OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Continuous School Improvement Division:
OFFICE OF EQUITY

i am OUSD

2024–2025

Raquel Jimenez She/Her
Executive Director, Office of Equity

"I **FEEL** a **RESPONSIBILITY** to the people who have believed in me, my talents and gifts to remain in this role of being that bridge and to being a **LEADER** in **ELIMINATING RACISM.**"

Strategic Plan Initiatives

Ensuring Strong Readers by the Third Grade
Catalyzing Citywide Efforts to Guarantee Literacy for all Third Graders

Supporting Powerful Graduates
Developing Essential Skills to Secure Post-Secondary Success

Creating Inspiring Schools
Redesigning schools to be places of joy, inclusion and beauty

Growing a Diverse and Stable Staff
Attracting and retaining staff reflective of Oakland's rich diversity

4- ALIGNMENT WITH LCAP GOAL AREAS

1 All students graduate college career and community ready.

2 Focal student groups demonstrate accelerated growth to close equity gaps.

3 Students and families are welcomed, safe, healthy, and engaged.

4 Our staff are high quality, stable, and reflective of Oakland's rich diversity.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

OFFICE OF EQUITY (OoE)
Department Goals and Priorities

Our Theory of Action

If we implement targeted strategies, anti-racist/anti-ableist learning, language access, focus on engaging students furthest from opportunity, and partner with their families,

then we will create the culture and conditions needed to increase the literacy, attendance, and A-G completion rates for African American, Latino, Arab American, and Pacific Islander students.

Department Goals- Office of Equity

Targeted Initiatives (LCAP 1 & 2) / SP Initiative #1, 3, 4)	This goal will align with the Elementary & Secondary Academic Team Goals for accelerated achievement of targeted groups in Literacy, Graduation, A-G Completion, and reduction of disproportionate suspension of Black students.
Family Partnerships Linked to Student Learning & Shared Decision Making (LCAP 2 &3)/ SP Initiative #3)	All families will have opportunities to partner with their student's teacher to support learning at home and engage in shared decision making, and as evidenced by structures/activities logged each quarter, and measured by CHKS parent survey school connectedness and the annual SSC self assessment scores, leading to a decrease in chronic absence by 5%-10% and an increase of average daily attendance by 2% as measured by attendance data and suspensions of by 2%-5%.
Anti Racist Learning & Culturally Responsive Practice (LCAP 2 & 3) / SP Initiative #3)	All students will be a part of a joyful, positive, and inclusive school community, where every school is implementing culturally responsive practices, and all schools are using Zaretta Hammond's Ready for Rigor/Equity practices (from S&EI) , as measured by classroom/school walk throughs, leading to an increase of student and family connection and belonging by 5%.
Language Access (LCAP 3) / SP Initiative #3)	All families with limited English proficiency will have access to their school's communication to support learning at home and engage with their school's shared decision making processes where every school is providing interpretation and translation as measured by translation request data.

Progress Monitoring (KPIs & CoIs):
Office of Equity (OoE)

Goal (same goals on prior slide)	Key Progress Indicator KPI	Monitoring Timeframes / Benchmarks	Link to Data Source
Increase access to culturally responsive supports for targeted student groups that improve academic outcomes.	- Course/program enrollment - suspensions - Chronic absence - Cohort Graduation	Sept/ Dec/Mar/June	**MDP Site Observation** tool **Targeted Initiatives data summaries**
Increase active informed engagement with families linked to learning and shared decision making	-Tier 1 structures for family engagement -School site council support activities, feedback forms	Sept/ Dec/Mar/June	**Family Engagement data collection** **Event calendar**
Improve conditions and process for shared decision making across all OUSD sites.	- School Site Council Self Assessment	Fall review / Spring collection	**SSC Rubric**
Engage and support student leaders across all middle and high schools through student leadership initiatives.	-Student voice survey -Site participation	Sept/ Dec/Mar/June	**ACC survey**
Improve district internal awareness of systemic inequality and build staff capacity for anti racist practice.	- Staff participation in district wide training. - School climate survey items	Sept/ Dec/Mar/June	**Anti- Racist Support Intake- (Front facing)**
Improve language access and accessibility of information for all.	- Translation process metric -Translation requests	Daily	**Translation request intake- (front facing)**

