

# OAKLAND UNIFIED SCHOOL DISTRICT

## Administrative Regulation

AR 5032

### Students

Equity

#### Background

On March 23, 2016, Oakland Unified School District (hereafter the District) adopted Board Policy 5032 (BP 5032) which explicitly named the District's commitment to understand, interrupt, and eliminate individual and institutional bias (e.g. race based, identity bias, economic), and to narrow academic and opportunity gaps based on race/ethnicity and other forms of social inequality, including gender, gender identity, gender expression, sexual orientation, socioeconomic status, religion, national origin, newcomer status, foster youth involvement, juvenile justice system involvement, homelessness, disability and learning differences, and how these different factors intersect. BP 5032 commits the District to establish administrative regulations that include (1) a clear plan and timeline for identifying gaps in educational experiences and outcomes and potential root causes, (2) an implementation plan for programs, practices, and systems that address those disparities, (3) an evaluation rubric and accountability standards for measuring success, (4) training plans and (5) an ongoing plan for continuous improvement. These Administrative Regulations will serve to meet that commitment and guide the implementation of BP 5032.

#### Notice of Regulations

At the beginning of each school year, the District shall ensure that all students and parents/guardians are notified in writing of the Equity Policy (BP 5032) and accompanying Administrative Regulations. Notifications shall be produced in all of the District's threshold languages (BP & AR 5124).

#### Definitions

Cultural Responsiveness – Resisting assumptions and biases and seeing the gift of every student and adult. With respect to race/ethnicity, religion, sexual orientation, gender, gender-identity, English Language Learner status, and learning differences, this includes: dismantling implicit biases and interrupting inequities; cultivating cultural self-identity, humility, and curiosity towards other cultures; intentionally building relationships across differences; and elevating diverse perspectives, cultures, languages, identities, abilities, and life experiences.

Culturally Responsive Positive Behavior Interventions and Supports (PBIS) – A framework for supporting and managing a healthy school climate and student behavior, leveraging cultural responsiveness. Culturally Responsive PBIS is a prevention-oriented way for school personnel to organize culturally-responsive and evidence-based practices along a continuum of behavior supports at the whole-school level (Universal or Tier 1), secondary level for individuals and groups in need of additional support (Targeted or Tier 2), and with individual interventions for individuals demonstrating more acute need (Intensive or Tier 3). Culturally Responsive PBIS is premised on the power of modeling and rewarding positive behaviors in a culturally responsive manner, in contrast to traditional approaches to behavior which are very often not culturally-responsive and generally rely on punitive responses, very often exacerbating problems and widening equity gaps. (Note: AR 5144.1 defines PBIS as follows: Positive Behavioral Interventions and Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behaviors.)

English Language Learner Status – Students who speak a language other than English at home and who have not yet met the language and literacy skills needed to succeed in the school’s regular instructional programs without additional support. Within this category there is broad diversity of experiences and backgrounds, countries of origin, home language, and time in country. The District recognizes the following sub-groups: newcomers, unaccompanied immigrant youth, refugee/asylee students, and long-term ELLs.

Equity – Providing everyone access to what they need to be successful. This includes eliminating the predictability of success and failure that correlates with social and cultural factors; interrupting inequitable practices, examining biases, and creating inclusive and just conditions; discovering and cultivating unique gifts, talents, and interests; and demonstrating the difference between equity and equality.

Implicit Bias – Having a preference for or aversion to a person or set of people, without conscious knowledge of it, usually in association with stereotypes. Implicit biases often predict how people will behave more accurately than their conscious values do.

Multi-Tiered Systems of Support (MTSS) – A multi-tiered system of support is a continuum of research-based, system-wide practices of data-based decision making used to meet the academic and behavior needs of all students, including universal (Tier I), targeted (Tier 2), and intensive (Tier 3) supports. The essential components of an MTSS framework are: shared leadership, data-based problem solving and decision making, layered continuum of supports, evidence-based instruction, intervention, and assessment practices, universal screening and progress monitoring, and family, school, and community partnering.

