



Racial Justice, Equity & Healing TASKFORCE Core Workshops

School Leaders | Equity | Behavioral Health | Health & Wellness
Restorative Justice | Teacher Support | Expanded Learning

Strong Start Equity Conditions

Family Partnerships

- **two-way** communication about learning goals, student engagement, and student progress.
- family workshops on home-based learning

Language Access

- materials and communication for multilingual families, including low-incidence languages
- multilingual curriculum and resources for home-based learning

Technology Access & Literacy

- tracking need
- addressing gap
- technology support
- computer literacy for students and family
- robust teacher training and collaboration

Student Engagement

- welcoming SEL plan
- Wellness checks
- Advisory structures in secondary
- Engagement tracker and regular analysis
- Documented intervention for students who engage <60% in a week

In order to make these conditions a reality, we must stay engaged in our Equity Learning Inquiry to build **empowering relationships** with students and families.



RACIAL JUSTICE

Definition:

A proactive reinforcement of **policies**, **practices**, attitudes and **actions** that produce equitable *power, access, opportunities, treatment, impacts* and *outcomes* for all.

OUSD & The Movement 4 Black Lives

Oakland Black staff & students are asking the OUSD community to **ACT NOW**:

- Address **Anti-Black Racism** (Attitudes, Incidents, Practices & Policies)
- What is OUSD's role in advancing racial justice & standing with the **Movement for Black Lives**?
- Using **Racial Justice Affinity Circles** to create spaces of honest dialogue, community and inquiry.



Culturally Responsive Teaching in Oakland

- OUSD BEST PRACTICES:
- 1) WHO WE ARE
 - 2) TENETS & BEST PRACTICES
 - 3) CURRICULUM DISCUSSION
 - 4) SMALL GROUP SHARING



OUSD 6 Core Values:

- **Students First:** *We support students by providing multiple learning opportunities to ensure students feel respected and heard.*
- **Equity:** *We provide everyone access to what they need to be successful.*
- **Excellence:** *We hold ourselves to uncompromising standards to achieve extraordinary outcomes.*
- **Integrity:** *We are honest, trustworthy and accountable.*
- **Cultural Responsiveness:** *We resist assumptions and biases and see the gift of every student and adult.*
- **Joy:** *We seek and celebrate moments of laughter and wonder.*

Hand Up: Sharing Who We Are

Let's see who's in the "room"...

- Please raise your hand when the statement applies to you!

Why Culturally Responsive Teaching:



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

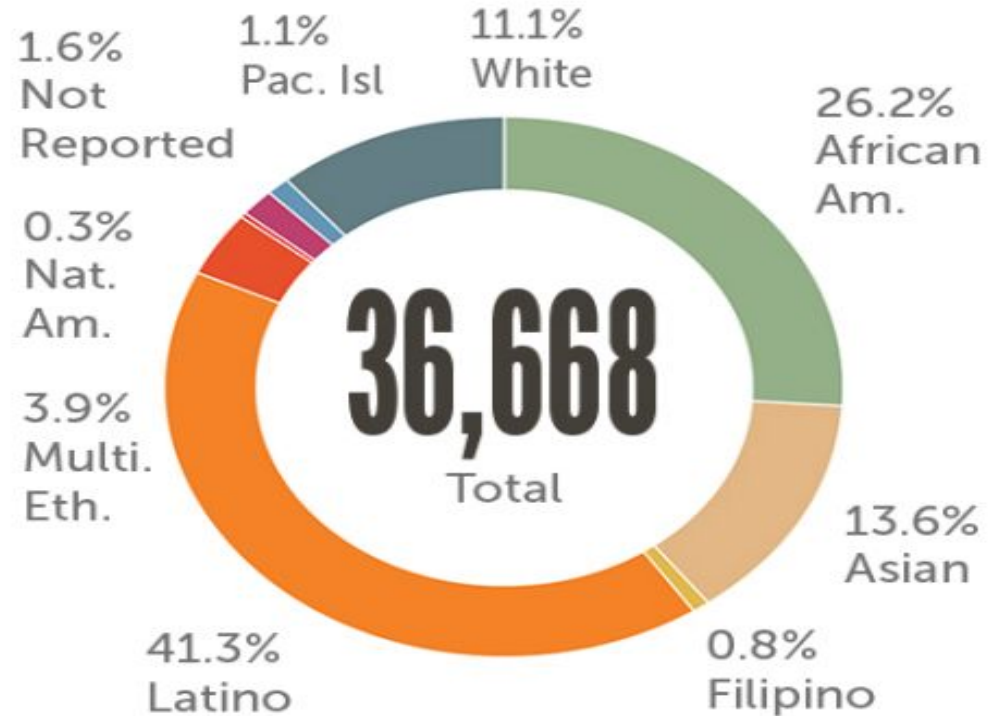
- In the Fall of 2018-19, Pacific Islanders were one of the lowest performing student groups in OUSD on the Scholastic Reading Inventory with 76% reading one or multiple years below grade level.
- Latino students make up 41.2% of OUSD's student body, and yet only 13.8% of their teachers are Latino.
- In 2011, African American males were suspended at a rate more than six times that of white males across the district and over three times the rate of other students.

