

Black Sanctuary: Reparations for Black Students



Reparations for Black Students

- Targets Funding
- Addresses Culture and Climate for Black students, educators and families
- Improves Students Success



Reparations for Black Students:

Why is this needed now? Why only Black Students and not all Students?

Black people have endured over 500 years of racism in this country, the nationwide uprisings against racial violence have led to a significant shift in conversations and attitudes about racial inequities in America. The killings of Ahmaud Arbery, Breonna Taylor, George Floyd, Rayshard Brooks, and others have galvanized calls and increased support for dramatic changes to the legal, political, economic and educational systems.

Racism is not unique to Black people alone, as other people of color (i.e., LatinX, Latinas, Latinos and Indigeneous Americans) have fallen prey to centuries of racial genocide, racist attacks, land theft, and continue to suffer racial violence as noted by the recent killings of Erik Salgado, Sean Monterrosa, Amilcar Perez-Lopez, and Andy Lopez.

Racism is rooted in its **proximity to Blackness**. In fact, over the past 16 years, OUSD has **lost nearly 20,000 Black students** as result of anti-black racism in the educational system as well as targeted gentrification causing a **mass exodus of Black people from Oakland**. Therefore, Black families, communities, and students need a targeted plan to address the effects of centuries-long racist practices and racial violence.

Targeted Funding

**BLACK
LIVES
MATTER**

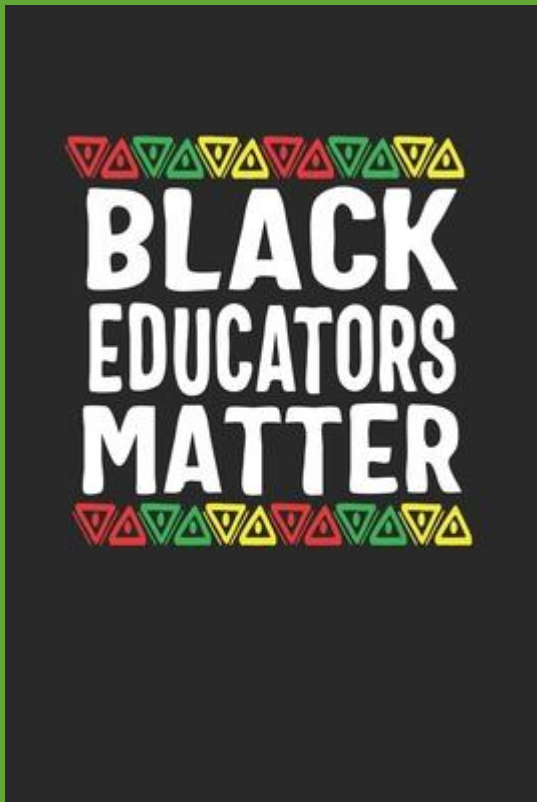
Use LCFF Funds: determine the number of Black students who fall into the categories (unhoused, in foster care, and/or receiving Special Education services) and redirect LCFF funding to those resources to fund, in part, the Black Sanctuary District programs.

Work with OUSD to do a ballot measure to increase funding for Black Students.

Use the 2.3 million dollars from the dismantling of the School Police.

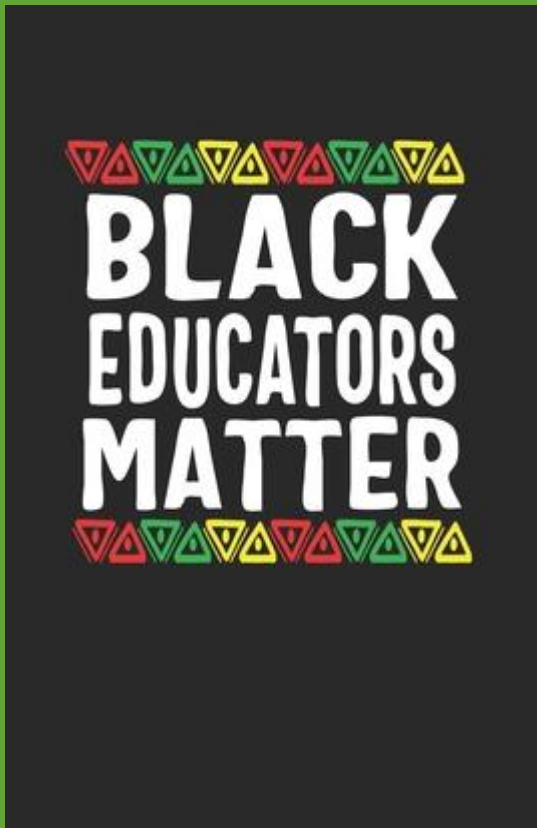
Work to pass Prop 16 so targeting of Ballot Measure \$\$ can go to Black students.

