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**TO:** Board of Education

**FROM:** Kyla Johnson-Trammell

**TITLE:** **Superintendent Report: Quality Community Schools**

**DATE:** September 27, 2017

**PURPOSE:** To provide an update on recent activity for the Equity Office West Oakland Strategy and the English Language Learning & Multilingual Achievement Office Sanctuary District Resolution Implementation.

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### **Equity Office and the West Oakland Strategy**

The Office of Equity *energizes, inspires, and empowers* students as well as staff at all levels of the district to join in interrupting inequity, examining biases, and creating inclusive and just conditions for all.

The Office of Equity is focused on three key areas:

- 1) ensuring improved (and continuously improving) outcomes for AA, LA, API students
- 2) developing new initiatives that address systemic inequities associated with race, gender, and class
- 3) directly supporting improved outcomes for groups of students that have historically been underserved by our school system

We emphasize three guiding principles in this effort to undo systemic inequities: *Leverage Connectivity, Bias towards Action, and Safe to Learn Environment*. We continuously revisit these principles, testing how well we are embodying them in our own work.

Building upon a seven-year history of implementing strategies supporting Targeted Universalism, the Office of Equity is piloting several programs and scaling the work of AAMA to serve all African American students. First, we are broadening our support beyond AAMs to also include female students; this represents an important shift in our model and also signals a



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successful evolution in programming. The second key shift is expanding the application of our theory of action—Targeted Universalism—from individual schools to a network of schools within a specific regional area of extreme need. These two shifts in thinking draw on many of the successes and learning’s of AAMA over the last seven years.

By expanding into the Office of Equity this past year, we have been able to bring life to an emerging area of work in Oakland: the focus on African American Female Excellence (AAFE). Long overdue, this area of support has been desperately needed and has received a warm welcome from our school communities. The work began this year with a 100-day listening campaign and a community report out of our findings. We also recruited and hired a leader in this work, Ms. Nzingha Dugas, to serve as the Director of AAFE. With data, community investment, and strong leadership in place, the Office of Equity has successfully expanded the focus of Targeted Universalism this year from African American males to all of Oakland public schools’ African American students. We will continue on this path in the years to come addressing the needs of Latino/a and Asian Pacific Islander students who have historically been furthest away from opportunity.

The Office of Equity has documented positive measurable change in areas such as culturally responsive pedagogy, classroom leadership, community engagement, strong curriculum, and academic supports, which we are confident can be brought together to provide deeper investment in a small group of schools within one regional focus. Taking a holistic approach and utilizing multiple stakeholders to improve student outcomes within the community, we will scale our model using two pilot schools in Year Two as the entry point for ecological change for African American students and families.

Likewise, after several years of work with individual schools at more than 24 school sites, the Office of Equity has this year begun an intentional shift that will take us on the path towards greater efficacy and deeper support for school communities using a regional approach: **Network Community Improvement Science**. Carnegie Foundation says, “Improvement science is explicitly designed to accelerate learning-by-doing. It’s a more user-centered and problem-centered approach to improving teaching and learning.”

### **AFRICAN AMERICAN STUDENT ACHIEVEMENT - West Oakland**

The Office of Equity will bring AAMA’s successful history of programs, expertise, family engagement, school staff support, and positive communications and marketing directly onto school campuses with a holistic approach to improving academic outcomes for students, including working with the School Principals and Elevation Network on strengthening the culture and climate within the first two West Oakland schools (which will later scale to serve



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additional schools in the region). The site selection is based on feeder pattern data showing student matriculation from elementary to middle and then middle to high school within this specific region.

West Oakland is predominantly African American, yet less than half of the families that live in the area are choosing to send their children to neighborhood schools, which are experiencing unprecedented low enrollment as a byproduct of low school selection. At the incoming TK (transitional Kindergarten) and Kindergarten level, only 30% of families that live in West Oakland are selecting schools in their neighborhood as first choice. Only 44% of families select a West Oakland middle school for 6<sup>th</sup> graders. Likewise, for the 9<sup>th</sup> grade transition into high school, only 43% of families are selecting a West Oakland High School as first choice.