OUSD's Equity Goal:

Improve educational outcomes, specifically for African-American, Asian Pacific Islander, Latino, English Language Learners and students with special needs.

Who are our OUSD students?

- Ethnically diverse



Who are our OUSD students?

- Culturally diverse
- Linguistically diverse

HOME LANGUAGES

50.3% STUDENTS SPEAKING NON-
ENGLISH HOME LANGUAGE

33.7% speak Spanish, **4.6%** speak Cantonese, **2.5%** speak Arabic, **2.4%** speak Vietnamese, **0.9%** speak Mam.
53 native languages spoken in OUSD

ENGLISH LANGUAGE LEARNERS⁷

30.8% ENGLISH LANGUAGE
LEARNERS STUDENTS

11,303 Students Total. **58.9%** Grade
6-12 ELLs are Long Term English
Language Learners

What is Culturally Responsive Pedagogy?

Culturally responsive teachers:

- (a) are socioculturally conscious,
- (b) have affirming views of students from diverse backgrounds,
- (c) see themselves as responsible for and capable of bringing about change to make schools more equitable,
- (d) understand how learners construct knowledge and are capable of promoting knowledge construction,
- (e) know about the lives of their students, and
- (f) design instruction that builds on what their students already know while stretching them beyond the familiar.

Villegas and Lucas, [Preparing Culturally Responsive Teachers: Rethinking the Curriculum](#). 2002.

What are Culturally Responsive Practices?

1. **Holding & Communicating High Expectations for All Students + Staff**
2. **Learning Within the Context of Culture & Asset-Based Strategies**
3. **Culturally-Responsive Curriculum Content**
4. **Adults as Facilitators, Student-Centered Curriculum**
5. **Positive Partnerships with Parents, Families & Communities**
6. **Staff Critical Inquiry & Cultural Humility**
7. **Social Justice & Institutional Transformation**

Holding & Communicating High Expectations for All Students + Staff

- Encouragement in the face of challenging situations because students rise to the challenge when we lift up their **assets**, while acknowledging racism and trauma.
- Rigor is creating intentionally equitable space for the expression and inclusion of **multiple perspectives**, productive conflict, and a diversity of opinions and experiences in the classroom.



OUSD CRT Best Practices & Resources:

- Senior Projects + Youth-Led Participatory Action Research
- Restorative Justice

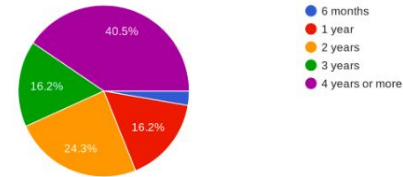


"I am able to write, read and even listen when it comes to English, but Speaking is very hard for me."

- Castlemont Student

How long did it take you to learn a new language ?

37 responses



OUSD CRT Best Practices & Resources:

- Office of Equity - Targeted Strategies



- **Learning Within the Context of Culture**

- Select participation structures for learning that reflect students' ways of knowing and doing to increase **agency**.
- Include relevant music, art, films, dance, traditions, language, history and other cultural assets in the learning process.

