In 2016, OUSD launched The Office of Equity to focus on improving the system-wide culture, conditions, and competencies necessary to advance equity for children and families situated furthest from opportunity. Deputy Chief of Equity, Christopher Chatmon (former Director of AAMA), leads this body of work and sits on the Superintendent’s Cabinet, which brings together the top leaders of the district.

The ongoing African American Male Achievement initiative, which started in 2010 and has demonstrated significant success in improving outcomes for African American males, has much to teach and share both inside the school district and beyond about what we have tried, what has worked best, and what still needs to be explored. This structural shift in the work of the district positioned Chatmon as the Deputy Chief of Equity, and will ensure that Chatmon and other AAMA team members can better support the district as it moves to the next stage in the implementation of Targeted Universalism.

The Office of Equity energizes, inspires, and empowers staff at all levels of the district as well as students to join in interrupting inequity, examining biases, and creating inclusive and just conditions for all. The Office of Equity is focused on three key areas:

1) Ensuring improved (and continuously improving) outcomes for African American males;
2) Developing new initiatives that address systemic inequities associated with race, gender, and class; and
3) Directly supporting improved outcomes for groups of students that have historically been under-served by our school system.

Three principles are routinely guiding leaders and participants in this effort to undo systemic inequities: Leverage Connectivity; Bias towards Action; and Safe to Learn Environment. We continue to revisit these principles, testing how well we are embodying them in our own work.

At OUSD, equity means providing each student with the academic, social, and emotional supports they need to prepare for college, career, or community success in the future. Equity-based programs recognize that every student brings a valuable and unique perspective to school. Our district not only celebrates diversity as an asset, but also dedicates human and financial resources to expanding programs that successfully improve outcomes for groups of learners most often denied opportunities.

Launched in 2016, the Office of Equity works to:
- Eliminate the relationship between social/cultural factors and academic success;
- Examine biases, interrupt and eliminate inequitable practices, and create inclusive and just conditions for all students;
- Discover and cultivate the unique gifts, talents, and interests that every student possesses.
With a focus on improving systemic culture, conditions, and competencies across the district, the Office of Equity addresses historic inequity with a continued focus on narrative change by way of data-driven and data-responsive targeted initiatives. Following the success of the Office of African American Male Achievement, the Office of Equity unites the Student, Family, and Community Engagement Department to bring intentional and explicit focus to African American, Asian Pacific Islander, and Latino/a youth and families.

The Office of Equity is focused on developing initiatives that address systemic inequities associated with race, gender, and class; and on directly supporting improved outcomes for groups of students that have historically been underserved by our school system.

GOALS

The primary goals of the Office of Equity are to:

- Increase Equity Consciousness through common language and strategies;
- Develop Equity Strategy (3-year road map);
- Learn about targeted groups and share best practices that can inform system-wide improvements;
- Lead intentional and equity-focused cross-collaboration projects (Networks, Central Office redesign, schools, etc.); and
- Fundraise for sustainability and growth.

After several years of work with individual schools at more than 24 school sites, the Office of Equity has begun an intentional shift that will forge the path towards greater efficacy and deeper support for school communities using a regional approach.

Research on our work has revealed positive measurable change in areas including culturally responsive pedagogy, classroom leadership, community engagement, strong curriculum, and academic supports. We are confident this learning can be used to catalyze deeper investment in a small group of schools within one regional focus.

PROMISING PRACTICE

The Manhood Development Program (MDP) uses the Khepera Curriculum to teach and facilitate Mastering Cultural Identity, a high school course that carries UC/CSU eligibility as a "G" elective in the A-G course sequence. This culturally responsive curriculum/class with heavy utilization of African centered history and literature has continued to improve outcomes for African American male students in OUSD.

OUSD’s Office of African American Male Achievement annually organizes the nation’s largest K-12 academic achievement celebration of African American students with the OUSD African American Honor roll. AAMA’s African American Honor Roll Celebration has become an annual institution, growing each year to reflect the increasing number of African American students with improving GPAs, as well as the increased support from their families and communities.
The Literacy Specialist focuses on six key areas/responsibilities across five OUSD high schools. Objectives are: 1) Improving learning environment; 2) Knowledge and use of literacy expertise; 3) Planning assistance for instruction; 4) Staff development; 5) Assessment; and 6) Related professional development activities.

AAMA family engagement focuses on processing and healing generational trauma, building relationships, and cultivating tools and strategies to foster healthy development.

**ADMINISTRATIVE REGULATIONS**

This year, The Office of Equity completed the development of Administrative Regulation #5032, which was voted on and approved by the school board. The Office of Equity employed the very same strategies that AAMA used eight years ago to engage the community around obtaining data on critical components to include in the administrative regulations. The process included community meetings, listening campaigns, and data analysis of student information data.

AAMA’s experience in this community building and listening campaigns helped accelerate the data collection and analysis of the community feedback so that the Administrative Regulation #5032 could be truly reflective of the voice of Oakland.

Within the Administrative regulations it is noted that the team will identify and train 15 OUSD equity fellows. This work is critical to improving the conditions for all students in the classroom. Fellows meet bi-monthly (twice per month) to examine district policies and practices for equity, review data and identify areas of structural bias and practices that produce inequity, and develop/design solutions.

Equity Fellows will receive support including regular site observation with the MDP observation tool, Collective Genius notes, 1:1 coaching with master facilitators around pedagogy for African American males and lesson planning, and coaching teachers on how to reset a class after a less than ideal start or a breakdown in communication. The foundation of the Fellowship is a value on the cultivation of relationships with students in order to create and leverage a more positive learning environment.

**CONTEXTUALIZE “THE MOMENT” -- NATIONWIDE ACTION TOWARD JUSTICE**

Nationally, we are also impacting the ways districts recruit and retain AA teachers. The office of Equity hosted four national symposiums over the last two years. Leaders came from all over the country to learn about how to effectively engage, encourage, and empower African American male students and engage in learning about teacher recruitment and retention. The Deputy of Chief of Equity, spoke at both symposia about retaining teachers. The team had discussions with colleagues from all over the country at these symposia about the value of peer-support as well as structured professional learning as a way to keep teachers engaged, encouraged, and empowered to persist in the struggle to lift up African American learners in the public school system. The deputy chief has also engaged leaders from across the country in AAMA’s teacher recruitment, training, and retention practices.
About a year ago, the district shared the news of substantial budget challenges; we are now seeing and experiencing the impact of these challenges, in schools and district offices alike. While we expect the Office of Equity to remain stable through these challenges, we have had to cut staffing and reduce the number of schools we are in to nearly half in the coming year. We will continue to collaborate with our partners and community to increase funding as we work to scale our programs in this climate.