In working with the West Oakland School Leaders, Community, Community Partners and OUSD’s Elevation Network, the Office of Equity will focus on several key strategies including the co-location of our AAMA and AAFE staff and offices within our partner schools in West Oakland. We will also support increased staff time, hire additional staff, and contract with consultants to expand in critical areas such as case management, parent engagement, professional development, support for community engagement, and marketing, communications, and evaluation of our collective efforts.

The Office of Equity will approach each school with an individualized plan using successful, evidence-based strategies to address the needs of school site staff; course selection and course materials; school environment; family engagement; professional development and adult learning; community partnerships; and developmentally appropriate academic supports. AAMA has developed a full range of successful program components over the past seven years, outlined in the following table:

**Table 1: Key Strategies**

Strategy	Impact
Khepera Curriculum	Culturally relevant, engaging instruction
Adult Learning, PD	Culturally relevant pedagogy
Case Management	Student wraparound supports (including community partner and county supports)
Communities of Practice	Workgroup/ PD focused on site- or group-specific challenges
Multi-tiered School Site Study	Multiple stakeholder engagement for school culture



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Teams	change
Student Achievement Celebrations	Narrative change
Cascade Mentorship	Scaffolded peer learning specifically for students, focusing on modeled behavior
Family Engagement	Support and education for parents/families
Strategic communications and marketing	Student-centered narrative change

While these strategies and programs have all been piloted independently at other Oakland school sites over the last seven years, never before has there been a synergy of aligning the best of these practices simultaneously within one school site. Two West Oakland schools will be supported to serve as a central hub for communities with resources, events, and structures that advance community success. With the support of Community Schools Managers and the Site Administrator, schools will have a designated Office of Equity staff member to facilitate and provide individualized technical assistance to the various school leadership teams, including School Site Council, Coordination of Services Team (COST), Student Success Team, and site-based providers. Ultimately, this prototype program will serve as a proof point to further accelerate the change necessary to see schools becoming the entry point for community revitalization.

AAMA was built on the investment of our communities. This past year, we continued to build relationships with key internal and external stakeholders to support the shifts we are embarking upon. As we prepare for this next phase, we have also engaged key stakeholders in the development of our West Oakland focus. Community schools managers, principals, afterschool providers, community elders, The Hidden Genius Project, and the Oakland Housing Authority are some of the entities engaged with the prototype process.

At the highest level, the Office of Equity believes that this work enhances the District overall—that a targeted focus on African American student achievement and a commitment to providing the support needed in the areas of school site staff; course selection and course materials; school environment; professional development; family engagement and community partnerships; and developmentally appropriate academic supports, will help all students—regardless of ethnicity—succeed.

### CO-LOCATION AND SCHOOL SITES

In order to fully immerse our programs and staff in community and build a community-based Collective that will successfully serve African American students and their families,



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the Office of Equity will move the AAMA and AAFE offices and co-locate our staff into the Martin Luther King (MLK) Elementary and West Oakland Middle School campuses. As we scale the work, we will develop a program that not only spans Kindergarten through high school, but is also built in direct collaboration with the communities of these schools. The Office of Equity will build a strong presence over the next two years in both MLK and neighboring school, PLACE at Prescott, as well as West Oakland Middle. As we plan for scaling our West Oakland engagement, we will also work to partner with McClymonds High School and eventually Hoover Elementary School, which will bring these targeted supports to all African American students and their families throughout West Oakland.

Simultaneously, we will develop a relationship with the two West Oakland charter schools—Kipp Academy and Vincent Academy—to begin to align supports, learn, lift up and leverage best practices in service of developing a cohesive and regional strategy for increasing enrollment in West Oakland while improving the educational outcomes of all students. Lastly, we intend to establish an agreement between West Oakland OUSD schools and West Oakland charter schools to mitigate and eliminate the possibility of charters expanding to K-12 campuses, which will lead to further decreased enrollment for our West Oakland schools.

This co-location strategy aims to change the narrative within the immediate community and other parts of the city.