- **Culturally-Responsive Curriculum Content**

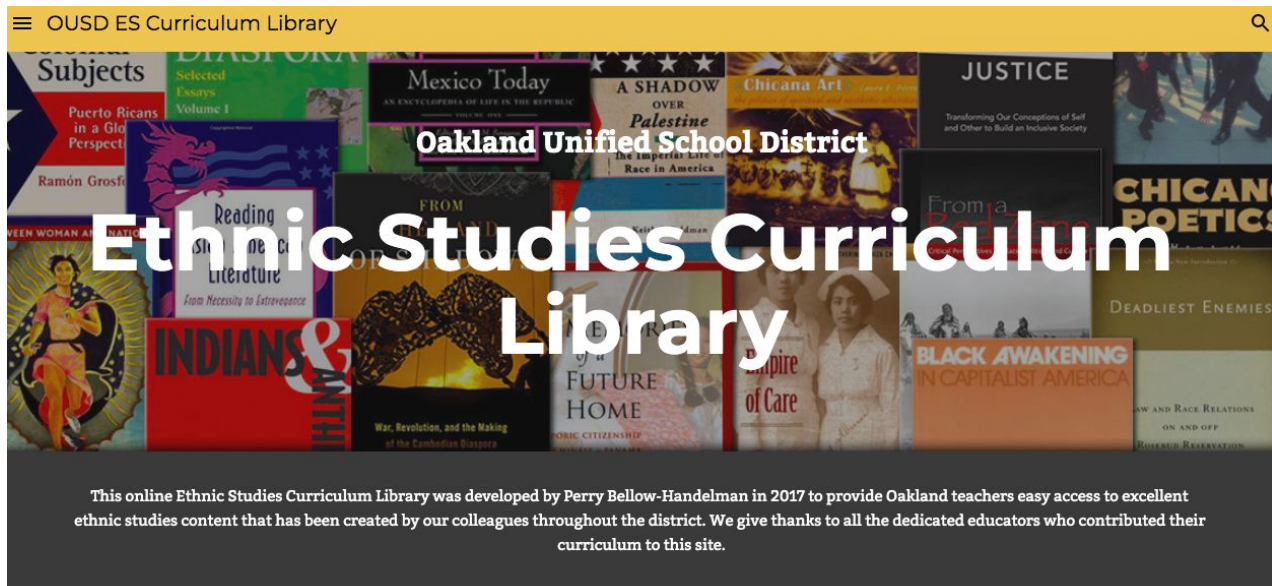
- Anchor your curriculum in the **everyday lives** of your students.
- Design units based on the **demographics** of your students.



OUSD CRT Best Practices & Resources:

- [Ethnic Studies Library](https://sites.google.com/view/es-curriculum-library)

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This online Ethnic Studies Curriculum Library was developed by Perry Bellow-Handelman in 2017 to provide Oakland teachers easy access to excellent ethnic studies content that has been created by our colleagues throughout the district. We give thanks to all the dedicated educators who contributed their curriculum to this site.

Teachers as Facilitators, Student-Centered Instruction

- Share airtime and control of the classroom and school to increase **student voice**.
- Use asset-driven facilitation such as popular education tools that empower **student choice**.



Best Practice Example:

LEAH AGUILERA

Sequoia Elementary

2nd Grade Distance Learning Unit



Next Week is your Life Like Mine presentation!

Today your child is bringing home the Life Like Mine booklet. Please help them complete the booklet and be ready to present it to the class on Friday.

During their Life Like Mine week your child will:

- On Monday: Answer questions from classmates about their life.
 Enjoy special privileges in class such as lining up first. Have a small bulletin board dedicated to them.
- On Tuesday: Share 2-3 pictures that are special to you.
- On Wednesday: Share a special item or two and talk about the importance, why it is special to you.
- On Thursday: Lunch with a special visitor.
- On Friday: Receive letters from classmates.
 Eat lunch in the classroom with the teacher and tablemates on Friday.

If you can visit for lunch Thursday (or Monday, Tuesday, Wednesday) it would be a special treat for your child! Students eat lunch in the cafeteria from 12:10-12:30. I appreciate your help in making next week special for your child!

Thank you for helping us learn about one another!

Life Like Mine

On the day I arrived ...

I am the _____ generation to live in the United States.

My family's ancestors come from the country or countries of _____.

If your family is Indigenous to the United States, what tribe or band of people do you belong to _____

2nd Grade Social Studies Plan

Social Studies Goal : *Identify the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. Everyone will strengthen their social competencies to better understand Identity, Power, Privilege / Oppression, Equity / Equality and Resistance / Liberation. (Action)*

4 Lessons per theme - All lessons had a video, written directions w/ examples and/or resources, and activity.

Identity

Power

Privilege / Oppression

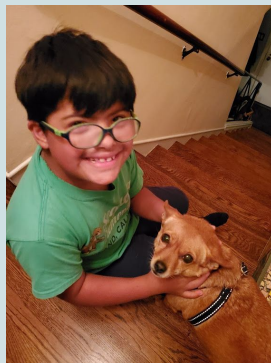
Equity / Equality

Resistance / Liberation



I am half Indian. This is my mom's side of the family.