The new Superintendent values the work we’ve accomplished over the last seven years and is invested in the continued work of the Office of Equity. Our team is committed to leveraging this value as we navigate the reorganization of the district, in order to emphasize the importance of maintaining an intentional commitment to equity.

"Intelligence plus character — that is the goal of true education."

- Martin Luther King, Jr.
Launched in the 2017-18 school year, African American Female Excellence (AAFE) is a collaborative focused on accelerating academic achievement among African American girls and young women in OUSD, and addressing the disparities in educational and social outcomes for African American girls and young women from preschool through high school.

The collaborative consists of Office of Equity staff, a core Advisory Group, and a team of thought partners to develop strategies, structures, and guidance regarding how to improve the culture and conditions across the district for female students of African descent. The advisory group—OUSD Collaborative for the Achievement of African American Girls and Young Women (OUSD Collaborative for African American Girls) — is tasked with developing inter-agency linkages and interdepartmental recommendations, along with models, best practices, and feedback loops to ensure that all parts of the organization are moving together to interrupt intersectional institutional biases against African American girls.

Initial Activities:

- **Girls Leadership Groups**: African American Female Excellence launched Girls Leadership Groups at an initial group of schools and provided support for McClymonds’ ongoing successful programs for girls and young women.

- **Think Tank for African American Female Success**: The AAFE Think Tank provides a community space for facilitators working with girls and young women to share best and promising practices, offer support, and align their work.

- **Curriculum Design Team (CDT)**: AAFE launched the Curriculum Design Team to create classroom and program-based curriculum that enhances and uplifts academic achievement and promotes intellectual curiosity and engagement for African American girls and young women in the Oakland Unified School District.

- **Program Development Team (PDT)**: AAFE’s Program Development Team designs, develops, and facilitates culturally and academically relevant programming, events, and activities.

- **Collaborative Advisory Leadership Team**: The Collaborative Advisory Leadership Team is a high-level collaborative advisory whose primary goal is advocacy and philanthropy, ensuring that our community is aware of the unique needs, concerns, and issues experienced by Black girls and young women, and securing resources to address these things and create pathways for advancement.
STUDENT VOICE:

Name: Ravyn Martin
Age: 11 years old
School: Madison Park Academy Elementary School

What is education like for you as a Black girl in Oakland?

Education for me as a Black girl in Oakland is definitely wonderful because it is an amazing experience for me considering back in the other days when Black people were not able to go to school. So it is amazing that I have the opportunity to go to school and get an education.

How important is it to have spaces and programs for Black girls in Oakland?

It is important for Black girls to have spaces or programs in Oakland because in Oakland it’s definitely Black girls that might be able to relate to the same situations and they get to express how it feels as a Black girl and be able to relate to other Black girls who are like them.

How do you feel about the education you receive in Oakland?

I feel like the education I receive is good because I get different assignments in groups and by myself and different projects and I get to learn different things in all around subjects.

Why is African American Female Excellence important?

It is important because I am able to understand leadership and I am able to believe in myself in different situations and am able to deal with people and understand what certain situations would be like.

What has being in Girls Student Leadership taught you?

It’s taught me that I am capable of a lot more things than I thought and that many more opportunities will come my way.

BEST PRACTICES FOR TEACHERS

Routinization of Academic and Cultural Rituals and Practice:

According to research, when students are given clear instruction and guidance which then becomes a part of their daily or weekly practice, a climate of expectation, comfort, and trust results. When students are uncertain of conditions, and teacher expectations frequently shift, they are less likely to feel a sense of well-being, certainty, and trust, and less likely to engage in changing dynamics and unfamiliar territory. When students are encouraged to co-create ritual and practice based on a culturally relevant academic framework, they become a part of the weaving of their school experience.
For example, with each AAFE class, the youth were responsible for setting up and opening the class discussion. The participatory leadership of the youth created both agency and practice, and routinized their learning. As a result of creating cultural and academic rituals and encouraging them to lead a part of the class, they took ownership of their experience and outcomes.

Zaretta Hammond, in *Culturally Responsive Teaching and the Brain* (2014), states, “Culturally responsive teaching is about helping culturally and linguistically diverse students who have been marginalized in schools build their skill and capacity to do rigorous work. The focus isn’t on motivation but on improving their brain power and information processing skills.” If we provide students with clear guidance and culturally affirming rituals, and provide the space for participatory academic leadership, we build brain capacity and readiness.

**OPPORTUNITIES**

- **Climate and Culture:** While AAFE has been based in the West for the majority of the academic year, we have continued to consult with, engage, and listen to school sites across the district. In our interviews and dialogues, the impact of an antagonistic climate for African American girls and women continues. AAFE hosted sessions with teachers, counselors, and community members, all focused on environmental conditions to support girls and women. The top four consistent themes that arose are: 1) being silenced, overlooked, or made to feel invisible; 2) lack of consistent affirmation for girls and women; 3) lack of culturally relevant practices, and, 4) lack of opportunity to grow, develop, and advance.

- **Funding and Resources:** Throughout our listening campaign, interviews, and observations, we noted limited funding for gender-specific programs that emphasize promising and proven practices to empower and lift up African American girls living in disenfranchised communities. Challenges also exist with opening the opportunity for targeted initiatives to continually engage and access grants and foundations to support this work.

**PAST TRIPS AND EVENTS**

**Black Girl Power Conference:** The African American Female Excellence hosted its first Black Power Conference at Mills College on October 7, 2017. The conference featured Dr. Joy DeGruy, author of *Post Traumatic Slave Syndrome*; Dr. Monique Morris, national leader on health and wellness, and author of *Push Out, The Criminalization of Black Girls in Schools*; Regina Jackson, President and CEO of East Oakland Youth Development Center; and Taura Stinson, author of *100 Things Every Black Girl Should Know* and OUSD alum.

**Mills College Preview Day:** AAFE co-led a partnership with Mills College and the City of Oakland to make college more accessible to African American and Latina girls. We launched Preview Day on Saturday, February 10, 2018, at the Mills College campus, where juniors and seniors were invited to attend a special Preview and Instant Admission Day event for Oakland high schools. Students spent a Saturday at Mills to meet amazing faculty and participate in special small classroom experiences, interact with current students, and experience life as a college student. As part of Mills’ commitment to the Oakland Promise (OP) program, the College will provided up to $7,000 of financial aid scholarships to every OUSD student admitted in Fall 2018. Mills OP scholars who received the maximum Pell and Cal grants are able to attend Mills free of tuition, based on continued Pell and Cal grant eligibility.
AAFE and Mills also provided a special AAFE scholarship to one of the accepted students. This event provided a great opportunity for Oakland students to have more access to postsecondary education.