Pathways and Academies – A pathway or academy is a career-themed program available at a high school.

Restorative Justice (RJ) – An alternative to suspension designed to resolve conflict, repair harm, foster accountability, and build community. It differs from exclusionary discipline by aiming to transform conflict into a teachable opportunity for change and growth, addressing the needs of all involved, and encouraging honest self-reflection among impacted parties, without alienating students from school supports and resources. (Note: AR 5144.1 defines RJ as follows: Restorative Justice (RJ) is a process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm.)

Social Emotional Learning (SEL) – A set of skills that integrate the social lenses defined by the OUSD community to include race, class, culture, language, gender, gender identity, sexual orientation, learning needs and age. These skills help children and adults develop the fundamental skills for life effectiveness, including handling themselves, their relationships, and their work effectively and ethically. Through SEL skill building, everyone strengthens their social competencies to connect across race, class, culture, language, gender identity, sexual orientation, learning needs and age. (BP 5031)

Targeted Universalism – A set of strategies that recognize the differential situation of a marginal group, in other words, that some groups are further from the institutions and resources of society, and focus energies on supporting that group, with the recognition that if that group is served well, the universal goal, that is desired for all students, is more likely to be achieved. In Targeted Universalism, it is believed that meeting the needs of marginalized groups can result in unexpected benefits for the whole community.

Trauma-Informed – Having a firm understanding of trauma and stress, and how it affects the brain and behavior. Without an understanding of trauma, individuals are more likely to act in ways that exacerbate and perpetuate negative behavior. With a trauma-informed approach individuals can act (and institutional

policies can be developed) with increased compassion and reduced reactivity toward all students (and others) without necessarily knowing the actual trauma history of individuals.

Trauma-Informed De-Escalation – Applying trauma-informed techniques to de-escalate tense situations or emotional dysregulation, and reduce stress, anxiety, anger, and aggression.

### **Identifying Gaps in Educational Experiences**

Between 2015 and 2016, several reports were produced pertaining to equity in Oakland Unified School District (OUSD). Some were prompted by disparities and disproportionality found in OUSD data, while others were more open inquiries designed to capture input from the OUSD community. The following reports provide evidence as to the root causes gaps in educational experiences:

- Engaging Community Around Equity, NIAM Group May 2016
- The Lived Experiences of Girls of Color in Oakland Unified School District, Bright Research Group/Alliance for Girls Spring 2016
- OUSD Report to the Office for Civil Rights 9/30/16
- System-Wide Equity Framework and Assessment Tool (SEFAT) Results December 2015
- Behavioral Support and Special Education Root Cause Analysis Workbook: OUSD; NYU Steinhardt (Eddie Fergus) 8/12/16
- Structuralized Racialization Assessment Targeted Universalism Strategies (STRATUS Report) john a. powell
- Improving Special Education Services in OUSD, Council of Great City Schools, Fall 2016
- The Review of Services for English-Language Learners in the Oakland Unified School District, Conducted by Stanford University Graduate School of Education 2/19/2015
- Great Place to Work Survey (quantitative findings) May 2016
- Great Place to Work Survey (comments) May 2016

In November 2016, findings and recommendations from these reports were synthesized as they pertain to the creation of administrative regulations for OUSD's Equity Policy (BP 5032), into a document, Summary of Equity-Related Reports for OUSD: Findings and Recommendations. This synthesis shall serve as documentation of gaps in educational experiences and outcomes and potential root causes for three years. Before the beginning of the 2020-2021 school year, and every 3 years thereafter, a follow-up assessment of gaps in educational experiences shall be produced, utilizing, at minimum, the following metrics and methods:

- OUSD Data Dashboards – Kindergarten readiness, suspension rates, disciplinary referral rates (using Universal Referral Form URF), graduation rates, reading inventory (SRI), math inventory (SMI), and chronic absence rates by race/ethnicity (including disaggregation of Asian Pacific Island data), gender, Special Education, and English Language Learner designation
- California Healthy Kids Survey (CHKS) – Indicators of school connectedness, perceived fairness in discipline, and respectful treatment by race/ethnicity (including disaggregation of Asian Pacific Island data), gender, Special Education, and English Language Learner designation
- Program evaluations of multi-tiered systems of support (MTSS), restorative justice, targeted universalism strategies, and any other equity-related reports
- Interviews and/or Focus Groups – With students, parents, and teachers that include questions pertaining to their understanding of:
  - 1) The ways that OUSD's educational systems and practices contribute to unequal experiences and outcomes,
  - 2) How well the current efforts to rectify inequity are going, and

- 3) What adjustments or new approaches should be tried in order to more effectively eliminate educational inequity.

### **Programs, Practices and Systems to Address Disparities**

The following programs, practices and systems shall be implemented in order to address disparities and advance greater equity as OUSD strives to be a full-service community school district, serving the needs of the whole child::

#### **1) Positioning of Office of Equity Targeted Strategies and Organizational Effectiveness & Culture:**

The Office of Equity Targeted Strategies and Organizational Effectiveness & Culture shall be positioned to influence the District divisions which hold decision-making power over systems that perpetuate inequity, preserve privilege, and permit oppression to continue. The Office of Equity Targeted Strategies and Organizational Effectiveness & Culture shall be granted access to review and weigh in on practices and priorities in budget decisions, LCAP/LCFF, professional learning, teaching & learning, talent, continuous improvement, and school assignment/enrollment to ensure achievement of African American, Asian Pacific Islander, and Latino students. Continued implementation of African American Male Achievement, African American Female Excellence, Asian Pacific Islander Student Achievement, and Latino Student Achievement initiatives will inform site based strategies for targeted populations.

#### **2) Inter-Departmental Planning and Coordination for Equity**

In pursuit of values-based organizational effectiveness and organizational equity, the District shall ensure that the work of advancing equity is held by and coordinated among multiple divisions within the District, by doing the following:

- Convening cross-departmental meetings and work sessions for equity planning and coordination;
- Conducting annual data-driven inquiries around specific equity indicators; and
- Creating an inter-departmental team with decision-making power which oversees the implementation of these Administrative Regulations.

#### **3) Hiring, Placement, and Retention:**

It is our policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

OUSD strives to achieve a workforce that is welcoming to all. Our schools thrive when our workforce reflects the diversity of our student population and the community we serve. Our diverse workforce embodies many different lifestyles and work-life orientations. A high quality, diverse and inclusive workforce is critical in establishing and maintaining excellence at OUSD. Therefore, the selection and retention of qualified employees is one of the most important functions undertaken.

In order to address employee turnover and shortages that perpetuate inequity, the District shall ensure that:

- The District shall incorporate questions pertaining to relationship skills and cultural responsiveness into teacher and school administrator interviews (e.g., how they have advocated

for students, how they cultivate relationships, how they de-escalate charged situations with students and families, etc.).

- Broaden the diversity of employees by cultivating a diverse pipeline to make aggressive progress on hiring goals.
- Provide tools to schools and departments that will facilitate and encourage recruitment of OUSD school alumni and Oakland families.
- Leverage external partnerships to attract a more diverse candidate pool
- Enforce the mandatory use of diversity statements for hiring decisions at OUSD.
- Proactively utilize assessment tools such as exit interviews and turnover metrics to understand and act on the reasons behind employee turnover.
- In collaboration with Talent and community partners, build upon a clear and intentional outreach strategy to increase the pool of diverse and talented candidates with the goal of achieving hiring and retention goals, for example, reviewing job postings to include language that is more inclusive.
- Implement Sensitivity Hiring Criteria by adding a component that ensures the evaluation of sensitivity to and understanding of our diverse students to the applicant process. This should be part of every stage of evaluating candidates for administrative, certificated and classified positions. In order for this qualification to be gauged during paper screening, questions about sensitivity to and understanding of diversity should be included in the application or supplementary questions. Candidates should be asked how this sensitivity and understanding are demonstrated in their personal background, education, and/or experience and what special skills, knowledge, or ideas about meeting the needs of diverse students they would bring to OUSD.

