zone, Black Teacher Project, Higher Ground, Kingmakers, Spearitwurx, etc) 	
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Construct #5	Indicator	Actions/Strategies	Resolution
Love & Affirmed	<p>Access to knowledge and learning about Black history, culture and identity.</p>	<p>Current High Level OUSD Strategies/Commitments</p> <p>Expand home visits to build and strengthen relationships to ensure students and families feel welcomed and engaged as they return to school. Incorporate opportunities for students and families to share their visions for joy and beauty [Strategic Plan]</p> <p>Develop and implement a professional learning series to increase educator capacity to implement culturally responsive and linguistically sustaining practices [Strategic Plan]</p> <p>Develop and implement a professional learning series to increase educator capacity to implement culturally responsive and linguistically sustaining practices [Strategic Plan]</p> <hr/> <p>Strategy: Offer Black students culturally relevant curriculum, delivered by Black educators</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Partner with community BLOs to administer cultural awareness programs during and after school hours (i.e. Afro Play Oakland, Art of Being a Black Man, Attitudinal Healing Connection, Black Cultural Zone, Black Teacher Project, Higher Ground, Kingmakers, Spearitwurx, etc) 	<p><i>“Prioritize resources to create anti-Black racist cultures of belonging and increase the cultural competence of our educators, staff and their school communities to center Black Thriving. Provide continuing training on anti-Black racism, Black healing-centered practices and how to embed Black studies in all classrooms.”</i></p>

		<p>Strategy: Fund Black school staff positions to support the needs of Black students Actions:</p> <ul style="list-style-type: none"> ● Provide students with Black counselors to check in with them about their needs and how to find resources 	
	Students feel confident in their school environment to celebrate their Blackness.	<p>Current High Level OUSD Strategies/Commitments Schedule additional ongoing engagement sessions that honor primary languages, cultures, and modes of collaboration to gather additional feedback from youth and families [Strategic Plan]</p> <p>Lead schools through an intentional process of re-imagining the school experience, centering on the needs of the most marginalized students and best practices required to support their learning {Strategic Plan}</p> <hr/> <p>Strategy: Offer Black students culturally relevant curriculum, delivered by Black educators Actions:</p> <ul style="list-style-type: none"> ● Partner with community BLOs to administer cultural awareness programs during and after school hours (i.e. Afro Play Oakland, Art of Being a Black Man, Attitudinal Healing Connection, Black Cultural Zone, Black Teacher Project, Higher Ground, Kingmakers, Spearitwux, etc) 	

Commented [9]: This is the same strategy for both indicators in this construct

Construct #6	Indicator	Actions/Strategies	Resolution
Rich & Diverse Learning Experiences	Students have diverse learning pathways and experiences in and out of the classroom.	<p>Current High Level OUSD Strategies/Commitments Ensure equitable access to college and career opportunities through data monitoring and broad-based supports; collaborate with partners to leverage resources in support of student success [Strategic Plan]</p> <hr/> <p>Strategy: Students have opportunities to learn about Oakland's History Actions:</p> <ul style="list-style-type: none"> ● Provide field trips to students to the Oakland Museum, the Museum of African Diaspora (MoAD) and other museums 	

		<ul style="list-style-type: none"> ● Expose students Oakland History walking tours (e.g. Black Panthers) <p>Strategy: Students have LOTS of art embedded into instruction</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Partner with community BLOs to administer cultural awareness programs during and after school hours (i.e. Attitudinal Healing Connection, Beats Rhymes & Life, Black Cultural Zone, EOYDC, Freedom Soul Media Education Initiatives, Higher Ground, Hip Hop for Change, Spearitwurx, Young, Gifted & Black, etc) ● Increase art instruction at majority black schools (teachers, instructional support) <p>Strategy: Students are exposed to learning about community resources/services like public safety organizations, police, fire departments, etc.</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Know your rights -all 6-12th graders engage in a Know Your Rights curriculum. (ie how to take Legal action, etc.) ● Map the resources/skill sets/offers provided by CBO afterschool partners and Black-led orgs, understand the gaps and advocate for them to add these services. Ie. Identify a blackled org with competency to provide LGBTQ offerings. <p>Strategy: Students are exposed to learning about diverse career pathways</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Hold ongoing professional learning series on occupations ● Expand opportunities for Black students entering to internships with Black led organizations ● Schools survey students and families to understand what creative learning opportunities students want/need and plan something. I.e. Linked learning pathways ● Provide Internship program partners designate a number of opportunities specifically for Black OUSD students 	
	<p>Students have the agency to pursue their interests/passions without fear of failure</p>	<p>Strategy: Students are receiving education to enable them to reach their goals</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Expose students to different types of internships that connect to their goals- ● Expand students knowledge of what types of jobs exist related to their interests ● XX <p>Strategy: Students receive post high school support</p> <p>Actions:</p>	

Commented [10]: Do we want to highlight here- police as community resources? Perhaps we should delete that based on our George Floyd Resolution

		<ul style="list-style-type: none"> ● Ensure post-secondary (incl college) counseling is provided at majority Black schools ● XX <p>Strategy: Students have agency and skills needed to connect to resources based on their specific needs</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Build out a tool to capture students interests and needs to develop a structure for connecting students to community resources ● Provide students with Black counselors to check in with them about their needs and how to find resources 	
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All sites are required to create a Black Student & Family Thriving Plan
 Every school should establish goals for black students in your school site plan

Create a district -wide and school -site based Black SSC
 Tier the indicators from basic, intermediate, to high level so folks can choose their objectives.
 Create an inclusive, diverse planning committee made up of students, families, and administrators.