

OAK PARK UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
**AGENDA #1002**

**NOTICE OF SPECIAL BOARD MEETING - AGENDA #1002**

Written notice is hereby given in accordance with Education Code Section 35144 that a special Meeting of the Board of Education of Oak Park Unified School District will be held:

DATE: Tuesday, September 8, 2020

TIME: 6:00 p.m. Open Session

PLACE: Pursuant to Governor Newsom's Executive Order N-29-20 in regard to the COVID-19 Pandemic, special procedures will be followed for this special board meeting. The meeting will be conducted via teleconference/video conference. Members of the public will have the right to observe the meeting using this link: [www.opusd.org/livestream](http://www.opusd.org/livestream). Members of the public may offer public comment on items on the agenda and participate in the public hearing as provided on page 2 of this agenda.

Roll Call

Flag Salute

Public Comments – Speakers on Agenda items

Adoption of Agenda

**OPEN SESSION**

**A. BUSINESS SESSION**

**1. Public Hearing – Learning Continuity and Attendance Plan**

*The draft 2020-2021 Learning and Continuity and Attendance Plan outlines how Oak Park Unified School District will address ongoing learning and attendance monitoring for students during the 2020-2021 school year due to the impact of COVID-19. This is an informational item and the public is encouraged to provide input on the draft Learning Continuity and Attendance Plan which was posted on the district website on September 4, 2020 and included in the notice of this agenda. After receiving input, the plan will be brought back for approval at the September 15, 2020 board meeting.*

**2. Discussion on OPUSD Diversity and Equity Efforts, Including Update from Diversity and Equity Task Force**

*The work of OPUSD's Diversity and Equity Task Force is intended to support the school district's goal of educating compassionate and creative global citizens by honoring and valuing the diversity of our community and enhancing a learning environment that promotes equity in both curricular and co-curricular programs. At this meeting, the Board will discuss OPUSD's diversity and equity efforts, including the receipt of an update from the Diversity and Equity Task Force, a presentation from Oak Park High School students who have requested to address the board to share student perspectives as it relates to Diversity and Equity in our schools, and also a presentation from parents on the Diversity and Equity Task Force.*

Adjournment

INDIVIDUALS WHO REQUIRE SPECIAL ACCOMMODATION TO PARTICIPATE IN A BOARD MEETING, INCLUDING BUT NOT LIMITED TO AN AMERICAN SIGN LANGUAGE INTERPRETER, DOCUMENTATION IN ACCESSIBLE FORMATS, OR ACCOMMODATIONS DUE TO THE ELECTRONIC FORMAT OF THIS MEETING, SHOULD CONTACT THE SUPERINTENDENT'S OFFICE 24 HOURS PRIOR TO THE MEETING TO ENABLE THE DISTRICT TO MAKE REASONABLE ARRANGEMENTS TO ENSURE ACCOMMODATION AND ACCESSIBILITY TO THIS MEETING. PHONE (818) 735-3206 or e-mail: [raggarwal@opusd.org](mailto:raggarwal@opusd.org)

PURSUANT TO EXECUTIVE ORDER N-29-20, THE BOARD MEETING ROOM IS CLOSED. TO FIND OUT HOW YOU MAY ELECTRONICALLY ATTEND THE BOARD MEETING AND PROVIDE PUBLIC COMMENT PLEASE READ THE FOLLOWING GUIDELINES:

Members of the public will have the right to observe the meeting using this link: [www.opusd.org/livestream](http://www.opusd.org/livestream)

Public Comments may be submitted via this link <http://www.opusd.org/PublicComments>. Your comments are greatly appreciated. The Brown Act requires that agendas for special meetings provide an opportunity for members of the public to address the body concerning any item listed on the agenda prior to the body's consideration of that item (Section 54954.3). Unlike regular meetings, in a special meeting the body does not have to allow public comment on any non-agenda matter. Thank you for your cooperation and compliance with these guidelines.

If you wish to make a comment regarding a matter on the agenda please submit your comment via the form accessed by the above link by 6:00 p.m. on September 8, 2020. Although not required, please submit all of the requested information. In keeping with the reasonable time regulations described below, every effort will be made for your name and comment to be read by the Board President, and your comment will be placed into the item's record at the Board meeting.