#### **4) Professional Skill Building and Mindset Development:**

##### **Training Plan**

In order to ensure that school personnel are supported in the competencies and skills they need to promote greater equity in educational experiences, the District shall provide substantive training and professional development. To this end, the District shall:

- Train and maintain a cadre of at least 15 Equity Ally trainer/coaches working with school sites capable of a) providing trainings in Implicit Bias and Cultural Responsiveness, b) training other district personnel to become trainers in Implicit Bias and Cultural Responsiveness, and c) providing coaching and support to school administrators, teachers, and other school personnel identified as needing additional understanding and competencies in dismantling implicit bias and advancing cultural responsiveness.
- Ensure that new teacher onboarding includes a minimum of 12 hours of training in Implicit Bias and Cultural Responsiveness, 4 hours of Disability Awareness and Inclusive Practice Training, .25 hours of training in sanctuary and ICE protocols, and 1 hour of Trauma-Informed De-Escalation.
- Ensure that extant OUSD teachers receive six hours of Implicit Bias training and six hours of Cultural Responsiveness training. In the first year of implementation (2018-19), central office trainings shall be delivered with the aim of reaching 30-33% of extant teachers. Any and all of the following methods for reaching teachers will be used: summer professional development sessions, central office professional development days, release days, and site-based professional

development cycles. Each subsequent year the district shall reach a second and third 30-33% of teachers, so that 90-100% of teachers are reached with the training by the end of the third year of implementation (2020-2021). Thereafter, trainings shall continue to be offered annually in various formats and times, including in-person at school sites, through central office trainings, and online.

- Ensure that new school administrator onboarding includes 12 hours of training in Implicit Bias and Cultural Responsiveness with an emphasis on how to coach teachers on the subject matter.
- Ensure that extant school administrators and teacher leaders receive 12 hours of Implicit Bias and Cultural Responsiveness training with an emphasis on how to coach teachers on the subject matter. In the first year of implementation (2018-19), the District shall aim to reach 50% of teacher leaders and school administrators, and in the second year (2019-2020), it shall aim to reach the second half.
- Ensure that district Central Office Special Education personnel are able to deliver training in Disability Awareness and Inclusive Practice Training, and that the District Legal Department and/or by Sanctuary Schools Taskforce have access to deliver training in District sanctuary and responses to Immigration, Customs and Enforcement (ICE).
- Ensure that the Office of Equity Targeted Strategies and Organizational Effectiveness & Culture reaches out to department heads for all school-based classified staff to offer access to training in Implicit Bias and Cultural Responsiveness.
- Ensure that all staff, faculty, and school administrators receive 1 hour of Trauma-Informed De-Escalation training every 4 years.
- Ensure that all teachers and school administrators renew their content understanding in Implicit Bias, Cultural Responsiveness, and Trauma-Informed De-Escalation every 4 years. Individual records of teacher and administrator training and professional development participation shall be maintained adequately to monitor this requirement.

#### Teacher Training/Professional Development

In order to promote more positive, equitable, and culturally responsive educational experiences, every teacher should be able to document that he/she has received, within the past 4 years, a minimum of:

- 6 hours of training in Cultural Responsiveness,
- 6 hours of training in understanding/dismantling Implicit Bias,
- 4 hours of training in Disability Awareness and Inclusive Practice Training,
- Training in District sanctuary and responses to Immigration, Customs and Enforcement (ICE) by District Legal Department and/or by Sanctuary Schools Taskforce, and
- 1 hour of Trauma-Informed De-Escalation.

The District shall be considered compliant if it can demonstrate that 80% of the teaching staff can provide such documentation.