### COMMUNITY ENGAGEMENT AND CELEBRATIONS

West Oakland has a long, rich, and important history of African American changemakers. With the Office of Equity's experience in marketing and communication, the team will lift up the powerful stories and positive narratives that show the history of West Oakland and the exemplary work of students, teachers, classified staff, administrators, and parents.

We will begin with community launch events to engage families and continue monthly events designed specifically to celebrate African American students (behavior, attendance, and other awards ceremonies), intentionally shifting the culture to instill celebration of our children as a norm. Fall and spring ManUp! Conferences will engage hundreds of residents and bring African American students and families from across the state to West Oakland. This will allow the community to counteract the negative stigma by reclaiming its historical prominence and showing up as host. Families and schools will support the coordination of logistics so that every student has the opportunity to participate. These engaged students will build critical life skills to strengthen community and celebrate peers, lifting up their fellow students and addressing the implicit bias of low expectations. With these celebrations, we will normalize success and build off of our community assets and



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collective genius.

### SCHOOL AS A HUB and A FAMILY

Taking a community schools approach, the Office of Equity will facilitate the transition of school sites into community hubs of African American student achievement. This includes a holistic vision of adult learning through Professional Development, including teacher training and coaching for instructional leadership.

There must also be a policy shift that includes positive accountability (not punitive) for all stakeholders. The Office of Equity's presence on campus can support adults, while simultaneously holding them accountable; this will be essential to changing the traditional model of teaching and learning interactions within these school sites. The Office of Equity will be present in these two schools, building rapport, providing support, and developing relationships. This will be seminal to developing a strong network of schools.

Much of the evaluative work around cultivation of relationships shows up in the school culture and climate surveys administered every six weeks and from observation data via the school site observation tool, administered every six weeks. Data collection at this frequency will help the core team make data-driven decisions on how to adjust the inputs to better serve the students and families.

### COMMUNICATION

For African American communities and urban school districts, the prevailing theme under Network Community Improvement Science is changing the narrative by way of strategic marketing. Historically, West Oakland has been a community of prominence that has a rich history within the national discourse. Highlighting the brilliance of African American students and showing evidence of school transformation through coaching and support must be externally communicated. The Office of Equity will paint a new picture that builds on positive language and cultural prosperity, which will not only change the way students and families see their school communities, but it will change the way the city sees these schools and our West Oakland neighborhood.

The effectiveness of the communication strategy will be determined not only by event attendance and analysis of how individuals came to attend the schools, but also in participant interviews and our interpretations of their thoughts and experiences.



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### **AAFE**

Under the leadership of Nzingha Dugas, the Office of Equity will build several components that specifically target and support African American young women and girls. The Office of Equity has hired an African American female facilitator, Iminah Ahmad, as a part time position. As funding permits, the department will increase her position to be full time as her role is critical in building out differentiated support for girls in these schools. Ahmad will be working with parents, students, and cross-functional teams.

### **LITERACY**

The Office of Equity will continue work with Dr. Grace Carroll, founder of Akira's Book Club, to support literacy and learning. Dr. Carroll trains our middle and high school Kings and Queens in grades 6 through 12 to read with younger peers and facilitate Story Nights hosted at various school sites. The Office will also employ Dr. Carroll to support training for the Student Leadership Council and training for parents and families to support literacy at home.

### **MENTORSHIP**

Cascade mentorship utilizes middle and high school students to serve as mentors for elementary school students. This is particularly effective within the acquisition of literacy. Student Leadership Council utilizes the cascade-peer mentorship model, engaging middle school and high school students to support elementary students, with a focus on modeled behavior and peer learning to navigate developmental challenges (particularly those in middle school). Staffing for both the Cascade mentorship and Student Leadership Council come from young African American Male Achievement alumni that are able to offer mentorship for high school students.

### **AFRICAN AMERICAN HONOR ROLL**

The Office of Equity has hosted and promoted the nation's largest annual African American honor roll celebration. This event has served as a tangible example of narrative change. The traditional discourse is that African American students are underperforming and African American parents do not show up to support students. In reality, the African American honor roll celebration has seen an increase in student eligibility (African American students with a 3.0 GPA or greater) and more than four thousand attendees annually, including California State Senators, the US Attorney General, White House Representatives, and, of course, hundreds of African American family members.