West Oakland Youth Forum: African American Female Excellence is committed to hearing and learning from our young Black girls and women. In prioritizing this commitment, AAFE has a team of paid interns guiding the way for outreach and planning. The work of our interns has led us to a number of face-forward interactive events, such as our Youth Forums. On January 18th, our interns hosted and led the West Oakland Youth Forum at West Oakland Youth Center. The forum was focused on Mental Health and Healing, and dedicated to finding out the challenges Black girls face and the support they need. With an audience of 100 attendees including students, teachers, administrators, parents, and community members, AAFE was able to not only have an open dialogue, but connect directly to our youth.

Challenge Day is a nationally known program that serves to engage students in a peer-to-peer, in-depth transformational experience in which youth open up, share powerful experiences and learn to be each other’s support base. AAFE participated with West Oakland Middle School hosting 30 7th and 8th graders in a gender-specific all day workshop. Because of AAFE’s engagement in this year’s Challenge Day, we will host next year’s day which will be school and community designed and culturally relevant and serve as a half day retreat. The goal of the retreat will be to engage students in social emotional and culturally grounded team activities that lift up leadership and peer-to-peer engagement support that is designed to directly impact school culture and climate.

McClymonds Counselor and Teacher Luncheon: McClymonds High School is the hub for Black students in West Oakland. On February 21st, AAFE staff held a Counselor and Teacher Luncheon to introduce ourselves, our work, and get to know the staff that supports our Black girls and women. The Counselor and Teacher Luncheon was a great opportunity to familiarize ourselves with climate and culture on the campus, so that we could evaluate its impact on staff’s ability to support and uplift Black girls on their campus.

Black History Month Expo: African American Female Excellence worked with African American Male Achievement staff located at West Oakland Middle School to bring a day long culturally relevant experience around Black History Month. On February 28th, students at West Oakland Middle School were treated to a Black History Month Expo, which consisted of a gallery walk of history that highlighted the roles and experiences of Black folks in science, invention, education, antiquity, the city of Oakland, and more. The day also included powerful workshops geared towards deepening the understanding and appreciation for Black history and culture. The event was brought to a close with a communal meal where all of our students and staff came together to share in food, laughs, and highlights of their day.

State of Black Girls Leadership Conversation: AAFE in collaboration with Alternatives in Action hosted a community dialogue on the status of Black girls and women in Oakland. Participants included schools, community based organizations, and college representatives.
GSLC at the Hip Museum Exhibit: On April 14th, AAFE’s Girls Student Leadership Council (GSLC) had a special saturday session at the Oakland Museum of California. Thanks to staff at OMCA, AAFE received free youth passes to view their new Hip-Hop Exhibit. AAFE staff and girls from GSLC explored the exhibit, taking notes on the music, history, and art. The exhibit also served as a wonderful platform to discuss the role women have played in the industry, especially in areas such as Hip-Hop and rap. Our girls ended their day with a Hip-Hop scavenger hunt.

Lawrence Livermore National Lab: African American Female Excellence was invited to join the team at Lawrence Livermore National Lab (LLNL) for their highly anticipated STEM Day. AAFE took a total of 14 girls representing our West Oakland Middle School Girl’s Group and Girls Student Leadership Council on a journey through STEM. The day began with a warm welcome and several mind blowing experiments that several of our eager students participated in. During lunch, our girls had the opportunity to pick the minds of scientists who worked on the LLNL campus to learn more about what they do and why they love science. The remainder of the day was spent exploring the world of virtual reality, coding, thermal heat seeking technology, and robotics. Our girls walked away with an experience that added more to their understanding of science, technology, engineering, and math and a clearer idea of what they would like to do to make the world a better place.

Oakland High Black Girls Forum and Luncheon: Staying in alignment with AAFE’s Youth Forum series, interns hosted a Black Girls Luncheon at Oakland High School. With over 30 Black girls and women in the room, interns led a luncheon to discuss Bullying, Domestic Violence, and Sex Trafficking. After conducting a presentation on bullying, domestic violence, and sex trafficking, the girls were divided into 3 groups to further discuss the aforementioned topics and other subjects the girls felt it was important for AAFE to know and address. Additionally, each group provided solutions along with their “wish list” of what they would like to see more of in their schools and community.

OTHER HIGHLIGHTS OF THE YEAR

Sankofa Sistahs: In November of 2017, AAFE launched Girls Group meetings at West Oakland Middle School. The girls group includes 6th-, 7th-, and 8th-graders. AAFE has worked with the group to establish the co-creation and continuous embodiment of a set of operating principles. Some of the principles that girls initiated include values such as: Respect, Collaboration, Sisterhood, and Cultural Pride. In the spirit of Kujichagulia (self-determination), the AAFE’s Girls Group at West Oakland Middle School named themselves the “Sankofa Sistahs.” Sankofa represents the Ghanaian notion of learning from the past: “Each of us must return and get our history.” This name was chosen based on the group’s desire to learn more about their African culture and history, in order to use this knowledge as a springboard to success in their present and future academic goals.

Girl’s Student Leadership Council: African American Female Excellence began recruiting girls for our Girls Student Leadership Council (GSLC) in November of 2017. With over 70 applications, AAFE was able to identify 30 girls from 4th, 5th, 6th, and 7th grade to launch GSLC by December 2017. GSLC is a space that empowers girls by uplifting their leadership skills while cultivating sisterhood. Through GSLC, our girls are learning, growing, and reaching their full potential as leaders and role models in their schools and community. As a collective, our girls have come to value each other through honesty, integrity, respect, kindness, and positivity. Additionally, GSLC serves as a bridge that allows AAFE staff to build relationships with families, parents/guardians, and school administration in partnership to support our Black girls.
In 2010, Oakland Unified School District launched the Office of African American Male Achievement (AAMA) to address the marginalization of African American male students and provide targeted supports to uplift achievement and graduation rates, and, in turn, positively impact the perception of this particular group of students across the district.

AAMA is leading the school district by analyzing the patterns and processes that are producing systemic inequities. OUSD’s theory of action, targeted universalism, asserts that by transforming the system to support successful outcomes for OUSD’s most underserved subgroup, OUSD will create a district that improves academic and social-emotional outcomes for all of its students.

Over the past eight years, AAMA has achieved nationwide recognition as a replicable model for institutionalizing student and parent efficacy and dismantling barriers to achievement. The 2018 Promise of Place Report from the Campaign for Black Male Achievement identified Oakland and OUSD as one of the top five cities committed to improving educational and life outcomes for African American males in the country. This success opened the doors for the creation of the Office of Equity, implementation of the district-wide equity policy, and new efforts to help the district better educate and serve African American, Latino, Asian Pacific Islander, English Language Learner, Newcomer, LGBTQ, Special Education, and all students.