Culture and Climate (C&C)



1. We have proposed systems for OEA and OUSD to **track, investigate and resolve claims of RACISM** on campuses. OUSD will use surveys, hire staff to do this work, those staff will track reports made by students, educators, parents, staff will also hold on-going trainings, workshops and share curriculum to improve c&c. We propose that the Staff will be OEA members, hired by a joint committee of OUSD and OEA.
2. **Ethnic Studies** to be counted as a part of instructional mins, ethnic studies will focus on non-European advanced ancient civilizations. The ethnic studies leadership team will consist of a significant number of Black educators.
3. **Eliminate racist disciplinary practices:** Establish a Community Disciplinary Review Board at each school to review and approve or deny all cases before students are suspended or recommended for expulsion.
4. **Train peacekeepers/school climate specialists** to support their new practices, culturally responsive de-escalation, working with students with disabilities, mental health professionals, emphasizing training in restorative justice and trauma-informed first aid. **(BOP's plan)**
5. African Rites of Passage Programs and Black Cultural Festival to **celebrate Blackness!**
6. Increase **Black Family Engagement** through targeted intentional sustained outreach.

Culture and Climate Cont'd



1. No-School Closures or Co-Locations

- a. Schools with large populations of Black students would be in a protected class of schools, ***Historically Black Schools***.
- b. These schools would receive the Black Reparations Fund and implement the policies in this proposal to improve culture and climate as well as student outcomes.
- c. Schools like Burkhalter, Carl Munck, Grass Valley, Howard, MAC, WOMS, Brookfield, Markham, Parker, Prescott, MPA lower etc.

1. Recruitment and Retention of Black Educators

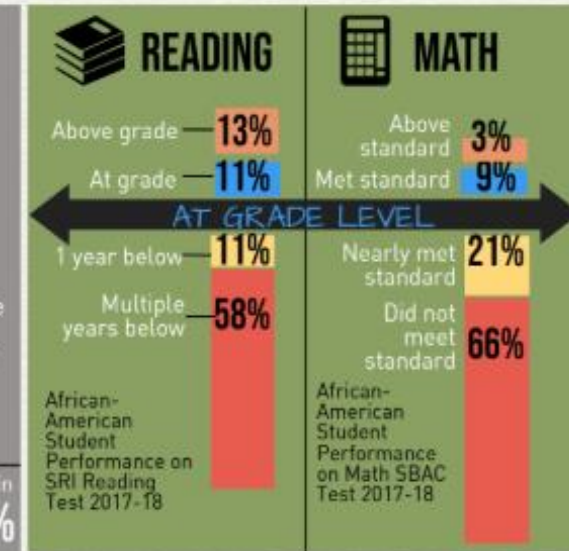
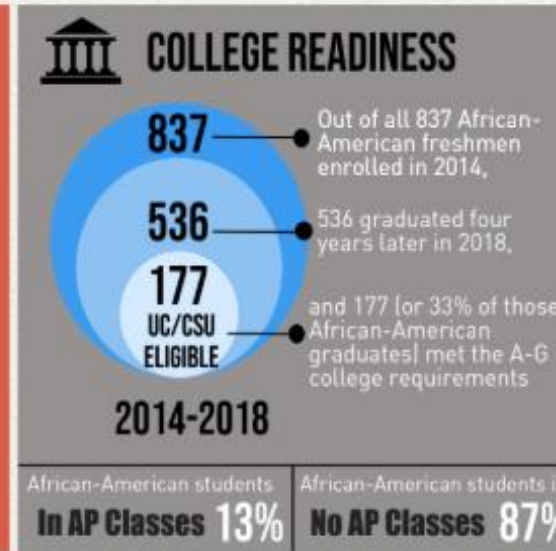
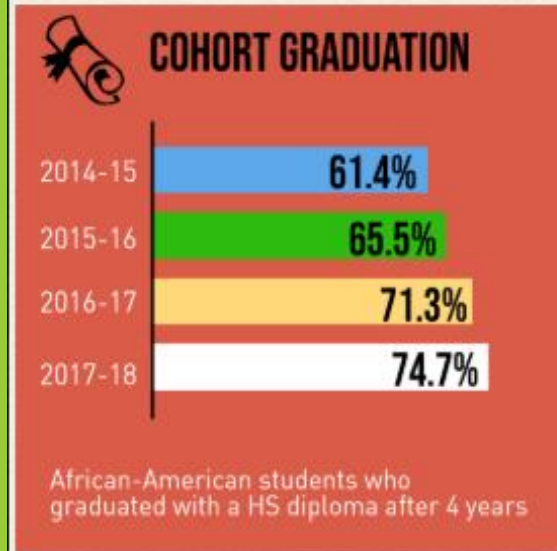
- a. Need for educators who reflect their ethnic and cultural background
- b. Support black educators by paying for credentialing programs, test prep, and exams.
- c. Improve leadership opportunities: More Black TSA's and Coaches.
- d. Agree to bargain a path to Tenure for CTE teachers.
- e. Track all proposed non re-elects by race to ensure Black educators are not disproportionately terminated.
- f. Conduct an annual evaluation of all principals and network superintendents to address culture and climate at schools sites and within district regions with the goal of improving culture and climate.