24-25 Targeted Strategies Overview

Office of Equity Targeted Student Specialists centrally recruit and support 57 African American and Latino facilitators/teachers, and 10 Arab American and Pacific Islander literacy mentors across 57 sites

- AAFE - 13 schools
- AAMA - 22 schools
- Arab Am Ach - 19 schools
- Pacific Islander Ach at 14 schools
- LSA - 22 schools

Targeted Specialists Support Site Based Facilitators & Mentors by:

- Organizing and Leading monthly PLCs for each targeted initiative on implementation of content and alignment with academic team language and literacy framework

- Collaborating with secondary academic team on instructional visits and giving feedback to facilitators

- Coaching facilitators on classroom culture and care management

- Collaborating with talent team on supporting facilitators with clear credential process (if not already fully credentialed)

- Processing site based experiences of racial micro and macro aggressions by providing sisterhood, brotherhood community of care and healing by affinity (inside and outside of PLC space)

- Collaboration with district family engagement specialists to organize site based family literacy nights by affinity

- Collaborating with RAD to provide student data reports for progress monitoring and care management for students enrolled in targeted initiatives

Targeted Strategies Overview (Cont'd)

8 Targeted Specialists, 5 Focal Student Groups, 57 schools:

- AAFE: African American Female Excellence (2 FTEs)

- AAMA: African American Male Achievement (2 FTEs)

- AAPISA: Arab, Asian, & Pacific Islander Student Achievement: Arab Am & PI focus (2 FTEs)

- LSA: Latino Student Achievement (2 FTEs)

Targeted Specialists:

- Address the unique culturally responsive academic engagement needs for assigned focal group

- Support principals and site based AAMA, AAFE, AAPISA, LSA instructors, mentors across PK-12 to engage students with culturally responsive instruction

- Develop AAMA, AAFE, AAPISA, LSA site staff capacity to also provide targeted care management, outreach and culturally responsive communication to facilitate student and family access to literacy tutoring, attendance support services, and social emotional support, resulting in improved attendance

- Organize district level events for students, families and community members to celebrate the achievement of focal student groups

- Provide coaching and support for community partners, site and district staff on creating conditions for student learning that serve the whole needs of African American, Arab American, Latino and Pacific Islander students and their families

Central Family Engagement Strategy:
Building Capacity of Staff & Families for Partnership

School Governance & Shared Decision Making (SSC/SELLS support)

Tier 1 Essential Family Engagement Practices (linked to student learning)

Culture of Belonging and Connection

School Governance & Shared Decision Making (SSC/SELLS support)

Deliverable/Expectation:

Principal and SSC team attend 2 School Governance Network Retreats; 1 in the Fall and 1 in the Spring and Training on following topics:

Fall 2023
- Collaborative Leadership
- Understanding data and how to make meaning of it with students and families

Spring 2024
- Becoming the Best at Getting Better: SSC Self Assessment Rubric
- Team planning time
- SSC Team Development Panel & Discussion Break Outs:
- Norms and practices for resolving conflict on our teams
- **Parent Affinity Committees**
- Recruitment and retention of SSC members

ALL SCHOOLS: Engage students, families, teachers, and staff with school governance, in the development of SPSA and Budget, with intentional focus on target populations.

SSC SPSA Engagement

Deliverable/Expectation: Increase staff and family knowledge, skills, confidence to build relationships and engage in partnerships for student learning, as measured by:

- 80% of schools with at least 70% of parents who feel connected to their child's school.
- 60 sites with on-going structures for meaningful family partnership with targeted populations.
- 60 sites engaged with shared decision making.

School Governance & Shared
Decision Making
(SSC/SELLS support)

2 Tier 1 Essential Family Engagement Practices (linked to student learning). Structures for Ongoing Family Partnerships with Student Learning.

ALL SCHOOLS: Provide ongoing opportunities for staff learning and capacity building for family engagement linked to student learning.