I love my dog Nutmeg!!!!!!



This is me getting my heart checked at the cardiologist.



TS

My Dad's side of the family lives in Tucson and we visited at Christmas time!



We rode bikes in the Best Buddies ride last year!



I love cooking with my brother, Suriyan.



I have down syndrome.

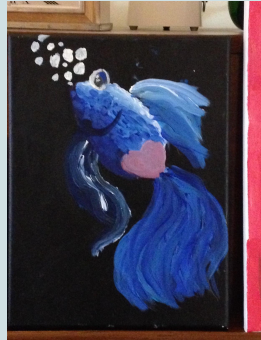
These are two of my favorite soups from Korea and Vietnam and they represent my mixed heritage.



Duk guk



Pho



These are two things that I made with some help, and it shows that I like to use my hands.



The things that make me different are the things that makes me, me.



O T

Hanbok



These are dresses from Korea and Vietnam and they represent my ancestors.

Ao dai



These are two of my biggest interests, drawing and camping and they represent who I am.

Equity

Key Terms:

Equity: Is when everyone gets what they need. Equity is also known as being fair.

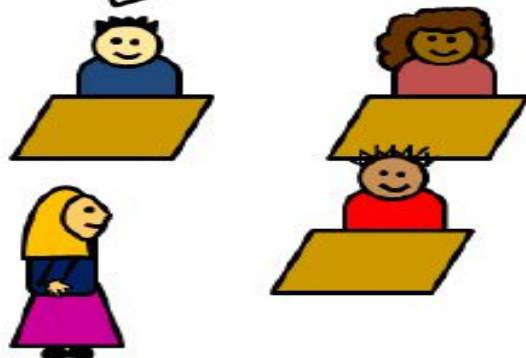
Equality: Is when everyone gets the same thing no matter what.

Inequitable: not fair.

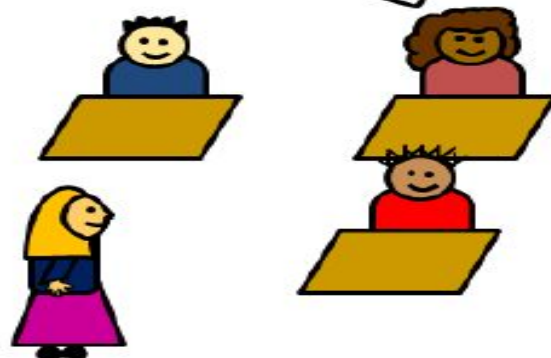
1. Today you are going to watch the video where I review the differences between equity and equality and explain the assignment for today.
2. You are then going to design the Sequoia playground with equity and fairness in mind. What would a playground look like that is fair?
3. For this project you can use any blank piece of paper and a pen, markers, or a pencil.
4. Once you have completed your drawing you will write two or three sentences explaining how your playground is fair and equitable. See the google doc titled "equity: playground."

Have fun with this! Get creative! Use your radical imagination!

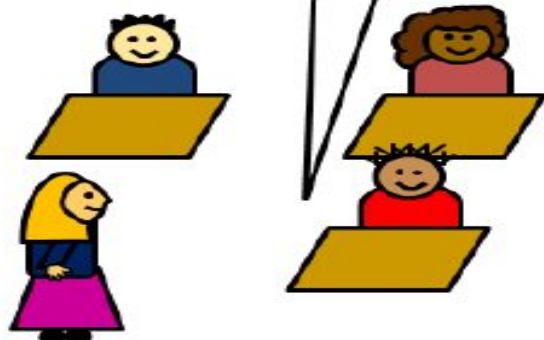
Teacher, my pencil broke,
may I get another?



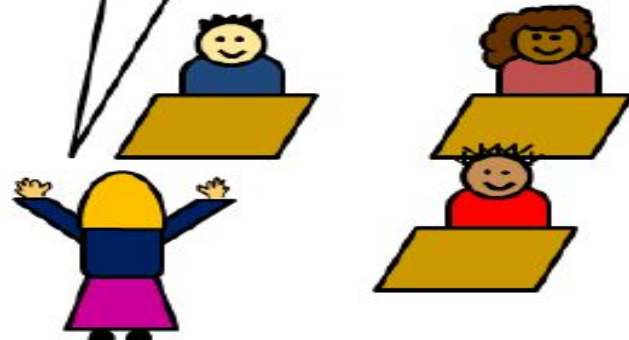
Teacher, I forgot my scissors,
may I borrow some?