KEY GOALS

- Increase graduation rate
- Increase attendance
- Increase literacy
- Increase number of certificated teachers leading the Manhood Development Program
- Increase the number of high schools utilizing our expanded A-G course offerings
- Increase student engagement and student voice
- Decrease suspension
- Decrease incarceration
- Fundraise for sustainability and growth
- Disrupt patterns of institutional racism and change the narrative through utilization of the Khepera curriculum framework and pedagogical practices
- Collaborate and partner in support of African American Male Achievement

OFFERINGS & OPPORTUNITIES

- Professional Development
- Parent Engagement
- Student Leadership Council
- Mastering Our Cultural Identity Course
- School-Day Academic Mentoring
STUDENT VOICE

Name: Tre Germany
Age: 16
School: Oakland Technical High School

What made you get connected to AAMA?

My principals at Claremont Middle School, Reginald and Ronald Richardson, connected me to Bro. Jahi. They saw potential leadership in me because I wanted to volunteer for extra credit at my elementary school. Instead they told me about the AAMA class. From then we started with the curriculum and part of the experience was playing chess and drums on different days along with having meaningful conversations on a daily basis. In addition, Bro. Jahi had weekly check ins with our parents. This experience created a brotherhood amongst my fellow Kings and camaraderie with our families. Lastly, my mom heard about the program for three years before I enrolled due to AAMA robo calls by Mr. Chatmon.

Why is AAMA important to you?

AAMA opened me up to a lot of opportunities that helped me in my future such as leadership, public speaking, and networking. It led me to participate in Hidden Genius Project fifteen month immersion program which led me to proficiency in coding skills and language, technology creation, and intellectual properties. As a result this led me to apply for an internship opportunity I have this summer with Kaiser Permanente in the IT department. The brotherhood is extremely important to me as well. It provides positive Black male role models. For example I had an issue with a substitute teacher and the men from AAMA came with me and my mom to advocate for me and bring resolution to our issue. It was important the substitute teacher realized my humanity and my network of support. Through my experiences with AAMA, I have been trained on how to diffuse difficult situations.
What do you want people to know about AAMA?

AAMA is a program that is needed nationwide because it addresses systemic problems and racism that has never dissipated in the school system. AAMA provides support for black males in need whether it be academic or personal. As I have evolved, it has changed my narrative because it has allowed me to stay true to my self identity. It teaches accountability, self pride, self worth, and self identity as an African American male. In addition, it has created its own curriculum, student leadership council, and opportunities to travel and conduct presentations on a national level. It helps me vision a future for self because of the consistent African American male role models. Because of their own experiences in the educational system, they can quickly identify, detect, and decipher potential issues inside and outside of school. It creates a continuous and life long bond from elementary, middle, high, college, and adulthood amongst my other brothers and mentors.

What hopes do you have for your involvement with AAMA?

I hope to continue to participate in the classes, student leadership council, facilitate, and lead more conferences so those who seek to adapt AAMA to their own communities can understand the different elements of AAMA. I also hope to bring my experiences to our younger Kings now and when I graduate from high school and college. When I start my professional career as an entrepreneur, my goal is to continue to give back to my AAMA community as a mentor and hopefully by that time, it will be a nationwide movement.

BEST PRACTICES FOR TEACHERS

- Greet Kings at the door
- Create a Wall of Kings
- Embrace the Professional Learning Community’s (PLC) concept of Collective Genius
- Build relationships
- Facilitator visits to each other’s classes for best practices to engage our Kings
- Consistent celebration of success
- Academic modalities as part of the facilitator’s practice
- Shared concern for students
- Infusion of relevant curriculum to engage our Kings and focus on engaging them as they enter the learning space.
- Writing positive behavior on the board

OPPORTUNITIES

- Disproportionality of suspensions for African American male students across the district—recommendation is to create a task force for this issue
- Early identification of African American Male students into the special education program
PAST TRIPS AND EVENTS

- Man Up! Youth Conferences
- AAMA Fall Forum and Spring Symposium
- Air BnB Headquarters
- Black Panther Premiere
- Oakland Museum of California exhibition: RESPECT: Hip-Hop Style & Wisdom
- Seattle Man Up! Youth Conference

- AAMA Student Showcase
- Microsoft Campus at Mountain View
- Lawrence Livermore National Laboratories
- Golden State Warriors Field Trip
- Brothers with Beats II at Yoshi’s
- Shark Tank

OTHER HIGHLIGHTS OF THE YEAR

- Man Up! Youth Conferences
- African American Honor Roll
- Linked Learning at Washington, D.C.
- Spring Into Literacy
- Seniors to Success Data
- In 2017-18, five of our MDP facilitators became fully credentialed teachers. Jamal Muhammad, Kevin Jennings, Sean Foster, Earnest Jenkins, and Remi Berreola (pictured the left) completed their preliminary and clear requirements to obtain their CTE credentials.

KING OF THE YEAR: KOBE ALLEN

King Kobe Allen is a brilliant and respectful young King of impeccable character. During his 8th grade field trip to the ice skating rink this past year, two white students from Claremont called King Kobe a racial slur (without being provoked). Though angry, King Kobe showed tremendous restraint and told an adult Alliance staff member, who immediately addressed the issue with a Claremont staff member. Unbeknownst to King Kobe, our AAMA colleague Bro. Kimo Williams was also present and when he flashed his AAMA polo, Kobe immediately felt relieved and supported. Bro. Kimo addressed the issue, contacted AAMA Leadership and made sure that disciplinary actions were followed through. Bro. Jahi also came to Alliance to personally check in on King Kobe. Lastly, we leveraged King Kobe’s autobiographical incident as a classroom lesson (with his permission) and teachable moment in which we were able to lift him up as a model of self control, character and good decision making. Kobe is recent middle school graduate of OUSD’s Alliance Academy of Integrated Learning, where he earned a 4.0 GPA. He plans to attend Oakland High School in the fall.

FACILITATOR OF THE YEAR: BRYAN BASSETTE

Bryan Bassette consistently provides our Kings with leadership opportunities in the classroom, and his relationship with our Kings is exceptional. Bro. Bryan has fully adapted our curriculum and educational pedagogy and is committed to learning and growing to become a master facilitator. He works in partnership with the administration and teaching staff, and seeks out others to collaborate with and learn.
The Latino/a Student Achievement (LSA) office creates and supports the systemic conditions, culture, and competencies necessary to advance Latino/a student achievement within our full service community school district. Together, with our community, we are providing Latino/a students the academic, social, and emotional support they need to succeed in school, career, and life.

The Latino/a Student Achievement (LSA) Office launched in July 2017, with guidance from our diverse Latino/a youth serving agencies, community leaders, students, and advocates participating in our Latino Student Achievement Community Task Force.

