



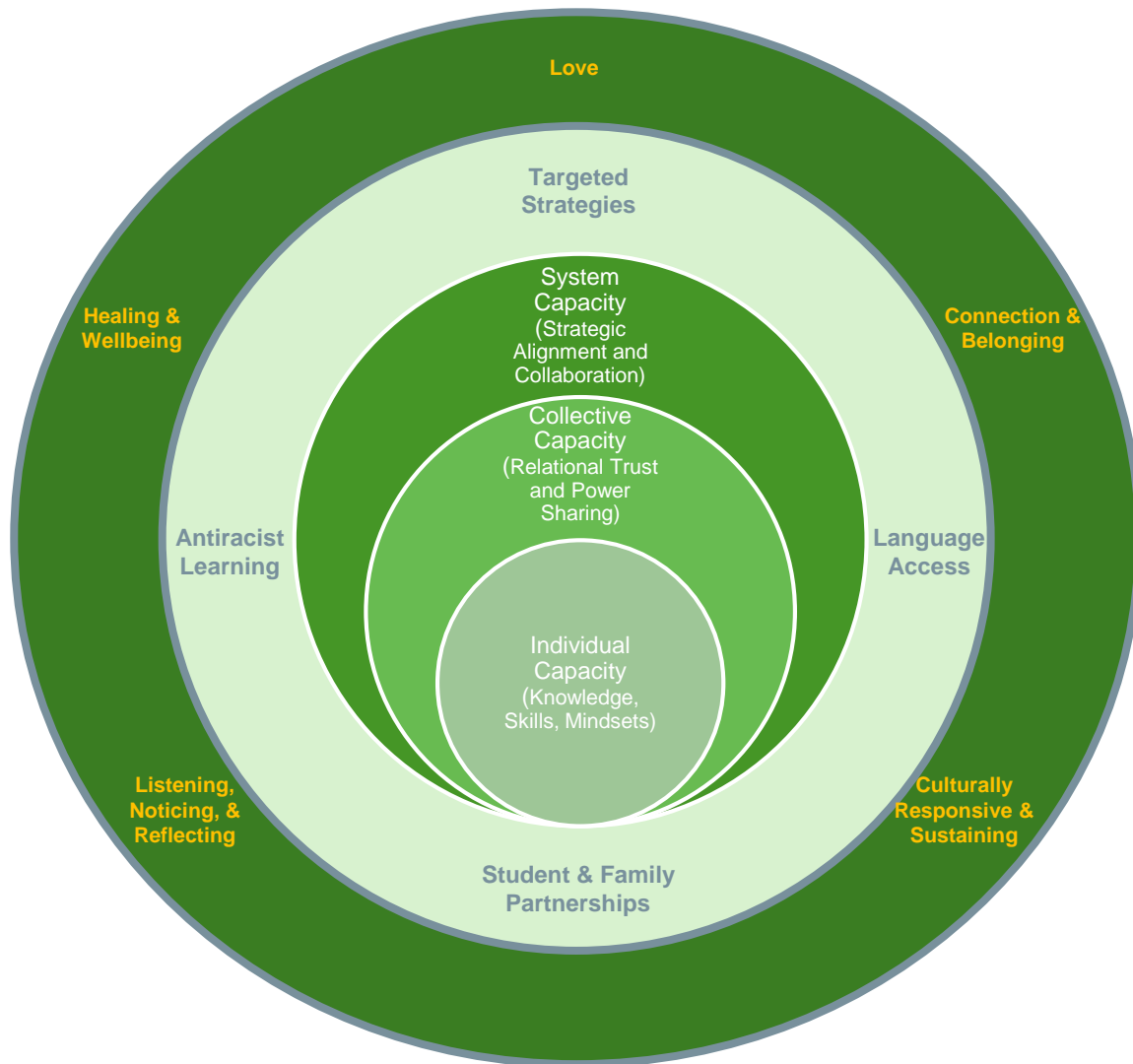
OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Continuous School Improvement Division: OFFICE OF EQUITY



iam OUSD

2023-2024



Department Goals- Office of Equity

Targeted Initiatives
(LCAP 1 & 2) / SP Initiative #1, 3, 4)

Sustain year over year attendance gains and collaborate within Networks and with the Elementary & Secondary Academic Team to accelerate 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.