Provide evidence of Tier 1 Family Engagement relational & academic structures. (examples here)

Deliverable/Expectation:

★ Relationships (one example):
- Parent-Teacher Home Visits (PTHVs)
  - 1:1 Parent-Teacher Hopes and Dreams Conversation
- Positive/relational phone calls from teacher to families

★ Academic Partnership (one example):
- Academic Parent-Teacher Team (APTT) Data Conference Model
- Traditional Parent-Teacher Conferences
- Student-led Conferences
- **Teacher-led academic classroom meetings or workshops for families**
- **Parent academic workshop co-led by staff and parent leaders**

★ Language Access for two way School/Home Communication structures (one example): Evidence that all parents and especially non-English speaking parents have access to communication through
- Parent Square
- Language office hours
- Language navigators
- Email with teachers or other site based contact
- Text Messages
- WhatsApp Groups
- Other (coffee chats in native languages)

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3

Culture of Belonging and Connection

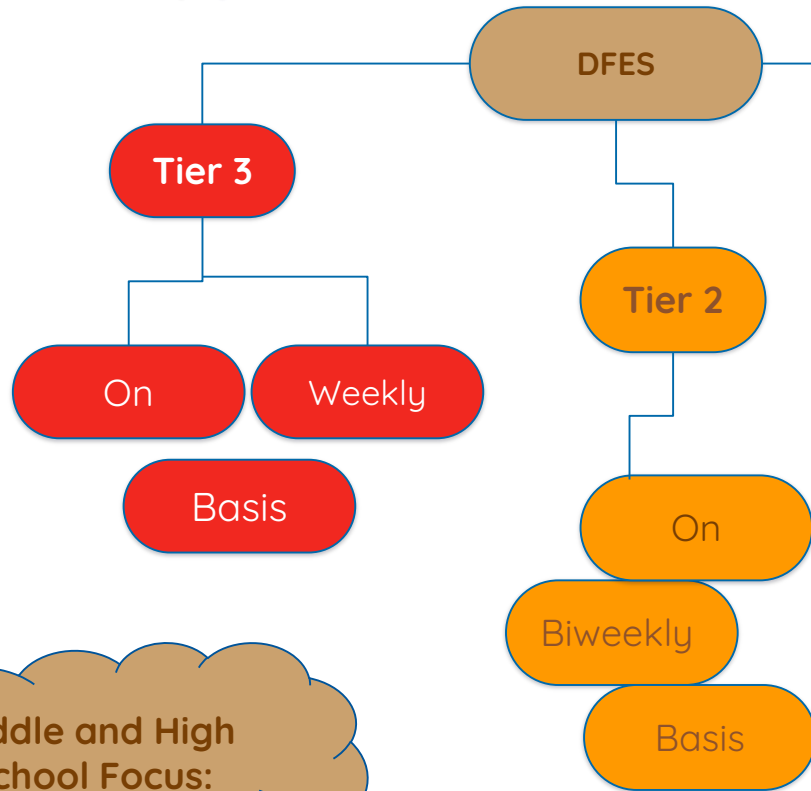ALL SCHOOLS: Increased % of families from your targeted populations feel connected to the school community.

CHKS Data was collected, shared, analyzed, and discussed… What's in your plan to target this goal? What best practices or strategies will you implement to engage the community?
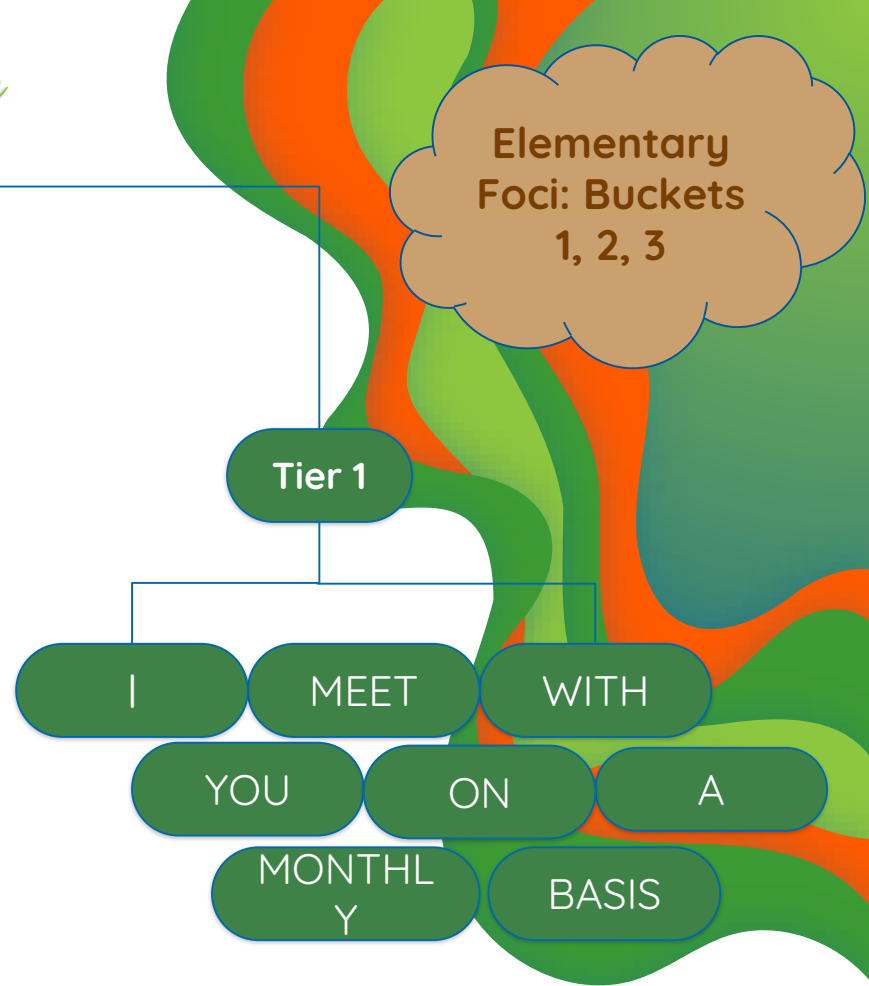
<u>Deliverable/Expectation</u>:

Increased % of families from your targeted populations (African American, Latino, Arab American, Pacific Islander, Special Education, or English Language Learners) agree and strongly agree with connectedness questions (CHKS):

1. I feel welcome to participate at this school.

2. School staff treat me with respect.

3. School staff take my concerns seriously.

4. School staff welcomes my suggestions.

5. School staff respond to my needs in a timely manner.

6. School staff is helpful.

7. My child's background is valued at this school.

Engagement Staff Deployment Model – 1 District Family Engagement Specialist DFES per Network

DFES

Tier 3
- On
- Weekly
- Basis

Middle and High School Focus: Bucket #1

Tier 2
- On
- Biweekly
- Basis

Tier 1
- I
- MEET
- WITH
- YOU
- ON
- A
- MONTHLY
- BASIS

Elementary Foci: Buckets 1, 2, 3

The Family Engagement Flow Chart for Committees and Subcommittees in OUSD

Site Level

District Level

PAT

SPED

SSC

PBIS

SELLS

Student Academic Success

DELLS

CAC

LCAP PSAC

FYAC

LPAG
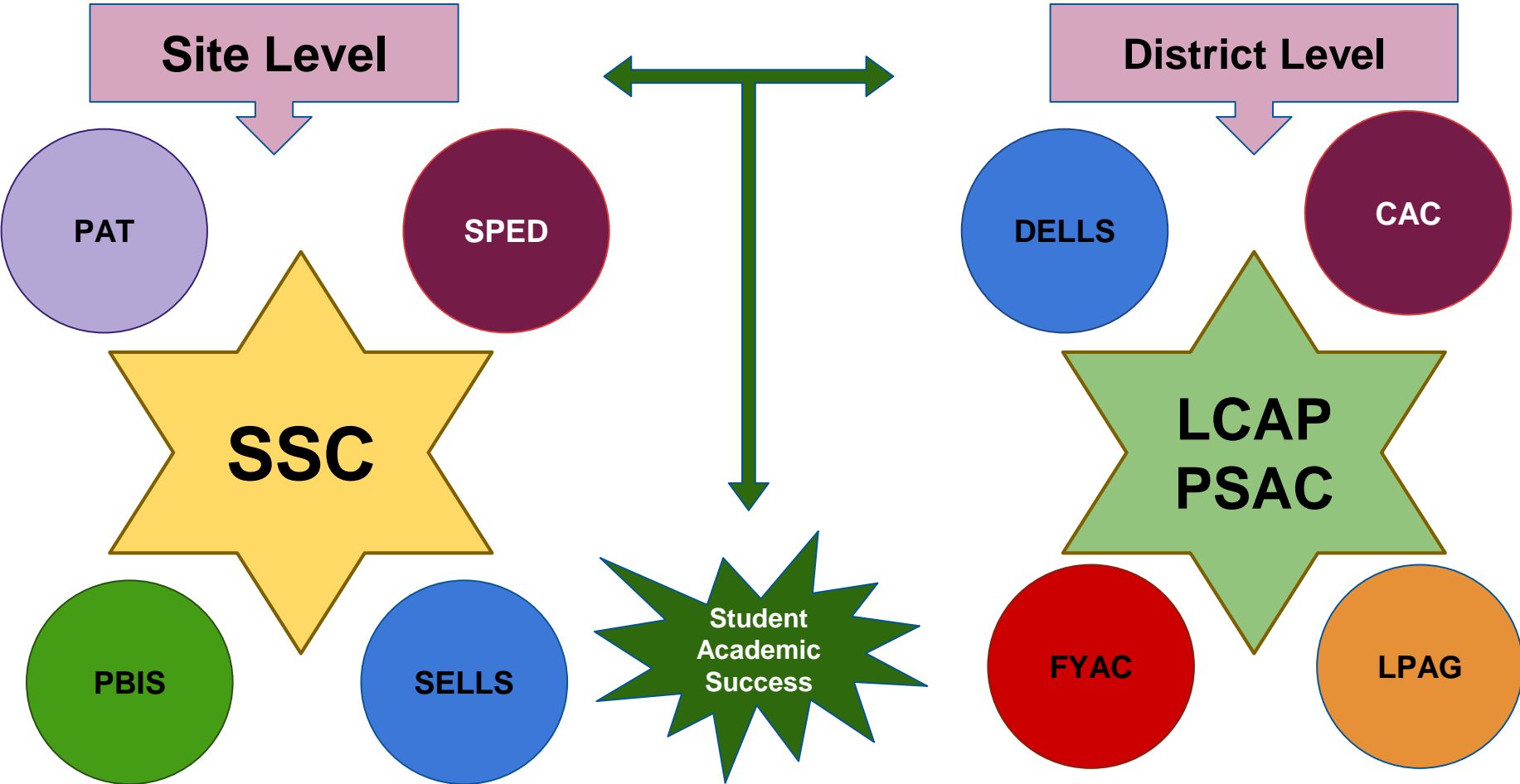
Meaningful Student Engagement - Overview

Focus Area #1:
Student Engagement Specialist supports school sites to establish structures for leveraging student leadership and voice with school site improvement and decision making.

Key Activities:
- Facilitating professional learning for teachers, and student leadership advisors, in partnership with the Governing Board of the All City Council Student Union (ACC)
- Coordination of the Meaningful Student Engagement collaborative, bringing together community partners leading student leadership programs and activities across the city to align our efforts to support and nurture student agency, and empowerment in their learning and in their school community.

Implementation is guided by:
- Meaningful Student Engagement Standards
- Site Implementation Checklist
- MSE High School & Middle School Student Leadership Course Guide
    - MS
    - HS

Meaningful Student Engagement - Overview (cont'd)

Focus Area #2:
Student Engagement Specialist coordinates and develops district level student partnership and leadership with system wide improvement efforts, by facilitating and coordinating the leadership development and capacity of the elected Governing Board for the All City Council Student Union (ACC)

Key activities:
- Weekly in-person ACC Governing Board planning meetings where students develop content and facilitation roles for their general student body convenings, district and school level campaigns, and district wide conferences and retreats

- All City Council Middle School Consistent In-person Engagements with Middle School Student Delegates from all MS sites

- All City Council High School Consistent In-Person Engagements with High School Student Delegates from all HS sites

Focus Area #3:
Student Engagement Specialist supports secondary schools and district central office departments to improve the quality of engagement with students on various initiatives, policies, procedures, and plans to incorporate student voice. The SES provides site support as requested in further building out meaningful leadership opportunities for shared decision making and meaningful student engagement with decisions that directly impact students.