### **EVALUATION AND DOCUMENTATION**

The evaluation of student information data on academic achievement, attendance,



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behavior, and literacy are the key data points necessary to determine the effectiveness of student success. Data pulls every six weeks with reports every eight weeks will ensure that there is deep understanding from a data perspective on every African American Female student. Information data will be supplemented by student interviews conducted across sites by the AAFE Student Leadership Council.

The Office of Equity will utilize existing research staff to conduct an internal end of year comprehensive evaluation on the prototype. We will use the following indicators as a case for systems change: attendance, graduation, literacy, academic success (achievement), suspension, and incarceration. The following table will also have a set of indicators with measurable impact.

**Table 2: Strategy Indicator Model**

Strategy	Indicator
Khepera curriculum	<ul style="list-style-type: none"><li>● Student course grades</li><li>● Student Skills Assessment</li><li>● Teacher Narrative</li></ul>
Adult Learning, PD	<ul style="list-style-type: none"><li>● (Balancing measure: Teacher Attendance)</li><li>● Skills Acquisition</li><li>● Teacher Feedback</li><li>● Facilitator Narrative</li></ul>
Case Management	<ul style="list-style-type: none"><li>● Caseload and referral disposition</li><li>● Time in caseload</li><li>● Student Success Assessment</li><li>● Student Reflection</li></ul>
Communities of Practice	<ul style="list-style-type: none"><li>● Problem of practice</li><li>● COP Narrative</li></ul>
Multi-tiered School site Study Teams	<ul style="list-style-type: none"><li>● Stakeholder Interviews</li><li>● Student data (Attendance, Discipline, GPA, Math, Literacy)</li><li>● School culture observation rounds report</li></ul>
Student Achievement Celebrations	<ul style="list-style-type: none"><li>● Event attendance</li><li>● Attendee feedback form</li><li>● Interviews</li></ul>
Family Engagement	<ul style="list-style-type: none"><li>● Parent questionnaire</li><li>● Impact Points of Service</li></ul>





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	<ul style="list-style-type: none"> <li>• Home student success plan completion rate</li> <li>• Parent narrative</li> </ul>
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## Implementation of OUSD Sanctuary Resolution

### Sanctuary District Resolution

The [Sanctuary District Resolution](#) was adopted by the OUSD Board of Education on December 14, 2017, reaffirming that all District facilities and programs are a Sanctuary for all children and adults. The Resolution includes specific directives for ensuring that OUSD is a Sanctuary, such as:

- “District personnel shall not inquire about a student’s immigration status”
- “Any request for information or documents by ICE should be forwarded to the Superintendent”
- “Any request by ICE to visit a school site should be forwarded to the Superintendent...and notify the Oakland Immigrant Legal Representation and Rapid Response Network or similar organization.”
- “Review the impact of changes in federal immigration laws programs such as Deferred Action for Childhood Arrivals (DACA) and work to prevent and mitigate the negative impact on both student and employees.”
- “District personnel will take all reasonable measure so that after school providers and other service providers...will also follow the actions described herein.”

### OUSD Implementation of Sanctuary Resolution

Recognizing the broad scope of work that would need to happen under this Resolution, Executive Director of English Language Learner and Multilingual Achievement (ELLMA) Nicole Knight formed a task force of volunteer staff members from units across the District.

The Sanctuary District Task Force, made up of representatives from ELLMA, Student, Family & Community Engagement, OUSD Legal, Restorative Justice, Communications, Office of Equity and Teaching and Learning’s History Team among others, has been meeting regularly since February 2017 to implement the Sanctuary Resolution in the following ways.