OFFICE OF EQUITY

2023-2024

Targeted Strategies Overview

8 Targeted Specialists, 5 Focal Student Groups, 35 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

Targeted Strategies - Program Implementation

5 Key Areas

1. **Fostering a Positive Cultural and Academic Identity using a Culturally Responsive teaching and learning approach**

Activities (How): Use Gender-based and culturally responsive curricula to master: Gender Identity. Positive cultural Identity, self-advocacy, empowerment, and academic confidence. Facilitator development and support.

Impact Level: Students and Facilitators

1. **Growing a Culture of Belonging for BIPOC Students/Families**

Activities:

- Culture/Climate observations
- Culture of Belonging - Affinity groups
- Report back on the observations to - ILT, Culture Team,
- Honor Roll
- Celebrations

Impact Level: Students, Families, Schoolwide

3. Modeling and Scaling Culturally Responsive Practices

Activities:

- Integration into site based staff meetings and teams, Attending COST
- Facilitators model signature practices that other teachers can use to engage BIPOC students
- Teacher/staff collaboration

Impact Level: Teacher Practice, Schoolwide

4. 1:1 student support and advocacy (i.e., King Care)

Activities:

- Student Advocacy, Referrals to COST
- Closely monitoring progress data
- College and Career Advocacy/1:1 support

Impact Level: Students

5. Youth and Family Leadership Development & Academic Empowerment (collab with FE, ACC)

Activities:

- Affinity Groups, Student Clubs, Student Councils
- Parent group linked to shared decision making
- SSC Retreats, Student/family summits
- Workshops: A-G, College process, Literacy, I-Ready, grade level milestone workshops
- Network family workshops (Getting Ready for College - Getting Ready for High School)
- 1:1 college access guidance

Impact Level: Students and families

Targeted Strategies Overview (Continued)

- Collaboration with Teachers
 - Peers: AAMA, AAFE, LSA site facilitators/instructors are OEA positions (CTE credential pathway)
 - AAPISA literacy mentors collaborate with teachers to identify and recruit students to enroll/participate in AAPISA literacy and care management
- Site Partnership Criteria
 - Co-funding for site facilitator
 - Tier 1 / Tier 2 academic intervention (not Tier 3) to support focal student literacy and attendance
- Culturally Responsive (Ethnic Studies) Curriculum
 - AAMA: Khepera: Mastering our African American Male Cultural Identity

Targeted Strategies Overview (Continued)

- Culturally Responsive (Ethnic Studies) Curriculum
 - AAFE: ***Mastering our African American Female Cultural Identity*** (a-g elective)
 - LSA: ***Joven Noble*** & ***Girasol*** (Latino Identity & SEL curriculum), National Compadres Network, Latino History & Culture or Chicano Studies (a-g electives)
 - AAPISA Fananga and Takalam Literacy Mentors: collaborate with Academic literacy team on tutoring activities, and with IKUNA and AAYSP community groups for identity based, culturally responsive content
- Progress Monitoring - Metrics
 - Quarterly: Positive Attendance & Chronic Absence, Sown to Grow (HS), iReady, RI (HS), Ds/Fs, Suspension
 - End of Year: Graduation, A-G, Attendance, Literacy

Targeted Strategies Overview (Continued)

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**AFRICAN
AMERICAN
FEMALE
EXCELLENCE**

"To me, Black History means owning our roots and ourselves. Our Black community has historically impacted how Oakland is known and how it is today. We built Oakland with our history and our goals for our future in mind. So when we celebrate Black History Month in Oakland, we celebrate our accomplishments and the things we have yet to achieve,"

Nafissatou, AAFE, 6th Grade, Claremont





Let's hear it for
THE GIRLS!