Implementation is guided by:
- Implementing MSE Standards Rubric
- How to Implement MSE Standards

Student Engagement Training Menu:
- Youth Adult Partnerships
- Disrupting Adultism; Becoming an Adult Ally
- Ladder of Youth Engagement

Language Access - Interpretation & Translation Overview

9 Interpreter-Translator Specialists

- Arabic, 1 Full Time: *Fathiya Saleh,*

- Cantonese, 2 Full Time: *Angel Ho,*
  David Yuen

- Mam, 1 Full Time: *Rosendo Aguilar*

- Spanish, 5 Full Time: *Andres De la Torre, Eva Vargas, Cynthia Ovando, David Copenhaguen, Rebeca Walker Marquez*

Updated Guidance - Staff Requests for Interpretation or Translation

Tips for Working with an Interpreter

How to Work with an
Interpreter
Effectively ➤   www.ousd.org/translation

1. SCHEDULE YOUR MEETING & provide information in advance.

2. SPEAK SLOWLY AND CLEARLY only one at a time.

3. SPEAK DIRECTLY TO ONE ANOTHER not to the interpreter.

4. AVOID SIDE CONVERSATIONS.

5. THE INTERPRETER WILL INTERPRET EVERYTHING THEY HEAR (including foul language & side conversations).

6. F.A.P.E? D.E.L.A.C? K2C? WHEN USING ACRONYMS, explain what they mean.

How to Request Interpretation Services

STAFF:

Complete <u>Request Form</u> at least 2 weeks in advance, one month is optimal. This Form is updated annually, on July 1st.

Requests exceed capacity of the team. We adhere to the 15% home language threshold and prioritize:

- IEP meetings and assessments
- Student Attendance Review Team (SART) & Student Attendance Review Board (SARB)
- Student Study/Success Team (SST) meetings
- Expulsion hearings and District discipline meetings
- Safety and health related communication
- SSC and SELL meetings
- Superintendent's office communications
- Other legally mandated parent notification and communications

How to Request Interpretation Services

FAMILIES:

Complete Parent Request Form for Primary Language Assistance, 2 weeks in advance

- Form is available in English, Arabic, Cantonese, Khmer, Spanish, Vietnamese (this form will soon be available in google form format)
- Submit Form to: ebony.copes@ousd.org
- For assistance, call Office of Equity, leave a message in your language: 510-879-8429
- Immediate phone interpretation is available through approved OUSD vendors in any language. However, school site staff must request this service to receive a code.

OFFICE OF EQUITY(OoE)

Systems Level Culture Transformation

RACIAL JUSTICE, EQUITY, HEALING TASKFORCE

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Antiracist Learning Foundational PD Series