**STAFF TRAINING:** we gathered all of the current resources related to supports for our immigrant students and families and further developed ICE protocols in order to train staff. The primary sources for staff training and reference are:

- [The site-based main office packet](#), AKA “Gray Folder”, which we distributed to all schools to be kept on reference at the front desk of all school sites. The gray folder includes a copy of the Sanctuary Resolution, rapid response hotline information, family preparedness plan, ICE protocol and OUSD Board Policy 5145.13 on law



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- enforcement contacts for administrators.
- [Sanctuary training video](#) which provides a nine-minute overview of the Sanctuary Resolution, ICE protocols including possible real-life scenarios, Do's and Don'ts as well as where to go for more information.
- We held in-person Sanctuary training sessions for a broad cross-section of OUSD staff, including:
  - 100+ Clerical Staff
  - 100+ Nutrition Services Staff
  - 10 Translation Service Staff
  - 50 Cabinet members
  - All Principals
  - 50+ Teachers
  - 40+ Afterschool Providers

**PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS:** We have leveraged OUSD's commitment to being a Sanctuary District to strengthen our ongoing relationships with community based organizations (CBOs) which support our families by holding legal clinics with immigration lawyers, providing information from policy experts, social services and more. For example one CBO partner, [Immigrant Family Defense Fund](#), which is made up of Oakland parents and volunteers, shares sanctuary resources from OUSD and provides additional funding for legal services as well as posts bail for ICE detainees.

Other organizations we have an ongoing collaboration with are:

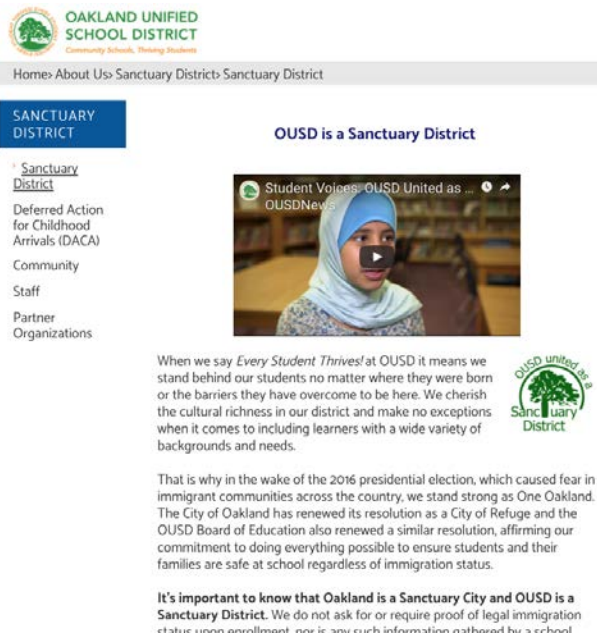
- [Centro Legal de la Raza](#)
- [Immigrant Legal Resource Center](#)
- [East Bay Sanctuary Covenant](#)
- [Oakland Community Organizations](#)
- [67 Sueños](#)

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**SANCTUARY WEBPAGE:** In order to compile all of the Sanctuary resources in one accessible

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place, we created [www.ousd.org/sanctuary](http://www.ousd.org/sanctuary).



The OUSD Sanctuary webpage includes information for staff and the community in multiple languages as well as a video that illuminates the importance of Sanctuary work for students and families.

Visit [ousd.org/sanctuary](http://ousd.org/sanctuary) to access:

- *Sanctuary Resolution* and FAQs with translation in Spanish, Chinese, Arabic, Vietnamese and Khmer
- *Video: Student Voices on Sanctuary District*
- *Training materials* for educators and staff
- *Community resources* from CBO partners
- *DACA information (ousd.org/DACA)*: up to date resources and supports within OUSD and from local legal and service providers.
- Superintendent Kyla Johnson-Trammell’s September 2017 message of support for

Dreamers translated in multiple languages.

**OUSD SANCTUARY IN THE NEWS:** In addition to disseminating information through OUSD’s internal and external communication channels, we recognize the need to increase awareness of our Sanctuary Resolution work in the broader community. In order to reach far and wide we both pursued media coverage using our District’s contacts and took every opportunity that came to us.