AAFE currently serves more than 350 girls in 11+ elementary, middle and high schools.

AAFE instructors provide daily Black girl-centered classes and weekly girls groups, which are integrated into the school day, and produce citywide programs and events throughout the year.

At midyear, 73% of our girls had positive attendance of 95% or more, in comparison to the district average of 35% positive attendance for African American girls.

2023-24 School Year 20 Sites

2024 GREATER PROGRESS IS IN STORE

Elementary Schools:

Piedmont Ave Elementary Emerson Elementary

Prescott Elementary Sankofa United Elementary

Bella Vista Chabot Peralta* REACH *

Middle Schools:

Madison Park Academy

West Oakland Middle School **

Bret Harte*

Elmhurst* UFSA*

Montera** Roosevelt**

High Schools:

Oakland Tech

McClymonds

Skyline

Madison Park Academy

Oakland High**

Castlemont*



*Tentatively **Partner Site

African American Female Excellence

Beyond the Data -

Queen Care Impact

- Self determination
- Self esteem, positive cultural-
gender identity
- Love for school and
community





thrive CITY
BLACK HISTORY MONTH
CELEBRATION

“

WE MUST DISCOVER THE
POWER OF LOVE, THE
REDEMPITIVE POWER
OF LOVE, AND WHEN WE
ARE ABLE TO LOVE ONE
ANOTHER, THAT WE WILL
BE ABLE TO OVERCOME
ALL OF THIS C...

BEAUTY

LAND
CALIFORNIA



"Intelligence plus character-that is the goal of true education."
Martin Luther King Jr.



AAMA 2.0

AAMA Sites, Curriculum, Approach

520 students served across 15 sites:

- Elementary- Piedmont Ave, Manzanita Seed & Community, Laurel, Chabot, Emerson, Prescott, Bella Vista
- Middle- Bret Harte, Claremont, Monterra
- High School- McClymonds, Oakland

A-G Curriculum

- [Khepera Curriculum](#)

Approach

- [King Care](#)

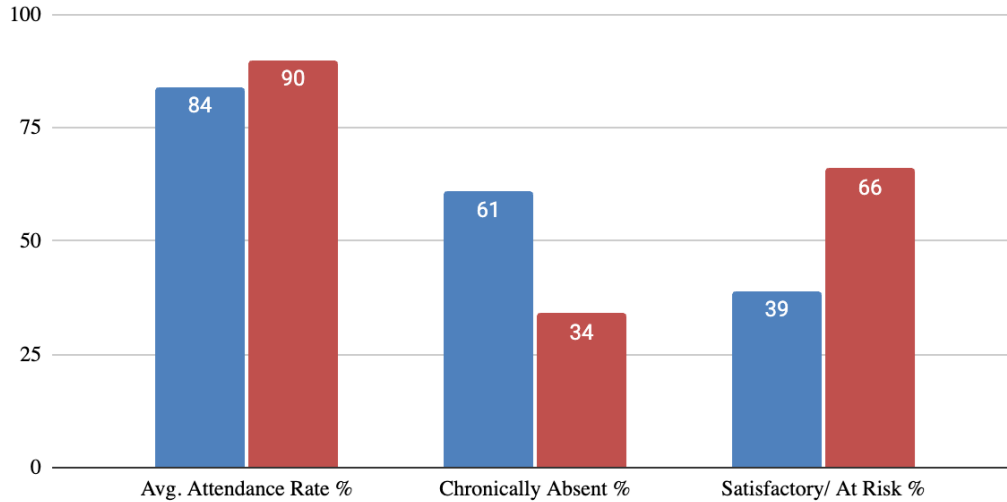


AAMA Targeted Specialists

- Reflect and amplify the collective voices of our targeted populations in partnership with Central office depts i.e CSI (High School, Middle and Elementary Networks) to increase equitable access to a high quality and joyful educational experience for all targeted groups.
- Provide direct support to school sites as classroom instructors, facilitate site PD's, college and career consultations, COST, SEL-Sown To Grow Implementation, and King Care codification
- Oversee the work and develop the work by engaging in [cycles of inquiry](#), and data collection/reflection to inform overall AAMA strategy and facilitator [Professional Development](#)
- Work with teachers/facilitators by providing 1:1 instructional and curricular thought partnership, career/credentialing coaching, and monthly PD