Coming together in June 2017, the LSA Community Task Force co-designed a listening campaign to understand, “What does equity look like in our classrooms and schools so that every Latino/a student graduates with the skills they need to be successful in college, career, and life?” We held 16 total in-person learning sessions, including three district wide community sessions, three youth focus groups, three parent focus groups, and seven targeted community partner one-to-one sessions, engaging 167 total participants, including 83 parents, 26 students, 21 community members, and 37 staff.

In our sessions, we presented data on the state of Latino/a Student Achievement in OUSD, and collected feedback on the six key issue areas having a significant impact on Latino/a student achievement:

- English Language Learner Reclassification
- Central American Newcomer Student and Family Support
- Student Engagement in the Classroom with a focus on Literacy
- Family Engagement Linked to Student Learning
- Access to Quality PreSchool
- Latino/a Educator Recruitment and Retention

Task Force recommendations in each of the six issue areas have determined our cross-departmental three- to five-year work plan for Latino/a Student Achievement. In 2017-18, we have already gained momentum on four of our six issue areas:

Collaboration with English Language Learner and Multicultural Achievement Office (ELLMA) to advance sanctuary work and community/educator consciousness with a focus on Central American students and families. We convened a learning session on the Salvadoran immigrant experience, started a Central American newcomer girls group, and will be launching a Newcomer Safety, gang risk intervention youth leadership and academic support program this fall.

1 67 Suenos, Alameda County Office of Education, All City Council Student Union, Clinica de La Raza Communities United for Restorative Youth Justice (CURYJ), E14 Gallery, Latino Education Network (LEN), League of Women Voters, Mayor’s Office and the Oakland Promise, Merritt College, Oakland Latino Educators (OLE), Oakland Sin Fronteras, OUSD Board of Education, Spanish Speaking Citizens Foundation, Unity Council (Latino Men and Boys Program)
Collaboration with Raising a Reader, classroom teachers, parent leaders, and principals to advance teacher-family partnerships in early literacy (PreK-2) classrooms at three sites with higher concentration of Latino families.

Collaboration with Talent Department and New Schools Venture Fund, to launch OUSD’s first Latino teacher pipeline program: Maestr@s. In our first year, we recruited over 80 interested Latino candidates, with 53 completing applications, and 33 being fully supported to stay in their classrooms or begin teaching in 2018-19.

Collaboration with ECHO; Oakland Latino Educators; and Research, Assessment, and Data to identify and celebrate our students and staff. This year, at our 18th Annual Latino Student Honor Roll Celebration we celebrated over 3,000 6th-12th grade Latino students with cumulative GPAs of 3.0 and above. We also started a new tradition of honoring the resiliency of Latino staff at our first annual Latino staff holiday celebration, with special honors to Latino senior staff serving 10+ years.

STUDENT VOICE

Aparicio Lorenzo, rising 12th grader at Oakland International High School, was the first newcomer student on the All City Council Student Union (ACCSU) Governing Board, representing voices of newcomer students throughout OUSD. Aparicio maintains a cumulative GPA of 4.0 while working part-time and fulfilling his duties as ACCSU’s Parliamentarian.

“LSA is important to me because it helps you understand your pathway for the future and stay on track. LSA is an amazing opportunity to be part of because it is a very supportive network, and creates connection with other people. When I was selected for the Scholar Activist Award at the Latino Honor Roll I felt proud and happy. I was inspired by the people who supported me, like Aurora, Somneng, and Raquel. I was excited to open the event in my language—that was a huge honor for my life. I thank God for the opportunity. I think I also inspire other people because I am a newcomer to this country. I was glad for real.”

BEST PRACTICES FOR TEACHERS

• Highlight, acknowledge, and celebrate the diverse Latino staff on campus.
• Put up a #YoSoyOUSD board with your diverse Latino staff profiles.
• Highlight your Latino parent volunteers and your Latino student graduates, and their diverse places of origin.
• Hire bilingual staff and recruit alumni to serve as bilingual volunteers to support in the front office.
• Prioritize Parent-Teacher Home Visits (PTHV) as your go-to for building relationships between families, students and teachers.
• Create school-wide sharing opportunities to celebrate and learn about the diverse Latino cultures and immigrant/non-immigrant student, family, and community experiences.
OPPORTUNITIES

When thinking about greatest barriers to achieving equity for Latino students (and for all of our students furthest from opportunity), two great challenges come to mind: Self Work and Systems Work. We currently do not have a way or a system to consistently model and hold each other accountable as educators, parents, students, and community, in co-constructing journeys to unlearn internalized and interpersonal oppression.

We must understand that unlearning bias is a life journey of learning new ways of being with ourselves and with each other. This is the work we need to do. If we do not incorporate inclusive, affirming, empowering, engaging, encouraging and liberating behaviors and practices into our formal professional evaluations, we do not have a real way of measuring our progress with unlearning our own biases, and we are not demonstrating accountability to equity.

Models do exist, and I look forward to working across departments and roles with incorporating what is being developed in the field of race and ethnic studies in education to our everyday practice at OUSD so we can achieve greater equity in our full service community district.

PAST TRIPS AND EVENTS

Raza Studies Field Trip: In February of 2018, we took fifty OUSD middle and high school students currently enrolled in Raza Studies/Ethnic Studies classes and/or participating in Latino student leadership clubs to UC Berkeley. This Raza Studies field trip connected our students to generations of UC Berkeley Chicano/Latino alumni and Bay Area Chicano/Latino youth movement leaders. Students also received college entrance and student support information directly from campus representatives from the Admissions Office, the Chicanx/Latinx Student Development Center, the Ethnic Studies Department, and the Alumni Association. Latino teachers and students joined us from San Jose and Los Angeles. Students engaged in a social justice campus tour and panel, where they made connections to their own lives with the politics of the times in the early 1990s that gave rise to the Bay Area Raza youth movement.
The Asian Pacific Islander Student Achievement (APISA) Initiative lifts up the diverse API populations in Oakland for every student to thrive, achieve and succeed in OUSD.

There are roughly 6,000 Asian Pacific Islander students in OUSD schools, plus thousands more in public charter schools. There are over 45 ethnicities and languages spanning the Asian and Pacific Island diaspora represented in Oakland schools, and we celebrate our unique histories and celebrate our diversity while uniting and coming together in our common experiences, values, needs to advocate for better policies, services, and institutions that reflect and serve our youth and families.

APISA works to:

• Build a strong network of staff, families, youth leaders, and community groups throughout Oakland supporting all API students to achieve and thrive;

• Ensure that OUSD’s systems, infrastructure, and school content are serving and reflecting the diversity of our over 45 distinct Asian and Pacific Islander populations;

• Lift up the stories, experiences, and histories of our API students to inform and create empowering, safe, supportive, and inclusive community schools.

In our first year, we’ve built the foundation for work to support API students with the most challenges:

• Partnering with IWAY: Improving Wellness for Asian Youth to design a pilot for Wellness Circles targeted toward middle school students who struggle with self confidence, relationships, and isolation.