Purpose:
- Antiracist Educator Commitment, Communication, & Action: Develop personal commitment to communicate and act on OUSD antiracist/equity framework that interrupts deficit thinking and language, so that we implement culturally and linguistically affirming instructional practices.
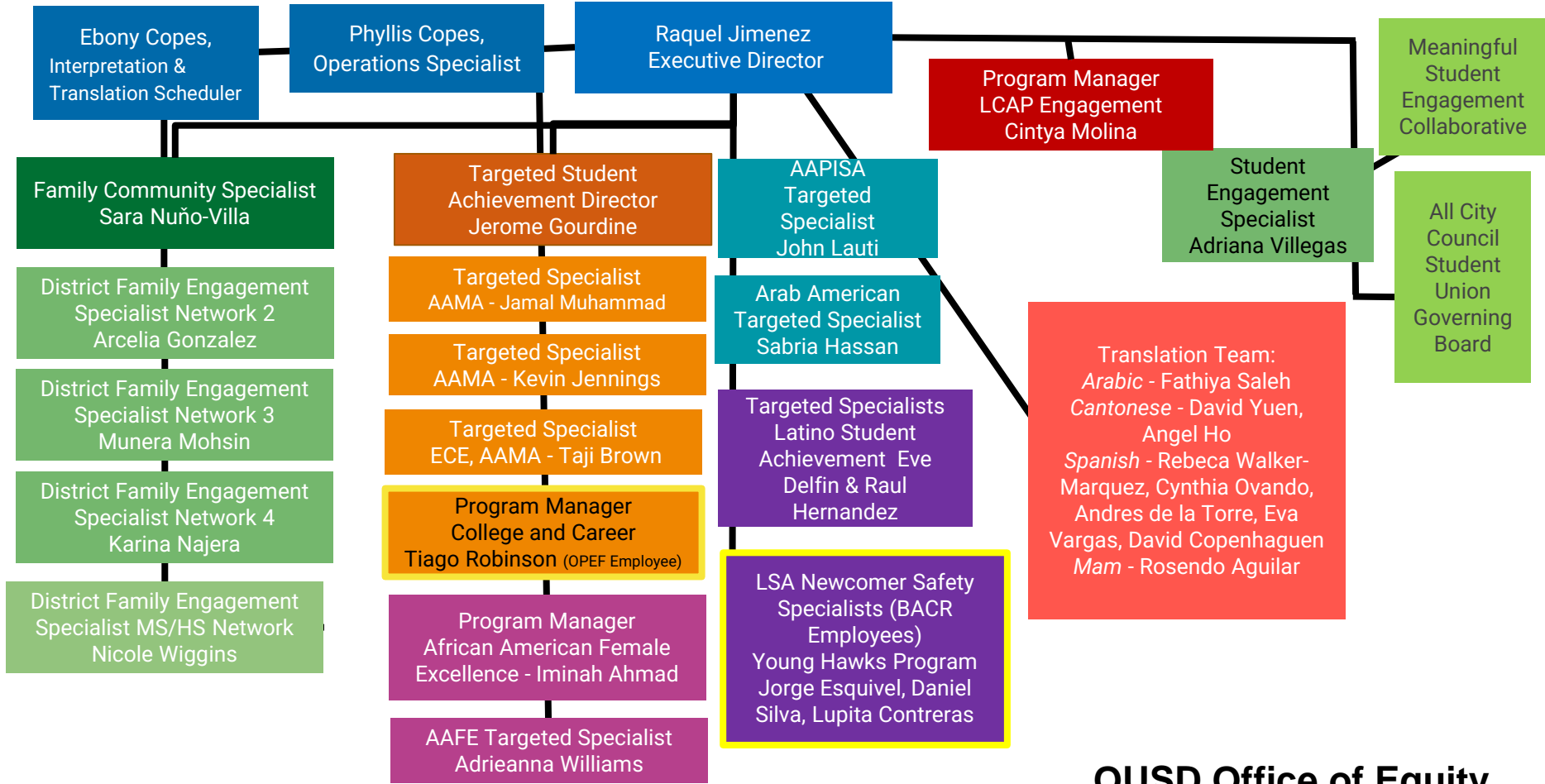
Outcomes:
- Staff will understand their own proximity to privilege and become conscious of their role in perpetuating and disrupting the three layers of systemic bias.
- Staff will practice culturally sustaining strategies to *interrupt deficit thinking*, *leverage students' linguistic and cultural assets* and *nurture empowering narratives* of and for our students and families.

Site Based PD Series Structure:
4 Sessions, 90 minutes each, monthly on a designated Wednesday as scheduled by principal or ILT leaders:

1. *Brave Space & Courageous Conversations*
2. *Pandemic of Racism*
3. *Culturally Responsive Teaching*
4. *Antiracist Educator Practices & Equity Traps*

Ebony Copes, Interpretation & Translation Scheduler

Phyllis Copes, Operations Specialist

Raquel Jimenez Executive Director

Program Manager LCAP Engagement Cintya Molina

Meaningful Student Engagement Collaborative

Family Community Specialist Sara Nuño-Villa

Targeted Student Achievement Director Jerome Gourdine

AAPISA Targeted Specialist John Lauti

Student Engagement Specialist Adriana Villegas

All City Council Student Union Governing Board

District Family Engagement Specialist Network 2 Arcelia Gonzalez

Targeted Specialist AAMA - Jamal Muhammad

Arab American Targeted Specialist Sabria Hassan

Translation Team:
Arabic - Fathiya Saleh
Cantonese - David Yuen, Angel Ho
Spanish - Rebeca Walker-Marquez, Cynthia Ovando, Andres de la Torre, Eva Vargas, David Copenhaguen
Mam - Rosendo Aguilar

District Family Engagement Specialist Network 3 Munera Mohsin

Targeted Specialist AAMA - Kevin Jennings

District Family Engagement Specialist Network 4 Karina Najera

Targeted Specialist ECE, AAMA - Taji Brown

Targeted Specialists Latino Student Achievement Eve Delfin & Raul Hernandez

District Family Engagement Specialist MS/HS Network Nicole Wiggins

Program Manager College and Career Tiago Robinson (OPEF Employee)

LSA Newcomer Safety Specialists (BACR Employees) Young Hawks Program Jorge Esquivel, Daniel Silva, Lupita Contreras