OUSD and AAMA Attendance

■ OUSD ■ AAMA



Attendance

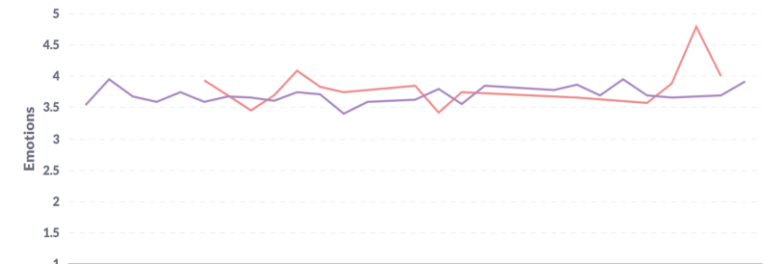
AAMA students have an average daily attendance of 90%, while the district average is 84%. Additionally, 66% of AAMA students have positive attendance compared to only 39% of all OUSD students.

Emotions over Time

This chart compares the emojis your students enter each week compared to other schools with similar grade level bands.

Benchmarked Emotions over Time

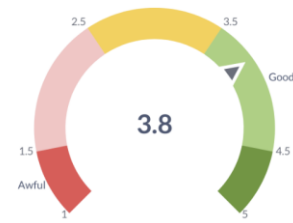
● OUSD AAMA ● *All Schools Grades KG - 12



AAMA students are regularly reporting higher levels of social emotional well being than the overall district average.

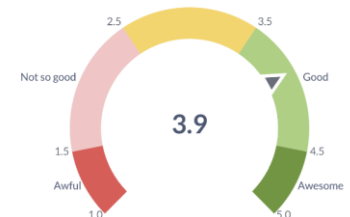
ALL OUSD

Current Avg Emotion



AAMA

Average Emotion (Last 30 Days)

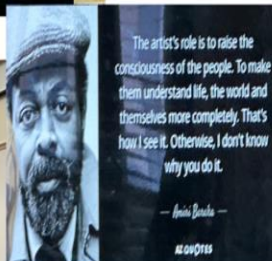


Student Answer
 ■ Awful
 ■ Not so good
 ■ Okay
 ■ Good
 ■ Awesome

	Culturally Responsive Teaching and The Brain: Teaching Practice Summary- Student Agency and Independence
Exceeding	Teacher sets behavior and social-cognitive norms to help students develop the internal beliefs and habits of independent learning. Helps st. uproot internalized oppression through counter-narratives. Posters and anchor charts in the room reflect these counter narratives. Provides authentic choice, scaffolds independence, includes instructional conversation and inquiry.



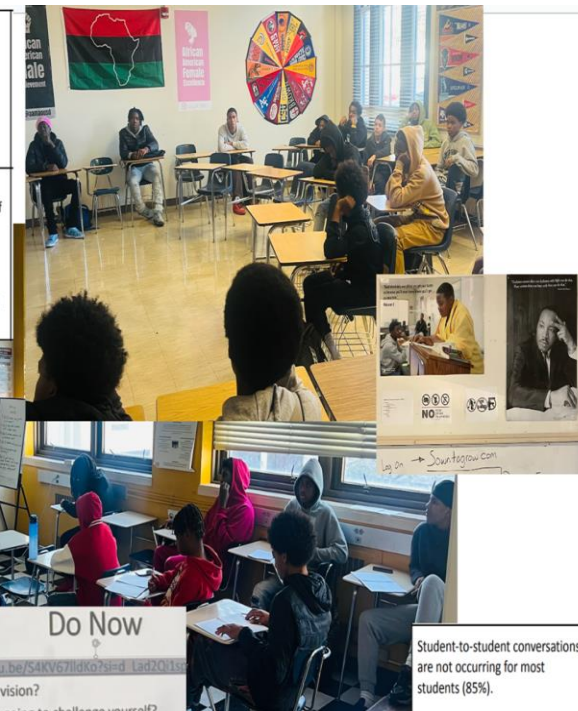
Students are presented with the language of the discipline and use it while in discussion based on the lesson.