Hard Truths!

Black students are lowest performing students in the district.

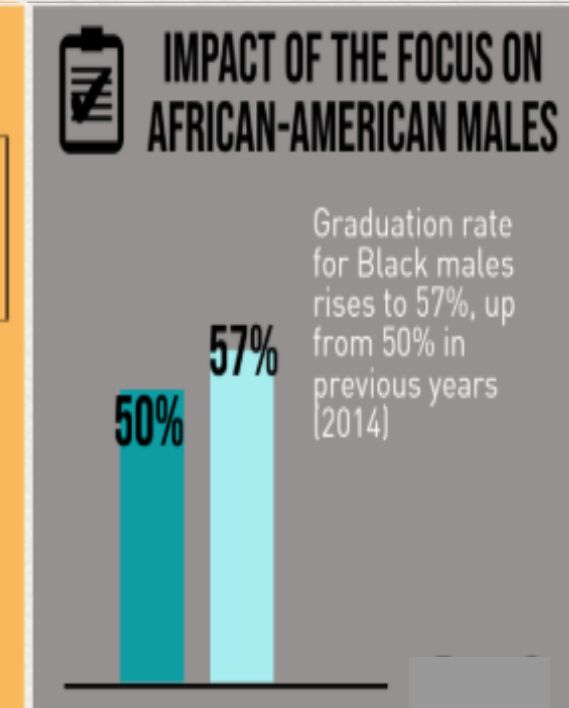
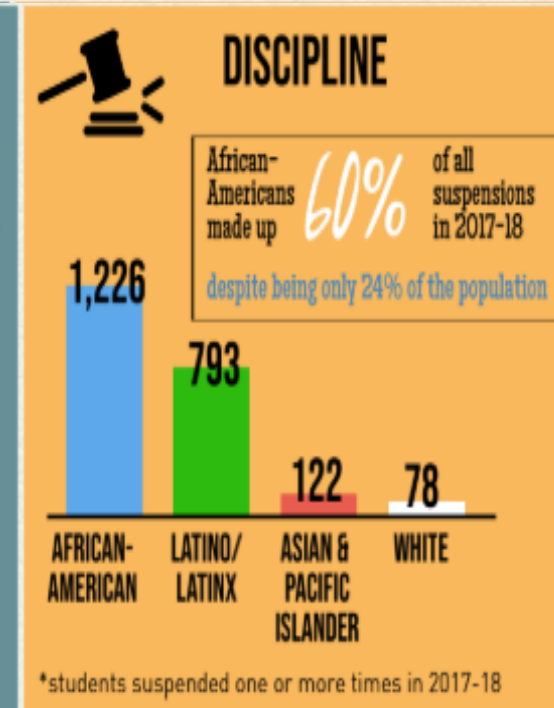
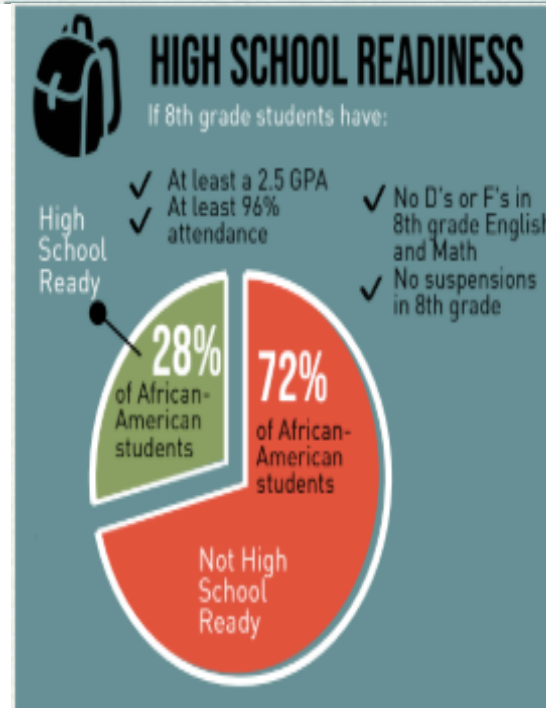
18.57% of the District's Black Students are reading at grade level