• Launching the Pacific Islander Network in partnership with OUSD Polynesian staff and community members.

• Creating the APISA Advisory Collaborative network to strengthen coordination of work across Oakland and the school district to support API students.

• Collaborating with History and Literacy departments to address issues of equity in curriculum. APISA has participated in the Textbook Adoption process to assess issues of inclusion and cultural responsiveness, and is actively working with community partners to develop supplemental curriculum to fill in the gaps.

• Worked with the Sanctuary School Task Force across departments to educate the OUSD community about API students impacted by U.S. and immigration policies.

• Linked our work to the My Brother’s Keeper Initiative collaborative to highlight the needs of Pacific Islander, Arab, and Southeast Asian young men.
• Secured seed funding from philanthropic resources to support targeted work on raising literacy rates for Arab and Pacific Islander students who have the lowest literacy rates in the district.

• Data Disaggregation: We collaborated with Research Assessment and Data, Enrollment, and Technology Services to further our district implementation of Board Policy 16-1426 passed in June 2016, calling for disaggregation of API data to show diversity in demographics and performance trends. By disaggregating and publishing data by Asian Pacific Islander ethnicities, we will have dashboards that make more visible the disparities which will help us know how to support students better. For example, in Fall 2016, Arabic-speaking students were the lowest performing student groups on the Scholastic Reading Inventory assessment, with 73% reading below grade level. Previously, this disparity was invisible when lumped together with all Asians, with no Arab category to track.

APISA is sponsoring two summer programs to engage our API students:

Takalam is a summer leadership and digital literacy program for Yemeni, Arab, Muslim, and newcomer youth of Oakland to uplift voices for advocacy, representation, and civic engagement. Takalam means “Speaking Up” in Arabic. Our newcomer Yemeni students have asked for more computer and digital skills to catch up with their peers, and Arab and Muslim student leadership across OUSD has been growing. Our student interns designed this program to develop the pipeline of Arab youth leaders, educators, and change-makers in Oakland.

API Mobilize trains Asian Pacific Islander student leaders who are passionate about making a change in the world; learning about Asian American history and speaking up for the API community; and getting involved in civic engagement and local government. Students learn public speaking skills, leadership and negotiation skills, and meet API community leaders in California. Students also get connected to scholarship and internship opportunities that can link them to future careers.

Looking Forward for Our Second Year:

• We will develop our partnerships with strategic targeted schools to build out programs to improve outcomes and close inequitable gaps for our API students.
• We are excited to continue our partnership with History and Literacy staff to launch our targeted literacy work that brings culturally-relevant stories and asset-based practices using a dual-outcome approach model; this model brings Arab and Pacific Islander middle and high school students into elementary schools to read books and work on literacy assignments together. Furthermore, in order to target some of the lowest rates of Early Childhood Education, our programs will inform families of low-cost Early Childhood Education programs for increased enrollment.
• We are looking to develop and pass a School Board Resolution in support of our Arab and Muslim students to protect students from bullying, bias, and discrimination.
• The APISA Collaborative will work together to launch “Park Day” for API students, leaders, and staff from across Oakland to come together to build community, develop belonging, and connect relationships with mentors.
• We are supporting My Brother’s Keeper Summits for young men of color to come together across Oakland to access resources and develop skills.

STUDENT VOICE

Name: Meelan Mohsin
Age: 17
Grade & School: Delta Homeschool

What made you get connected to APISA?

What made me get connected to APISA was actually my mother. She introduced me to APISA and Lailan to become an Intern with the Listening Campaign, and wanted me to create a platform for myself and for my Muslim community.

Why is APISA important to you?

APISA is very important to me because it made me realize what I am passionate about, and that is speaking up for my community. When I joined APISA, I felt responsible for my community speaking out for what they need from OUSD.

What do you want people to know about APISA?

APISA is a community space, where you will always feel safe, and your voice will be heard. APISA will support your ideas and make sure you will be part of the change.

What hopes do you have for your involvement with APISA?

APISA and I are starting a summer program called “Takalam” which helps the Yemeni, Arab, and Muslim Community in Oakland to uplift their voices in many forms such as poetry, short films, essays, skits, and much more.

BEST PRACTICES FOR TEACHERS

The following programs are best practices across the district that can be replicated and grown to better serve our API students:

• Oakland International HS Community Walks to deepen cultural and personal understanding amongst staff and students, and empower students as teachers.
• Community Navigators through OUSD’s Refugee and Asylee Office help non-English speaking families access information and resources in their language, and get support to navigate the system.
• EBAYC staff mentors are hired from the API neighborhoods as alumni of the schools they serve, and deeply understand and can connect with our students.
Refugee Transitions trains volunteers to help newcomer students learn English and adapt to Oakland more quickly, decreasing isolation and supporting academic achievement and growth.

Community leadership programs such as AYPAL are important spaces for students to grow, thrive, and feel comfortable outside of school with young mentors to guide them.

Garfield Elementary’s Newcomer Program integrates new students into the school with supports to pull-out and push-in students, ensuring access to culturally sensitive mental health, legal services, and other social services for newcomer students and their families.

OPPORTUNITIES

- Our English Language Learner students and parents are not receiving equitable information about college and career opportunities, due to lack of translation services in all of the API home languages.
- API cultures and histories are not reflected in textbooks and lesson plans, and curriculum is outdated.
- Based on our Listening Campaign hearing directly from students, bullying of Muslim, ELL and LGBTQ students is high, and school staff are often insufficiently addressing the problem. We do not have accurate data reported on OUSD’s Bullying Form because most incidents are not reported, and only escalated cases are reported through the official incident and suspension process.
- From the CHKS survey data, Arabic-Speaking students have reported that 66.6% of them experience physical bullying, which is above district average. We heard from students that teachers will largely gloss over bullying issues, or will tell students to stop, but they do not stop and it continues to happen.
- Students feel tracked into career pathways without being exposed to a wide range before having to choose.

PAST TRIPS AND EVENTS

On January 23rd, 2018, in response to targeted deportations of Cambodian and Vietnamese refugees, APISA held a film screening and restorative justice circles at Oakland High, sharing with about 90 members of the OUSD community the history of the genocide and wars in Southeast Asia, from which our students continue to experience the negative effects.

Historical Marysville Visit: OUSD students traveled to Marysville, which was once one of the largest Chinatowns in the United States, surviving the anti-Chinese movement during the Gold Rush and the Chinese Exclusion Act. Students participated in the longest running Chinese American festival in California, the Bok Kai Festival in Marysville, the Dragon Parade, and Chinese American history talks. The group received a deeper understanding of the role of Chinese Americans in our state’s history and discussed connections to current immigration policy and the struggle for immigrant rights.
Yemeni Student/Parent Community Discussion: We helped organize an event educating the OUSD community about our Yemeni student and family population, with presentations of current political context and a student panel sharing some of the unique challenges faced by Yemeni students.