Student-to-student conversations are not occurring for most students (85%).

Cycle of Inquiry Data: Informal Classroom Walkthroughs Identifying Culturally Responsive Teaching strategies

	Culturally Responsive Teaching and The Brain: Teaching Practice Summary- Student Agency and Independence
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Do Now

- https://youtu.be/SAKYv7jldQ?si=d_LadOis
- What's your vision?
- How are you going to challenge yourself?
- How are you gone hold yourself accountable?
- What take aways you took from this video?

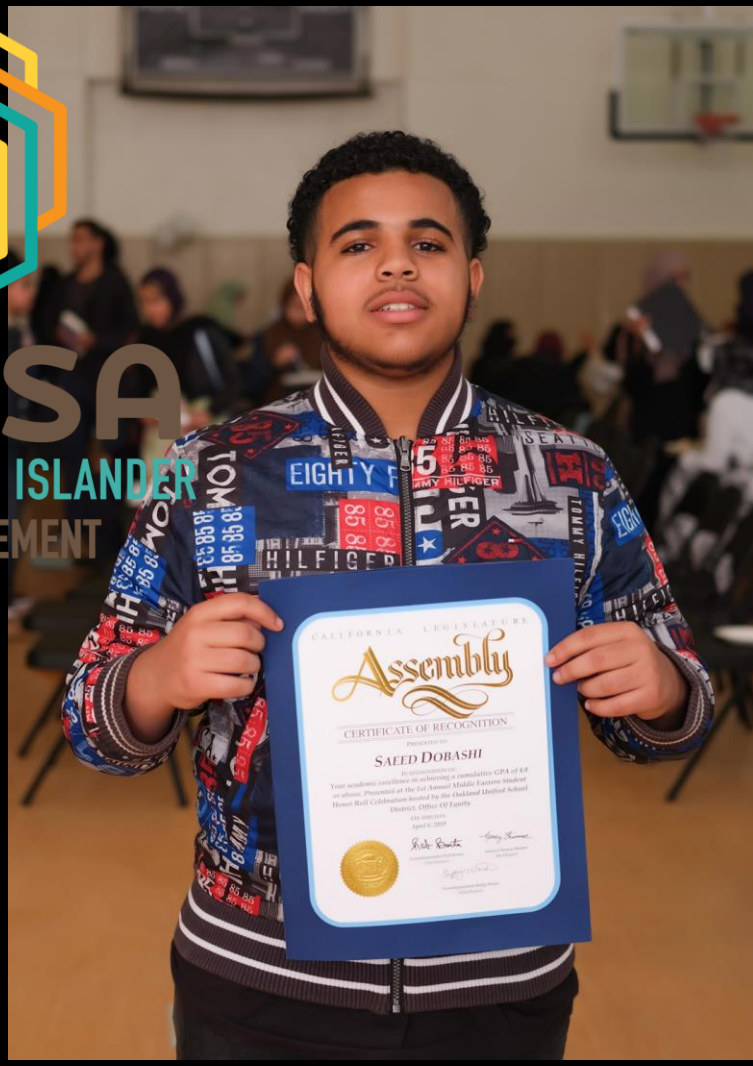
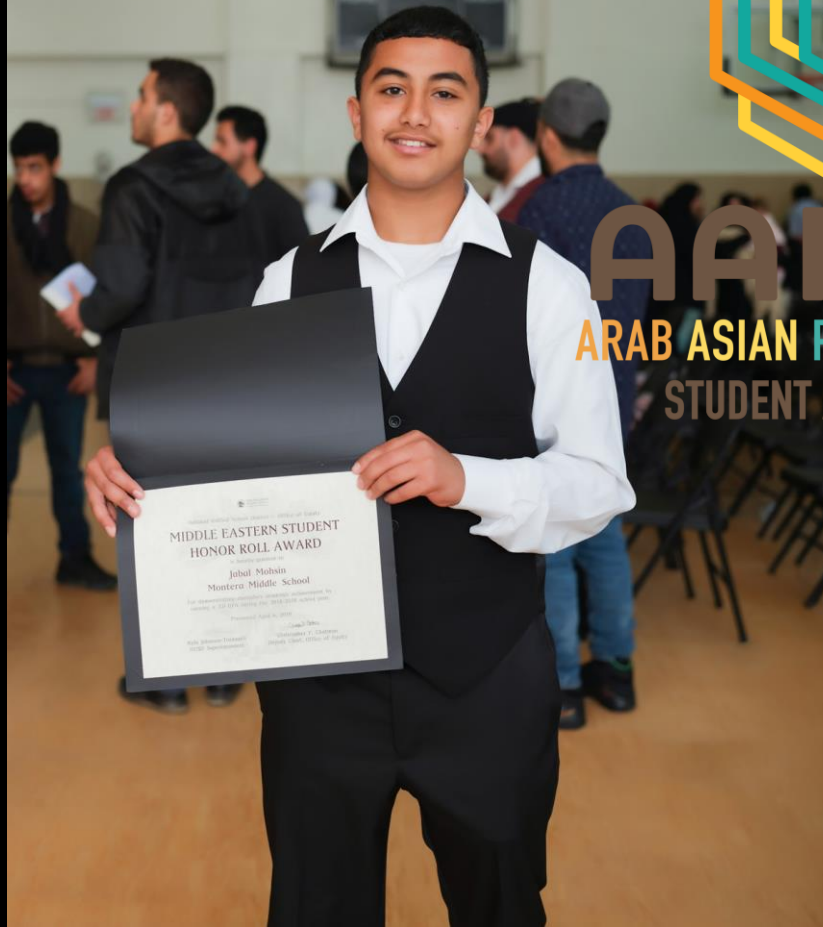
Student-to-student conversations are not occurring for most students (85%).