ANTI-BLACK RACISM

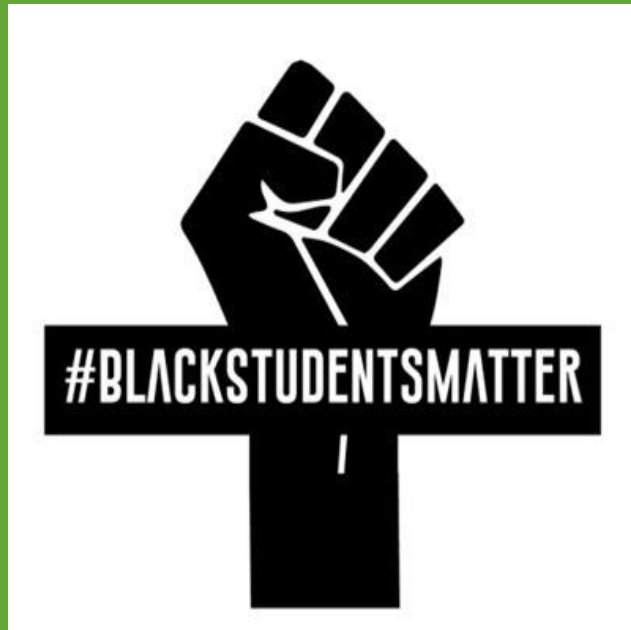


Data Snapshot: African-American Students in OUSD

*Data gathered from OUSD Dashboard & CA Dept of Education



Black Student Success

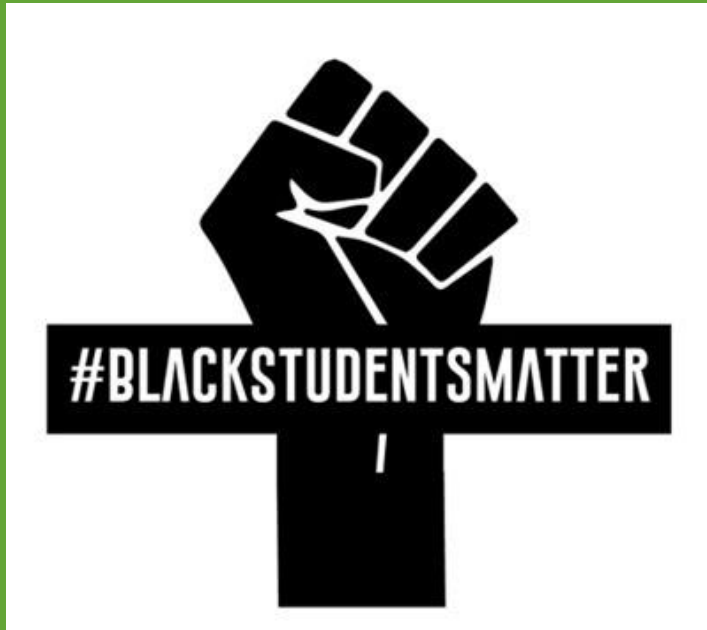


- 1. Black Students preparation for College, Career and Civic Leadership**
 - a. Access to counselors to navigate A through G requirements, applications for colleges, and other post high school career opportunities.
 - b. Create and maintain paid internship opportunities for Black Students.
 - c. Increased funding to support the provision of Secondary Transition Supports and Services to provide Transition Skills training and appropriate paid work experiences for Black Students with disabilities (Workability Program).

- 1. Improve Literacy Rates for Black Students**
 - a. OEA and OUSD co-construct a literacy training, engage in research to identify culturally relevant literacy programs, adopt a mutually agreed upon timeline for adoption, and joint decision making process in consultation with community partners.
 - b. Provide ongoing training and support for literacy development for teachers in special education.

- 1. Study and learn from Black educators and institutions** (African centered schools) who have demonstrated best practices for educating Black children, and implement those strategies (humanity affirming, culturally relevant discipline being paramount).

Black Student Success Cont'd



1. Special Education

- a. Special Education ratios at schools with 30% or above for Black students. 15:1 ratio for RSP, 10:1 ratio for MM SDC, 8:1 for counseling enriched SDC and Moderate-Severe SDC.
- b. Special Education Teachers who teach a high number of Black students, as well as new teachers, and teachers interested in learning best practices for teaching Black children shall have additional training opportunities.

1. Disproportionality of Referrals to Special Education

- a. Develop a social emotional learning curriculum and provide training to decrease inappropriate special education referrals, especially of Black students, into Special Education.
- b. Provide training for General Education teachers on responding to the social emotional needs of Black Students in order to decrease reliance on ineffective and reactive strategies like suspension and Police intervention.
- c. Provide all Black families with advocates when holding IEP meetings and when referring Black students for special education services.
- d. And so much more! Please read!