#### Administrator and Teacher Leader Training/Professional Development:

In order to promote more positive, equitable, and culturally responsive educational experiences, every person in the district who provides coaching to teachers, including Principals, Assistant Principals, and teacher-leaders, should be able to document that he/she has received, within the past 4 years, a minimum of:

- 12 hours of training in coaching techniques for advancing Cultural Responsiveness and eliminating Implicit Bias,
- 4 hours of training in Disability Awareness and Inclusive Practice Training,

- Training in workplace sexual harassment as detailed in BP 4119.11/4219.11/4319.11, and student sexual harassment, as detailed in BP & AR 5145.7,
- Training in District sanctuary and responses to Immigration, Customs and Enforcement (ICE) by District Legal Department and/or by Sanctuary Schools Taskforce, and
- 1 hour of Trauma-Informed De-Escalation.

The District shall be considered compliant if it can demonstrate that 90% of school site administrators and instructional coaches can provide such documentation.

Central Office Training/Professional Development:

In order to promote organizational equity within OUSD, every central office employee of the District should be able to document that he/she had received, within the past 4 years, a minimum of:

- 6 hours of training in Cultural Responsiveness,
- 6 hours of training in understanding Implicit Bias,
- 3 hours of training in Disability Awareness and Inclusive Practice Training,
- Training in District sanctuary and responses to Immigration, Customs and Enforcement (ICE) by District Legal Department and/or by Sanctuary Schools Taskforce, and
- 1 hour of Trauma-Informed De-Escalation.

The District shall be considered compliant if it can demonstrate that 90% of central office personnel can provide such documentation.

For all of the above, school-based and central office personnel may acquire this training/professional development within OUSD, or with any non-OUSD training provider approved by the Office of Equity Targeted Strategies, Organizational Effectiveness & Culture, or the Professional Learning division.

The training time listed above in Cultural Responsiveness and understanding Implicit Bias shall be considered foundational training, expected for all OUSD personnel. Additionally, the district will prioritize opportunities for coaching, professional learning communities, and observation & feedback that will continue to support teacher learning in these key areas.

**5) Quality Schools Development**

In recognition that OUSD strives to be a full-service community school district, serving the needs of the whole child, the District shall pursue the development of quality schools and the integration of cultural responsiveness, restorative justice, targeted universalism, dismantling of bias, and trauma-informed practices, in a framework which leverages social emotional learning for all adults and scholars.

Targeted School-Based Programs:

For as long as the following programs continue to show positive impact on cultivating positive school culture and climate, and reducing inequitable educational experiences, the following school-wide approaches will be raised as priorities with Local Control Accountability Plan (LCAP) advisory groups:

- Programs utilizing targeted universalism strategies, including culturally-specific programs for traditionally marginalized groups of students, shall be put in place at school sites where the literacy rates, graduation rates, suspension rates, office referral rates (from universal referral forms or URFs), California Healthy Kids Survey (CHKS), and other data indicate a persistent gaps in opportunity and disparate outcomes;
- All schools whose data indicate opportunity gaps along race/ethnicity (including disaggregation of Asian Pacific Island data) or disability status, address the performance of students in those groups in their Single Plan for School Achievement (SPSA), by setting targeted goals, strategies,

and interventions for those students (including student and family leadership development and support); and

- Using a multi-tiered systems of support (MTSS) framework:
  - Progress toward Academic MTSS implementation with fidelity throughout all instruction in the District;
  - Progress toward Restorative Justice (RJ) implementation with fidelity at every large secondary school site with a full-time facilitator, and at every small secondary school site and elementary school site with a half-time facilitator;
  - Progress toward Culturally Responsive Positive Behavior Interventions and Supports Culturally Responsive (PBIS) implementation at every school site with fidelity (alternative and continuation schools that are implementing alternative positive and therapeutic approaches may be exempted from this); and
  - Progress toward the implementation of Social Emotional Learning (SEL) for all adults and students in the District.