AAPISA

ARAB ASIAN PACIFIC ISLANDER

STUDENT ACHIEVEMENT



At midyear, 74.5% of students enrolled in Arab American targeted support had positive attendance of 95% or more, in comparison to the district average of 29.2% positive attendance for Arab American students.

Elementary

- Allendale, Hoover, Lockwood, Emerson, La Escuelita, Redwood Heights, Think College Now, Oakland Academy of Knowledge, Madison Park Primary, Burkhalter

Middle

- WOMS, Frick, Madison Park, Elmhurst, United for Success

Highschool

- Castlemont, MetWest, Skyline, SJT

تكریم طلاب العرب الأمريكي

ARAB-AMERICAN STUDENT EXCELLENCE



Beyond the Data - Stories of Impact

Yahya, a former Castlemont alum, initially showed disinterest and struggled academically and with attendance. When we launched the Arab American Advisory class in fall of 2022, it took some time for us to establish connection. Through building trusting relationships and showing care and support, Yahya was making some changes and successfully graduated in 2023 despite being told that he most likely would not be able to walk the stage. Yahya felt represented, he had opportunity to feel empowered. Yahya not only walked the stage he was also our MC for the Arab American Honor Roll Ceremony!





“We should not be defined by the smallness of our islands, but in the greatness of our oceans.”