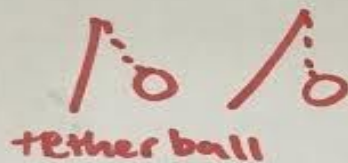


Teacher, may I get a
drink?



Students! In my classroom, I
treat everyone fairly. So you
may all get a new pencil.





tether ball

Walkway

Basketball



Soccer



lounge area

Walkway



handball

free choice area



Watch the video on power and write one statement where you have recognized power.



Power

Definition:

Power is the ability to control circumstances or makes things happen.

If a person has power, it means they can make things happen in the way they want.

Power tells us who gets to make the rules.

Power is neither good nor bad; it totally depends on how it is used. Like fire.

Let's notice and write down statements where we have recognized power.

Some sentence starters... if you want...

I notice that _____ have power on the playground because_____.

I notice that I have power because I speak English and with English I can _____.

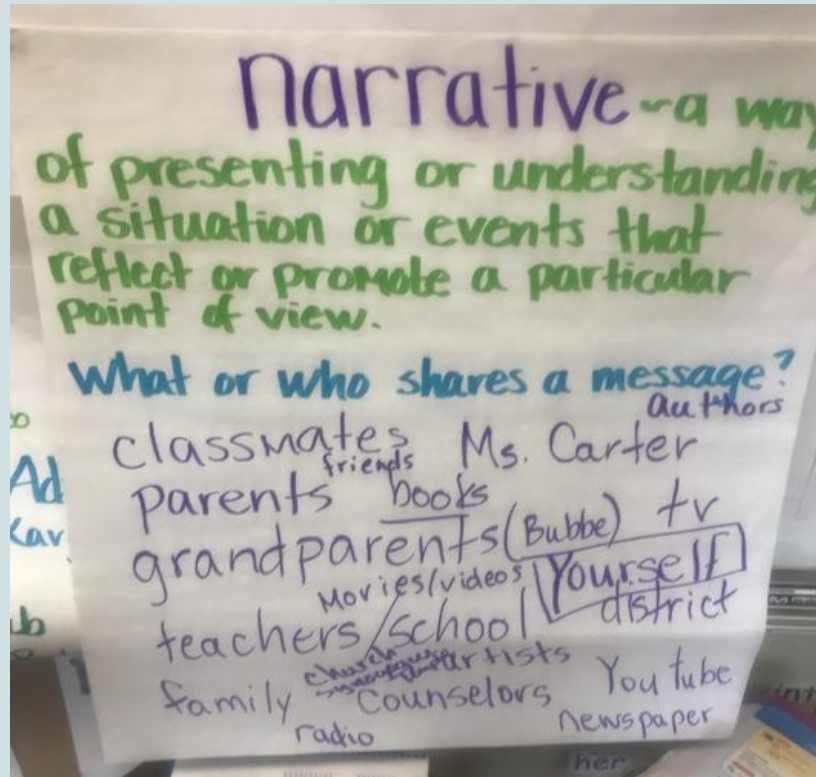
My family has power when they _____ because_____.

On the playground _____ has power because they _____

At Sequoia _____ has power_____when

_____.

Who is telling the narrative / Who is excluded from the narrative - [Reading Against the Grain](#)



[The Other Side - Graphic Organizer](#)

OUSD CRT Best Practices & Resources:

- Oakland International HS - Community Walks



- Student Leadership Development

Positive Partnerships with Parents, Families & Communities

- Engage families and communities to build meaningful partnerships for learning.
- Explore personal and family histories & assets in your classroom and curriculum.



OUSD CRT Best Practices & Resources:

- Sanctuary Schools Activities + ELLMA - Multilingual Pathways, Seal of Biliteracy
- Meaningful Family Engagement



- **Staff Critical Inquiry & Reflection**

- Engage in continuous reflective thinking, writing and critical inquiry as part of your professional development and growth.
- Acknowledge membership in different identity groups, and share your world view and story transparently through the lens of your experience.
- Analyze disparities in student outcome data to target and close gaps.

- **Social Justice & Institutional Transformation**

- Participate in improving school and district practices to be more responsive to the lives and needs of students and families.
- Help students develop critical thinking skills to analyze, navigate and transform systems, as well as social capital and institutional access.