Our Sanctuary work is establishing OUSD as a leader for school districts both locally and nationally. OUSD Sanctuary District has been highlighted by the following media outlets for demonstrating proactive, robust support of immigrant students and families:

<a href="#">Univision</a>	<a href="#">The Guardian</a>
<a href="#">East Bay Times</a>	<a href="#">KQED</a>
<a href="#">The Mercury News</a>	<a href="#">EdSource</a>
<a href="#">SF Gate</a>	<a href="#">East Bay Express</a>

**BRINGING SANCTUARY TO THE CLASSROOM:** On Saturday, September 9 2017, the Sanctuary District Committee secured grant funding to host a free event for over 300 Oakland educators

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and Sanctuary District supporters. The full morning and afternoon convening included speakers, performers, workshops and networking in order to expand the ways we bring Sanctuary alive at our schools. The goal is to create a movement of unafraid educators who are united and prepared to confront anti-immigrant and anti-Muslim rhetoric, racially motivated violence, and threats to the safety and unity of our families.

Participants left with concrete ideas for addressing socio-political issues and associated trauma in the classroom, including how to have conversations about current events in culturally sensitive and developmentally appropriate ways, how to contextualize our political moment in history, and how to encourage students from diverse backgrounds to stand up for one another.

Local artist and activist [Favianna Rodriguez](#) was the keynote speaker, joined by youth and leadership representatives. Lunch, childcare and free admission to the Oakland Museum of California (OMCA) where it was held was provided thanks to generous sponsors from the Walter and Elise Haas Fund, the San Francisco Foundation, the Oakland Education Fund and the OMCA.

Select feedback from participants:

*"It made me feel less alone in the fight. I enjoyed the Danza Azteca and the breakout session learning about how to incorporate more social justice work in the classroom."*

*"I loved that the morning speeches were led by Gema and David- two amazing students! This was so wonderfully put together. It was organized and inclusive and powerful. I'm proud of OUSD."*

*"This is going to be a long term movement. Developing our own narrative and not always playing defense were some of my key takeaways."*



Bringing Sanctuary to the Classroom: Full Lecture at Oakland Museum CA

Video recording of the morning presentations including the keynote address as well as photo gallery online at [ousd.org/sanctuary](https://ousd.org/sanctuary) (under [event](#) menu item).

*Detail on workshops and speakers in the attached program.*



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### VISIBILITY CAMPAIGN

We have interpreted Sanctuary as a safe and welcoming school environment that students see, feel and believe they can rely on. That begins with awareness of the people at school of what Sanctuary District means and is greatly affirmed by visual reminders in prominent locations such as the main office, hallways and classroom spaces.



With this in mind we worked with local artist and activist Favianna Rodriguez to launch a visibility campaign starting with multilingual posters that say “Oakland Schools are Sanctuary Schools. You Are Welcome Here”.

The sanctuary poster series was distributed to principals of all schools, and the task force will be taking orders for a second round of printing. The posters are available in English, Spanish, Chinese, Vietnamese, Arabic, and Khmer. The design and printing of the posters was also supported through grant funding.

### FUTURE WORK ON SANCTUARY RESOLUTION

The interest in and support for the work of the Sanctuary District Task Force has been overwhelming. Despite all of the training and visibility we have achieved, there are still teachers and school staff who have not received adequate information and are reaching out for support.

Next steps that we have identified for this year include:

- Continued communication efforts both within OUSD and externally
- Ongoing trainings of OUSD departments and school site staff
- Plan for future educator and community convenings
- Ongoing Know Your Rights workshops and legal clinics
- Build capacity of site leaders and others to train school site staff
- Build capacity to respond to urgent needs related to changes in immigration policy or enforcement

### CONCLUSION

We thank the Board of Education for its show of support for the work we’ve done to implement the Sanctuary Resolution and invite you along with community members to share suggestions on future steps. We also welcome you to be ambassadors for Sanctuary by sharing the resources on [ousd.org/sanctuary](https://ousd.org/sanctuary) and helping to increase awareness of our District-wide commitment to bringing Sanctuary to life.

**Attachments:**



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[Program: Bringing Sanctuary to the Classroom](#)  
[Sanctuary Guidance and Resource Toolkit](#)