Program Manager African American Female Excellence - Iminah Ahmad

AAFE Targeted Specialist Adrieanna Williams

OUSD Office of Equity
2024-25 Staff Team

OoE Contact Information

Network 2 Family Engagement: Arcelia.Gonzalez@ousd.org

Network 3 Family Engagement: Munera.Mohsin@ousd.org

Network 4 Family Engagement: Karina.Najera@ousd.org

Secondary Family Engagement: Nicole.Wiggins@ousd.org

SPED Family Engagement: Melisha.Linzie@ousd.org

Family Engagement Manager: Sara.Nuno@ousd.org

Interpretation-Translation Scheduler:Ebony.Copes@ousd.org

Targeted Strategies Director: Jerome.Gourdine@ousd.org

District Governance Committees: Cintya.Molina@ousd.org

Pacific Islander Achievement K-12:John.Lauti@ousd.org

Arab American Achievement K-12:

Sabria.Hassan@ousd.org

AAMA ECE-PreK: Carl.Williams@ousd.org

LSA PK-12: Eve.Delfin@ousd.org

LSA PK-12: Raul.Hernandez@ousd.org

AAMA 9-12: Jamal.Muhammad@ousd.org

AAMA 3-8: Kevin.Jennings@ousd.org

AAFE 9-12: Iminah.Ahmad@ousd.org

AAFE 3-8: Adrieanna.Williams@ousd.org

AAMA College-Career: Tiago.Robinson@ousd.org

EVERY STUDENT THRIVES!

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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1000 Broadway, Suite 680, Oakland, CA 94607

APPENDIX

Office of Equity Department Budget

TARGETED STRATEGIES						
Investment	24-25 Labor	24-25 Non-Labor	24-25 Total Cost	25-26 Projected Labor	25-26 Projected Non-Labor	25-26 Projected Total Cost
Targeted Specialists	$1,332,889	$967,739	$2,300,628	$1,041,813*	$644,375	$1,686,188
Facilitators	$1,573,594	n/a	$1,573,594	$1,902,513	n/a	$1,902,513
Total	$2,906,483	$967,739	**$3,874,222**	$2,944,326	$644,374	**$3,588,701**

Office of Equity Department Budget

Investment	24-25 Labor	24-25 Non-Labor	24-25 Total Cost	25-26 Projected Labor	25-26 Projected Non-Labor	25-26 Projected Total Cost
District Family Engagement Specialists	$569,434	$54,790	$624,224	$610,812	$120,467	$731,279
District Committees	$203,313	n/a	$203,313	$204,991	n/a	$204,991
Parent Teacher Home Visit Program (PTHV)	$229,396	n/a	$229,396	$232,947	n/a	$232,947
Total	$2,906,483	$967,739	**$1,056,933**	$2,944,326	$644,374	**$1,169,217**

Office of Equity Department Budget

Investment	24-25 Labor	24-25 Non-Labor	24-25 Total Cost	25-26 Projected Labor	25-26 Projected Non-Labor	25-26 Projected Total Cost
All City Council Student Union (ACC)	$95,478	$115,000	$210,478	$94,167	$115,000	$209,167
Total	$95,478	$115,000	**$210,478**	$94,167	$115,000	**$209,167**

Office of Equity Department Budget

LANGUAGE ACCESS (INTERPRETATION & TRANSLATION)

Investment	24-25 Labor	24-25 Non-Labor	24-25 Total Cost	25-26 Projected Labor	25-26 Projected Non-Labor	25-26 Projected Total Cost
Interpreter Specialists	$919,522	$57,091	$976,613	$932,176	$57,091	$989,267
Program Assistant (Scheduler)	$133,608	n/a	$133,608	$135,912	n/a	$135,912
Total	$95,478	$57,091	**$1,110,221**	$94,167	$57,091	**$1,125,179**

Office of Equity Department Budget

ADMINISTRATION & ANTI RACIST LEARNING						
Investment	24-25 Labor	24-25 Non-Labor	24-25 Total Cost	25-26 Projected Labor	25-26 Projected Non-Labor	25-26 Projected Total Cost
Administration	$718,329	$19,833	$738,162	$749,469	$12,699	$762,168
Antiracist Learning PD	$0	$338,055	$338,055	$0	$0	$0
Total	$718,329	$357,888	**$1,076,217**	$749,469	$12,699	**$762,168**