Community Screening of the PBS documentary *The Chinese Exclusion Act*: Our audience learned about the largely forgotten history of the anti-Chinese movement across the Western United States from the mid-1850s to World War II. APISA led a community discussion with Chinatown leaders afterward, and OUSD teachers led a curriculum workshop sharing classroom activities our district is using to engage students, which will be launched nationally this year. APISA also held a student essay contest for elementary, middle, and high school students with prizes.

Pacific Islander Senior Celebration: APISA and the Oakland Pacific Islander Network presented the first annual OUSD Pacific Islander Honor Roll Ceremony at Castlemont High School for an evening of Polynesian food, dance, college information, and other resources for API families in Alameda County.

**OTHER HIGHLIGHTS OF THE YEAR**

Listening Campaign: 12 youth researchers and the APISA Director conducted:

- 30 Listening Circles in schools and organizations our API students attend, including two Parent Listening Circles.
- 55 Interviews with OUSD, school and community organization staff, and students.
- Analysis of 500 surveys from 2015 by AYPAL, Banteay Srei, and Asian Health Services.
- Students presented their findings and recommendations to community members on November 17, 2017 at Roosevelt Middle School.

“As it is, our histories are essentially narratives told in the footnotes of the histories of empires.”

- Epeli Hau’ofa
Beginning in 2013, through funding from the Centers for Disease Control and Prevention, the Community Schools and Student Service Department began providing comprehensive educational and community building programming to achieve the overall goal of providing a safe and supportive learning environment for our lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) students.

Programming includes:
- LGBTQ Liaisons
- Professional Development
- OUT for Safe Schools
- Gender & Sexuality Alliance (GSA) Student clubs
- Inclusive Sexual Health Education

The LGBTQ Liaisons are middle and high school on-site staff who receive a stipend to lead their school's LGBTQ programming. The Liaison’s primary task is to be the advisor for their school’s Gender and Sexuality Alliance (GSA) student club. The GSA is a place where LGBTQ students and allies can meet weekly to safely build community and strategize how to improve school climate. In addition to leading their school’s GSA, Liaisons also host one educational school-wide event and provide a staff presentation in their own school about their role and key policies affecting the student body and expectations of all OUSD employees.

BEST PRACTICES FOR TEACHERS

An important component to ensuring students and families feel welcome at their school and in OUSD is the ability to identify individuals who are committed to being allies. OUSD is part of a national program called OUT for Safe Schools, which seeks to identify safe spaces and adult allies on campus. School personnel and staff can voluntarily wear the badge to signify to students they are an ally and LGBTQ ambassadors at their school sites.

An ally might stand up for an LGBTQ individual, speak out against hurtful language, or proactively work to ensure school climate policies and practices are safe and inclusive for LGBTQ individuals.

PAST TRIPS AND EVENTS

Our 4th annual Gender & Sexuality Alliance (GSA) Day hosted more than 300 students in April. GSA Day is a full-day educational and community building event attended by LGBTQ Liaisons and their GSA students. The GSA Day brings together middle and high school Gender & Sexuality Alliance members to share resources, build community, and problem-solve common challenges at their respective schools. GSA Day is a participant-driven and youth leadership-focused one day conference that aims to increase safety and support for our students.
The goals of the student and family engagement team are to:

• Develop and implement family engagement as a district-wide student achievement strategy that is aligned, integrated, and sustained across a full-service community district.

• Increase individual and collective capacity among families and educators to partner for student achievement and continuous school improvement.

• Increase capacity of school and central office staff to engage families as experts and sources of knowledge for improving student learning experiences and outcomes.

• Increase capacity for equity of voice and influence, and shared decision-making among families and staff at the school sites.

• Eliminate the opportunity gap for underserved student populations, including Foster, Low Income, English Learner, Students with Special Needs, African American, Asian Pacific Islander, and Latino students, so that all students graduate college-, career-, and community-ready.

The purpose of our team is to build site-based capacity for student and family engagement. To that end, the team currently provides the following services focused on family engagement capacity building:

• **Monthly Parent Academy:** Parents Raising the B.A.R. is a parent-focused training series co-led by teaching and learning specialists and family engagement staff. Implemented as a site based parent academy, this family-teacher learning space is designed to build parents’ knowledge and teacher partnership around three important topics that are critical to student success; behavior, attendance, and reading. Parents Raising the BAR is an entry point for parent leadership and partnership. We support parents and school staff in working together to strengthen their Family Engagement structures for meaningful partnerships and decision making. We see our program as a pathway for parents to develop their leadership skills, for teachers to develop their collaboration and partnership skills, and together develop their equity mindset to interrupt bias, and eliminate inequities within our institution.

• **Staff Professional Development:** Site-based professional development for teachers to help teachers build relationships and partnerships with families for student learning; a professional learning community for school site family engagement liaisons to support family engagement coordination and implementation at schools.

• **School Governance Training and Support:** Training summits and technical support for School Site Councils to support capacity building for shared school site governance and decision-making among parents/guardians, students, school staff, and community members.

• **Technical Assistance Support:** Targeted technical assistance for schools to support school-wide strategic planning and capacity building for family engagement and school governance.

• **Tools and Resources:** Tools and resources to support coordination and implementation of family engagement strategies, including the online OUSD Family Engagement Toolkit.
• During the 2017-18 school year, the team reached 6,253 points of contact with stakeholders: 3,170 parents, 548 teachers, 182 principals, 966 support staff, and 46 community members across 39 sites, on over 25 student learning topics, including: literacy, common core standards, math, attendance, PBIS, bullying, parent leadership, kindergarten readiness, continuous improvement, school-wide performance data, restorative justice, academic parent-teacher teams, parent-teacher conferences, social emotional learning, Title I, parent volunteer structures, planning for family engagement linked to learning, and establishment/election of School Site Councils and Site English Language Learner committees through established structures for family partnerships such as School Site Council, SELLs, Parent Action Teams, School Design Teams, COST meetings, and Attendance Team meetings.