OUR JOURNEY TO UNLEARN OPPRESSION AND PRACTICE EQUITY

Implicit Bias

Explicit Bias

Assumptions

Prejudice

Stereotypes

Racism

Power

Cultural Humility

Growth Mindset

Curiosity

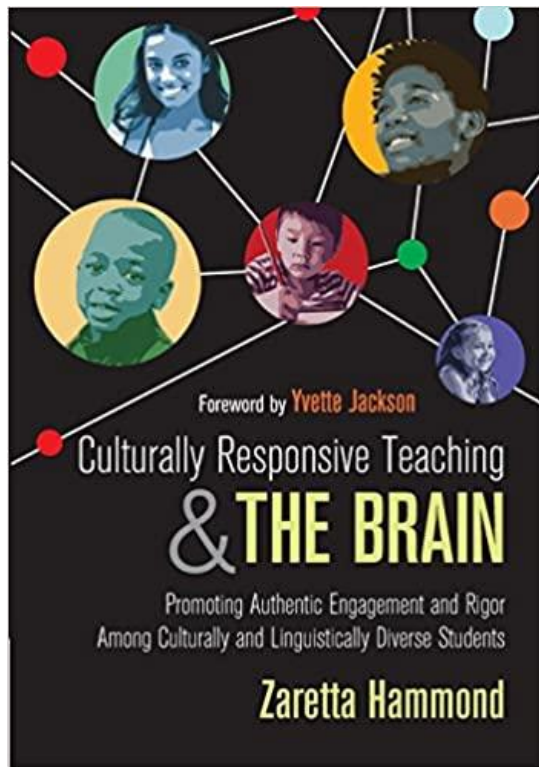
Equitable Practice

Empathy

Solidarity

Shared Power

Critical Inquiry Groups: CRT & The Brain



1. Building Awareness & Knowledge
 - Ready for Rigor
 - Dependent Learners
2. Building Learning Partnerships
 - Student-Teacher Relationships
3. Building Intellectual Capacity
 - Cognitive Routines & Risks
 - Intellectually Safe Classrooms

Small Groups & Reportback:

Please share your Name & Role!

- How can you implement these tenets in your classrooms/schools this school year?
- What are some ideas you have to be responsive to who your students are and what they are experiencing now with virtual learning, COVID-19, and the Movement for Black Lives and racial justice?

Resources Available for School Sites:

- “How To Be An Antiracist” Book Club Guide
- #M4BL Racial Justice Discussion Guides
- Racial Justice, Equity & Healing Taskforce + Departments
(Equity - Family Engagement, Targeted Strategies, Behavioral Health)
 - Training for Trainers this Year
- Affinity Circles Fall 2020 Series

Curriculum Resources to Teach About Anti-Asian Racism & Violence



ASIAN PACIFIC ISLANDER STUDENT ACHIEVEMENT

OUR VISION

› OUR TEAM

OUR DIVERSE COMMUNITIES

[#StopAAPIHate](#)

› OUR PROGRAMS

› COMMUNITY EVENTS

OPIN HONOR ROLL

LISTENING CAMPAIGN

ADVISORY COLLABORATIVE

DISTRICT TEAMS

RESOURCES & DATA

STUDENT STORIES

DONATE

Help **#StopAAPIHate**

If you or someone you know has experienced discrimination due to **#COVID19**, please speak up and report to: a3pcon.org/StopAAPIHate



To decrease bullying and prevent incidents of anti-Asian discrimination, educators and families can play a critical role in helping young people understand the history and context for anti-Asian racism in the United States and around the world that has flared up due to COVID-19 originating in China.

See Superintendent Kyla Johnson-Trammell's statement "[Oakland Stands United Against Racism](#)."

Here are some resources and ideas for lesson plans we've compiled to use with your students:

[Curriculum Resource Guide for Elementary Schools](#)

[Curriculum Resource Guide for Middle & High Schools](#)

Please share any additional resources that should be included by emailing lailan.huen@ousd.org or commenting on the document!

OEA Professional Growth Units:

If you are an OEA teacher or certificated staff and this is *outside of your contracted hours, regular workday schedule, or mandated professional development hours*, you can apply for Professional Growth Units:

1. Visit the Office of Equity > Racial Justice Taskforce webpage to **download the PGU form** for this workshop.
2. Fill in your information, and **email your workshop leader or your Principal to sign-off** with a copy of your notes or the agenda or slides from the workshop.
3. Submit the form to your **Talent liaison** to apply toward a salary step increase.

Feedback Form

<https://forms.gle/x7HvssXtGQkbcyU78>

Thank you for engaging in this critical work!

Contact lailan.huen@ousd.org in the Office of Equity with any questions or requests for support!

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 www.OUSD.org

 iam
OUSD