Fananga Literacy Mentors

Among our elementary students connected with Fananga Literacy mentor, In January, 46% were already reading early on/mid grade level or only 1 grade level behind, in comparison to the 38.7% district average for Pacific Islander elementary students



Nurturing Identity, Connection, & Belonging Through

- Academic (Literacy) Support
- Family & Community Partnership
- Graduation case management
- Transformative SEL
- Wellness





LSA serves 432 students across 17 elementary and secondary sites through our a-g elective courses, care management, and college readiness targeted support, with a focus on literacy, family and community partnership, and attendance





2023-24 School Year: 17 Sites

Elementary Schools: Bella Vista,
Emerson, KDA, Oak, Global

Middle Schools: WOMS, Elmhurst,
Roosevelt, UFSA, Frick United, Bret
Harte

High Schools: Fremont, Skyline,
Castlemont, Rudsdale, Oakland
International, Oakland Tech



At midyear, 78% of our students enrolled in LSA targeted programs had positive attendance of 95% or more, in comparison to the district average of 39% positive attendance for Latino students.

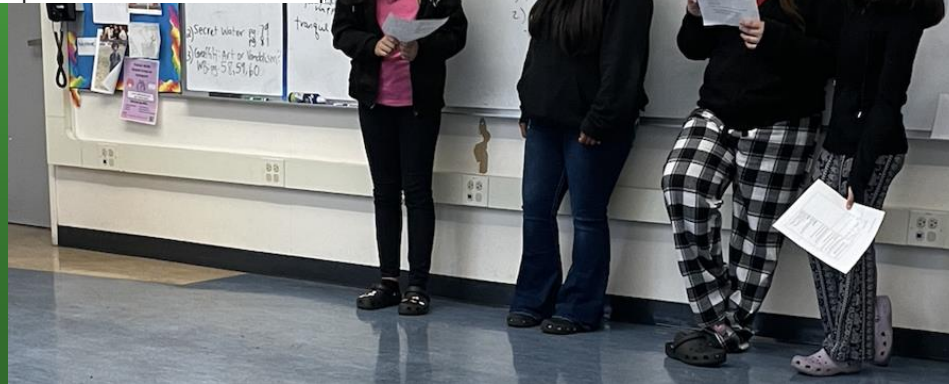
Cycle of Inquiry Data: Walkthrough

Culturally Responsive Teaching

	Culturally Responsive Teaching and The Brain: Teaching Practice Summary- Student Agency and Independence	IPG Core Action 3: Students talk and ask questions about each other's thinking in order to clarify or improve their understanding.
Exceeding	Teacher sets behavior and social-cognitive norms to help students develop the internal beliefs and habits of independent learning. Helps st. uproot internalized oppression through counter-narratives. Posters and anchor charts in the room reflect these counter narratives. Provides authentic choice, scaffolds independence, includes instructional conversation and inquiry.	Most students (85%) are engaged in student-to-student conversations that are in service of grade-level analysis and clarify and improve their understanding.

Students are presented with the language of the discipline and use it while in discussion based on the lesson.

LSA classes with 90% student talk





- Maestr@s Latino teacher pathway and staff affinity circle
- Professional Learning for staff
- LSA teacher, mentor/femtor monthly professional learning community
- Latino Parent Advisory



Building staff knowledge, skill and will to implement culturally responsive practices with Latino students and families

Beyond the Data - Stories of Impact

During Fall of 2023, OAK Elementary hosted a 10-week Latino Family Literacy workshop series on how families can best support bilingual students with their literacy skills at home. Families also had the opportunity to participate in social- emotional learning activities that helped improve their communication with their student and teacher. At the conclusion of the program one participating parent, Ms. Ydelma, was so inspired by the transformation and improvement of her daughter that she asked the CSM, Ms. Salinas, for resources to attain a GED. Today, Ms. Ydelma is taking adult education classes at McClymonds and is also enrolled in English courses with a local non-profit. Ms. Ydelma has increased her confidence in herself and plans on enrolling in English classes at Laney College next Fall.



Office of Equity Contacts

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THANK YOU!