

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>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>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>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>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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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.	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	OP4.2 Professional Learning Communities: Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching.

<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. 	

	Key Strategies	Suspension
	<ul style="list-style-type: none"> ● Expose Black students to Black-led STEAM programs. ● Provide Black students with Black literacy coaches. 	
TEACHING ACTIONS	LEADERSHIP ACTIONS	ORGANIZATIONAL PRACTICES
IP2.1 Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	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.
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.	LP2.2 MTSS: Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams.	OP2.2 MTSS: Manage systems of standards-based assessment to support school teams in monitoring Black student learning and tiering support.
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.	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	OP4.2 Professional Learning Communities: Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching.

<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>	How do we measure it?	<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
	<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 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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