#### Curriculum and Pathways

The District shall allocate adequate funds and revise practices to ensure that the following changes are made:

- A significant portion of District high school students fall behind credit requirements for graduation. The district shall expand summer school credit recovery opportunities. Within two years after these Administrative Regulations have been put in place, the District shall devise and implement a plan that will allow for more credits to be accumulated at the high school level – this plan may include alternative bell schedules which allow for more credit offerings, school-day credit recovery, and alternative A-G courses (e.g., Revolutionary Literature, Latino History and Culture, African American Power in the US, Arguments for Freedom, and the like) (BR 1617-0228);
- There are pathways offered at all of the District’s comprehensive high schools. Current practices for identifying and placing students in these pathways have resulted in non-representative enrollment in several of the pathways. Within the first year after these Administrative Regulations have been put in place, the District shall establish a district-wide system for pathway placement that ensures that students in each pathway represent the diversity of the school along English Language Learner status, Special Education status, socioeconomic status, and academic performance indicators. That system shall be ready for implementation summer of 2019 at all high schools that have multiple pathways. The system will be co-created among the District’s High School Network, Linked Learning Office, the Office of Equity Targeted Strategies, and Organizational Effectiveness & Culture. Measure N funding will be used to ensure that students who enter pathways with lower academic skill levels will get the support they need to succeed in those pathways.
- Instruction in social sciences shall include the early history of California and of America study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (§ Ed Code 51204.5, OUSD BP 6141, and SB 48). The District also recognizes Latino Americans



with a heritage that is not necessarily Mexican, and includes within the category of Asian American people with East Asian, South Asian, Southeast Asian, and Southwest Asian heritage.

- Ethnic Studies has been shown to have positive social and academic impacts on all students, and is considered by OUSD to be a critical and vital practice to achieve any equity-based goals in the K-12 system in Oakland (BP 6143.7). Ethnic studies curricula shall, therefore, be developed and disseminated for elementary, middle, and high school levels.

#### School Enrollment:

Within the first year after these Administrative Regulations have been put in place, the District shall establish a plan for reducing socioeconomic isolation and practices which disadvantage students with disabilities among District schools. This process shall include:

- A engagement process that reaches students, families and communities in all geographic segments of the city, school faculty and staff, advocacy groups, and District officials, and prompts meaningful discussions of various methods for reducing socioeconomic isolation and practices which disadvantage students with disabilities; and
- A resulting plan for changing school assignment/enrollment practices in order to reduce socioeconomic isolation and practices which disadvantage students with disabilities, which will be presented to internal stakeholders, community stakeholders, unions, and the Board of Education.

The District shall develop in partnership with community an equity framework for decision-making criteria pertaining to budget cuts, investments, and school closure decisions, and equity shall be a primary guiding principle in the Blueprint for Equity and any Enrollment Impact Analysis (BP & AR 3650).

#### **6) Supporting Immigrant Students and Families**

Current District policies and federal law ensure equal access and service provision to students and parents/guardians with limited English proficiency. To safeguard the impact of those laws and policies, the District shall ensure that:

- Oakland Unified School District's ELL Master Plan and the Roadmap to ELL Achievement are recognized, prioritized for funding, and implemented in order to advance quality instruction, address the needs of whole child, expand and enhance robust language programs, and align programs and practices across central office;
- Every year, at the district level and at the school level, a systematic identification of gaps in service for English Language Learner students and corresponding targeted strategies to eliminate gaps shall be conducted, with special attention to instructional and programmatic quality;
- At the district and at the school level, there shall be clear processes and differentiated assessments (referral, identification, and reclassification) as well as instructional processes that support students identified as both Special Education and ELL (dual-identified students);
- All schools whose data demonstrate an opportunity gap between English Language Learners and English proficient students address the gap in their Single Plan for School Achievement (SPSA), by setting targeted goals, strategies, and interventions for those students;
- Teachers at any site that has 30% or more ELL students shall receive foundational training in language acquisition for ELL students, to be supported with ongoing coaching and support – this professional development shall occur within the first three years that a new teacher begins working in a District school, and for existing teachers, sometime within the three years following adoption of these Administrative Regulations;
- School administrators, clerical staff, and teachers are made aware at the beginning of every academic year and every time a school administrator is replaced of a) what students and parents

with limited English proficiency are guaranteed under Title VI, 42 U.S.C. § 2000d, and b) what is contained in AR 5124, including specifically how to access and request translation and interpretation services, and the requirement that interpretation services must be obtained for SSC meetings when needed,

- The District sufficiently fund language access strategies detailed in the District’s translation and interpretation policies (BP & AR 5124). These language access strategies may include in-person translators, community navigators, and digital translation/interpretation services, and
- The District maintain its commitment to ensuring the safety of immigrant students and families in the District, as affirmed in Board Resolution 16-2569.