• All City Council Governing Board (189 points of contact with student leaders on academic and leadership topics including YPAR, OUSD budget, OUSD History textbook adoption, credit recovery implementation, meeting facilitation, event planning, academic check ins, data analysis, public speaking, representative leadership, and youth and adult partnership and relationships)

• All City Council High School General Organizing Meetings (115 points of contact with student leaders through 24 hours of training on LCAP, YPAR, budget engagement, meter of engagement, culture and climate, health and wellness, breakfast after the bell)

• ACC MS General Meetings (68 points of contact with middle school student leaders through 15 hours of training including Orientation to ACC, restorative justice, community building, public speaking, workshop planning, theme and workshop topics for MS conference)

• Middle School Peer Resource and Ethnic Studies Conference (270 points of contact with 6th-8th graders across all middle schools through 8 hours of training on restorative justice, culture/history, healthy body image, healthy relationships, college readiness, and student leadership)

• High School Youth Action Summit (70 points of contact with high school students through 7 hours of training and engagement with YPAR, youth voice and partnership opportunities with ELM office, Blueprint for Quality Schools, Sexual Harassment Policy, LCAP, PBIS, and Culture and Climate)

• Youth Action Research surveys on youth and adult relationships (560 points of contact with students; 54 points of contact with educators)

• Credit Recovery Implementation Committee (140 points of contact with site support staff, administrators, district leaders, and CBO partners to draft recommendations for accessible credit recovery)

In addition, 130 teachers across 37 sites were trained on the Parent-Teacher Home Visit model, and documented 368 home visits across 18 sites.

We also collaborated with internal and external youth leadership partners to support ACC youth leaders to reach 1,466 points of contact with youth and adult allies through 7 district-wide structures for on-going meaningful student engagement:

• All City Council Governing Board (189 points of contact with student leaders on academic and leadership topics including YPAR, OUSD budget, OUSD History textbook adoption, credit recovery implementation, meeting facilitation, event planning, academic check ins, data analysis, public speaking, representative leadership, and youth and adult partnership and relationships)

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PARENT VOICE

Parent Profile: Hilda Garcia, parent of 8th grader at Urban Promise Academy, and 11th grader at Skyline High School. Ms Garcia’s eldest daughter was the first Latina, ELL student with an IEP to be reclassified in 2017-18 school year.

“I got connected to Family Engagement out of my own need to support my children with their learning. I wanted to learn what I should do, when, and how. Family Engagement (the team and the work they do) is important to me because they offer so much support. They support me with building my own knowledge, with testing information, assessments, when they should be implemented and all that is needed to prepare. Families need to know that it is never too early to start learning about certain topics (like college entrance requirements). If there is an opportunity to learn, it is for our children’s benefit. Some parents believe that their children are too small or too young (to begin learning about these topics) so they lose the opportunity. It is better to learn about college early on.”

“My hope is that Family Engagement work will expand further into middle and high schools. Unfortunately, as parents, we think that our children will be helping themselves at that age, but they always need help, and as parents we still need help understanding how to support them at that age. Family Engagement must expand to support families in the higher grades. Educators need to have this vision with family engagement: that parents must be supported to support their kids in middle and high school. In LCAP we are making goals so that students are college and career ready but in time of transitions, from 5th to 6th grade or from 8th to 9th grade, the students lose motivation. And when parents let go during these transitions, our students fall further behind. It is not fair for the kids that they fall below grade level because they did not have the teacher and parent partnership to support them.”

PAST TRIPS AND EVENTS

Bridges Academy: Since we provided Common Core State Standards information through our Parent Academies, families now are learning the academic terms to use when they observe the classrooms. When parents ask questions during Home Visits, or even Parent-Teacher Report Card Conferences, they now understand better what they should focus on and where their students should be according to their grade level. Parents feel they are becoming better leaders and advocates when they inquire about supporting English Language Learners, especially New Comers; and if they should focus on learning more about Early Exit Program or Dual Language.

La Escuelita: As part of the Culture and Climate plan, we wanted to create a space where families felt welcome at all times and create a real partnership. As a result, we had a total of 41 parents volunteering. Parents volunteered in classrooms, reading to students, helping teachers, and with yard and cafeteria supervision. We had attendance challenges and gave incentives to families and students for being there every day. Within six weeks the chronic absenteeism data started to change; by the end of the school year chronic absenteeism decreased by 3.2% and tardies decreased by 50%.
**West Oakland Middle School**: At WOMS, we focused on partnering with parents to improve attendance. We started out by focusing on our chronically absent students and holding meetings with their parents to explain the importance of attendance. We then created an incentive program through our partnership with Oakland Housing Authority. Many families reside in OHA homes and apartments and OHA has been interested in supporting families with making sure their students are attending school regularly and on time. The incentives were for students who had the most improved attendance and for perfect attendance and ranged from pizza parties to bike giveaways. We also organized Pep rallies for attendance every Monday which the students love. Through our parent workshops and student incentive and recognition program, we were able to see our attendance rate climb to 96% and then 97% which exceeded district goals for middle schools. We will have more students walk for promotion because they have improved attendance. Last year, only 43 students were able to walk the stage for promotion. This year we have 52 students eligible to walk because of our partnership with families to improve attendance.

**Rise Elementary/New Highland Academy**: We supported this shared campus community to initiate a targeted strategy to engage African-American Students and their families through active participation in a monthly “Black Family Achievement Night” event. The families shared their hopes and dreams about their students and we utilized data to highlight the need to focus on increasing math, science, and literacy awareness to build capacity of parents to increase student achievement. The average turnout for each monthly session was approximately 40-50 students, parents, and caregivers. During the session, students were recognized for academic achievement, social emotional development, and other areas of improvement. The approach engaged both Principals, the Community Schools Manager, Family Resource Center Coordinator, and the Behavior Specialist. This is a promising practice that will be expanded to include Latino students and recruitment for additional parent leadership opportunities in the fall of 2018.

**School Governance**: We provided 10 district wide and regional School Governance trainings to help parents understand their roles as leaders in shared decision making. We also supported school site leaders across 34 sites with individual technical assistance on engaging families with shared decision making and school governance structures.

**Oakland High School**: We supported Oakland High leaders with engaging families in School Site Council and PTSA, and with college readiness. Our parent fellow made over 200 calls to families to be engaged with events and workshops at the school site. We partnered with site staff to organize parent-teacher workshops based on families’ need for support around cultural, academic, and social emotional learning. Topics included: OUSD A-G Requirements, Attendance, Learning to Understand/Read Transcripts, College and Career Readiness, SRI/Reading Grade Level, Cohort Pathways (Course Sequence) and Enrichment Programs. Families were provided with resources and tools to support their on-going engagement with their students’ learning and college planning. We also conducted 1:1 with parents of Kings in the Manhood Development Class from African American Male Achievement.
In 2016, Oakland Unified School District launched the Office of Equity to focus on improving systemic culture, conditions, and competencies across the district in order to better serve children and families situated furthest from opportunity. At OUSD, equity means providing each student with the academic, social and emotional supports they need to prepare for college, career, and community success in the future.

The Office of Equity was established to:

• eliminate the correlation between social and cultural factors and probability of success;
• examine biases, interrupt and eliminate inequitable practices, and create inclusive and just conditions for all students; and
• discover and cultivate the unique gifts, talents, and interests that every student possesses.