### **7) Student, Family, and Community Engagement:**

In recognition of the importance of student, family, and community voice in promoting equity, annually, the District shall ensure that:

- Student and family voice is enlisted in the review of equity evaluation measures (listed below under Evaluation and Measurement),
- Efforts are made to authentically engage students and families, including, at minimum: all schools completing the School Site Council (SSC) training, all schools having in place a SSC that is involved in school site budget and decision-making, all schools’ SSCs being representative of the parent population in terms of race, ethnicity, English Language Learner status, Special Education status (and any other student group that has special needs within the school community) and/or the existence of SSC subcommittees for each population group,
- Central family engagement team shall be incorporated into Network teams to ensure that youth and family engagement strategies are developed, implemented, and monitored to advance student achievement for targeted populations,
- Measures for youth and family engagement that are used in the Oakland Public School Report Card shall be modified to reflect OUSD’s six Standards for Meaningful Family Engagement (BR 1112-0730), Student Engagement Standards (BP&AR 6005), and administrative regulations for school governance (AR 3625), and
- Structured opportunities for student teacher feedback are facilitated.

### **Evaluation and Measurement**

#### **Defining Quality in OUSD:**

An organization’s true values is evidenced more readily in the criteria to which it holds itself and its personnel accountable than in the organization’s official value statements. If a school district’s performance evaluations or definitions of high-quality schools do not include mechanisms for measuring demonstrations of the district’s stated values, then those values will not ever be made real. In recognition of this and the need for the stated value of “equity” to be realized, the District shall ensure that:

- The District shall conduct teacher performance reviews through a lens of equity in the classroom (observation of inclusive participation practices, use of culturally responsive practices, absence of racial bias in disciplinary practices, demonstrated commitment to anti-oppression work, etc.);
- The District shall conduct school administrator performance reviews through a lens of equity in school administration (recognition of and support for teachers and staff to promote the use of culturally responsive practices, absence of racial bias in disciplinary practices, demonstrations of equity in student and family engagement practices, demonstrated commitment to anti-oppression work, etc.);

- At every school, every year, the California School Framework shall be used for planning in partnership with members of the school community, including teachers, parents/guardians, and community partners. The California School Framework is produced annually for each school by the California Department of Education, and includes measurable gaps by Special Education, English Language Learner designation, homelessness, and race/ethnicity, on multiple indicators, including kindergarten readiness, suspension rates, graduation rates, chronic absence rates, and academic measures (BP & AR 3625, BP 0500);
- The District's Research, Assessment & Data (RAD) division shall establish, in partnership with Network Superintendents and/or executive principals, a School-Level Equity Rubric which may include measures such as percentage of teachers trained in culturally responsiveness, racial disparities in disciplinary data, CHKS results, etc., and will establish clear criteria to assess schools as Emerging, Developing, Meeting Standard, and Exceeding in terms of equity.

### **1) Process Evaluation:**

Annually, the District shall conduct an evaluation that reports on the following Process Measures:

- The number of cross-departmental meetings and work sessions for equity planning and coordination that have taken place.
- The number and percentage of teachers, school administrators, central office personnel, paraprofessionals, and site-based staff who have been trained in Implicit Bias, Cultural Responsiveness, Trauma-Informed De-Escalation, Disability Awareness and Inclusive Practice Training, and District sanctuary policies in the past 4 years (note if the District is compliant).
- The number and percentage of schools implementing a Social Emotional Learning curriculum for both adults and students with fidelity.
- The number and percentage of central office and school leaders trained in integrated academic/behavioral MTSS.
- The number and percentage of schools implementing Restorative Justice with fidelity (note progress from previous year).
- The number and percentage of schools implementing Culturally Responsive Positive Behavior Interventions and Supports with fidelity (note progress from previous year).
- The number and percentage of schools that are monitoring gaps in their SPSAs with targeted goals and strategies.
- The number and percentage of schools implementing Targeted Universalism strategies (i.e., culturally-specific programs for traditionally marginalized groups of students) (note progress from previous year).
- The number and percentage of students within those populations being served by Targeted Universalism strategies (note progress from previous year).
- The number and percentage of schools and students being reached with Ethnic Studies curriculum content (not progress from previous year).
- The number of students, family members, and community members engaged each year in discussions about equity (note progress from previous year).
- The number of schools that can demonstrate representation on the SSC across race, ethnicity, ELL status, and Special Education designation commensurate with the parent population at the school and/or the existence of SSC subcommittees for each population group;
- Any changes that have been made to district policy and practice aimed at improved equity, including in the following areas: school assignment/enrollment, pathway placement, credit

acquisition opportunity at the high school level, talent/HR, and personnel performance review systems, (note progress from previous year).

## **2) Outcomes Evaluation:**

Annually, the District shall conduct an evaluation that reports on the following Outcome Measures:

- District-level differences by race/ethnicity (including disaggregation of Asian Pacific Island data), gender, Special Education, and English Language Learner designation in kindergarten readiness, suspension rates, graduation rates, reading inventory (SRI), and chronic absence rates (note any improvements from previous year).
- District-level differences by race/ethnicity (including disaggregation of Asian Pacific Island data), gender, Special Education, and English Language Learner designation on indicators of school connectedness, perceived fairness in discipline, and respectful treatment on the California Healthy Kids Survey (CHKS) (note any improvements from previous year).
- Teacher and principal turnover rates district-wide (note any improvement from previous year).
- Teacher and principal turnover rates at target schools (note any improvement from previous year).
- Racial and ethnic representation of teaching and school administrator staff, as compared with OUSD student representation (advancement toward all ethnic groups represented within plus-or-minus 5 percentage points of student representation).
- Number of schools with 30% or higher teacher turnover (note any improvement from previous year).
- Number and percentage of teachers and administrators whose performance evaluations demonstrate they are using culturally responsive practices.
- Levels of socioeconomic isolation among schools, as indicated by the number and percentage of schools where the free/reduced meal rate is more than 20 percentage points different from the OUSD average (note any improvement from previous year).
- The distribution of District school sites falling into Emerging, Developing, Meeting Standard, and Exceeding on the School-Level Equity Rubric.

Additionally, the District shall review evaluations and/or evaluation data available from Restorative Justice, Culturally Responsive PBIS, SEL, and Targeted Universalism strategies with an equity lens, to see if the evaluation data show increased equity for traditionally marginalized groups of students and families.

## **Continuous Improvement**

Annually, the Office of Equity Targeted Strategies and Organizational Effectiveness & Culture, in partnership with Research, Assessment & Data (RAD), shall distill evaluation findings into a PowerPoint presentation. This presentation shall be used to facilitate a data and evaluation discussion with the following audiences:

- The Oakland Board of Education
- The Office of Equity Targeted Strategies and Organizational Effectiveness & Culture Team
- Advisory/Cabinet
- Multi-Tiered Systems of Support (MTSS) Implementation Team
- District-Wide Parent Student Advisory Committee
- Student Leadership Group(s)
- Teachers and School Administrators

- Parents and Guardians

The data and evaluation discussion shall center around the following questions:

- Do the data presented here demonstrate that the District is getting any closer to its goal of increased equity?
- Do the data indicate that there areas where we need to be working harder or differently?
- Are there any things we should be measuring that we are not currently measuring?
- What actions will be taken over the next year to advance equity in the District?

The Offices of Equity Targeted Strategies, Organizational Effectiveness & Culture, and Continuous School Improvement shall produce and manage an action plan to reflect the results of the annual data and evaluation discussions.