This public comment form will be open to members of the public 30 minutes (at 5:30 pm) prior to the public meeting which begins at 6:00 pm. This form will take the place of the "yellow speaker cards" available at in-person meetings.

The President of the Board will inquire if there is anyone in the audience who desires to address the board with respect to any item appearing on the special meeting agenda. Individual speakers will be allowed three minutes to address the Board on each agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. Due to the electronic nature of this meeting and to maintain the integrity of providing an opportunity for public comment, every effort will be made to read your comment into the record. In order to ensure that non-English speakers receive the same opportunity to directly address the Board, Google Translate will be used to translate any emails to the Superintendent's Executive Assistant at [raggarwal@opusd.org](mailto:raggarwal@opusd.org) who will receive and submit the public comments in open session.

All Board Actions and Discussions are electronically recorded and maintained for thirty days. Interested parties may review the recording upon request. Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the secretary or clerk of the Board. (Education Code 49073.2)

Date: September 4, 2020

Anthony W. Knight, Ed.D.  
Superintendent and Secretary to the Board of Education

**TO: BOARD OF EDUCATION**

**FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT**

**DATE: SEPTEMBER 8, 2020**

**SUBJECT: A.1. PUBLIC HEARING - LEARNING CONTINUITY AND ATTENDANCE PLAN**

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**PUBLIC HEARING/DISCUSSION**

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**ISSUE:** Shall the Board hold a public hearing and review the proposed 2020-21 Oak Park Unified School District Learning Continuity and Attendance Plan?

**BACKGROUND:** Senate Bill (SB) 98 established that the Local Control and Accountability Plan (LCAP) and an annual update to the LCAP are not required for the 2020–2021 school year and that the California Department of Education (CDE) shall not publish the California School Dashboard in December 2020 based on performance data on the state and local indicators. SB 98 supersedes the requirement to develop and adopt an LCAP by December 15, 2020, which was established by Executive Order N-56-20, published in April 2020. SB 98 also separates the development and adoption of the Budget Overview for Parents from the development and adoption of the LCAP for the 2020–2021 school year. SB 98 establishes California Education Code Section 43509 and the Learning Continuity and Attendance Plan (Learning Continuity Plan) requirements for the 2020–21 school year. The intent of the Learning Continuity Plan is to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty of COVID-19, without requiring two plans. The Learning Continuity Plan replaces the LCAP for the 2020–2021 school year. The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Learning Continuity Plan is completed in the beginning of the 2020–2021 school year. Additionally, the timeline is intended to allow for communication of decisions that will guide how instruction will occur during the 2020–21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement. The draft Learning Continuity Plan is included for the public and board’s review. After receiving input at this meeting, the plan will be brought back for adoption at the September 15, 2020 board meeting.

**RECOMMENDATION:** None – for information, discussion, and receipt of public comment only.

Prepared by:  
Jay Greenlinger, Ed.D., Director of Curriculum and Instruction

Respectfully submitted,

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Anthony W. Knight Ed.D.,  
Superintendent

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oak Park Unified School District	Dr. Jay Greenlinger, Director of Curriculum and Instruction	<a href="mailto:jgreenlinger@opusd.org">jgreenlinger@opusd.org</a> (818)735-3271

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The California Department of Education Coronavirus Response and School Reopening Guidance States *Schools should not open unless there is a sustained decrease in new cases of COVID-19*. Unfortunately, we are in quite the opposite situation in our state and county, with cases rising significantly each day. It has become increasingly clear that bringing students back to campus even in a limited capacity in August would pose unacceptable levels of risk to both students and staff.

The Ventura County Public Health Guiding Principles related to the reopening of schools states, "...the Ventura County Public Health Officer supports the use of Distance Learning or other means of non-classroom-based instruction for school districts as necessary to support continuity of instruction.

Our two task forces have designed robust Hybrid and Distance Learning plans for our return to school. While we hoped to open offering parents a choice between these models, we are forced to offer only a Distance Learning program for at least the first quarter of the school year from August 10-October 9. We will closely monitor the situation over this period and determine if circumstances will allow a transition to a hybrid option later this fall.

Oak Park teachers, administrators, and support staff are preparing to deliver an exemplary Distance Learning program. Intensive professional development and planning are happening this summer to build a completely new experience for our students.

It is impossible to replace in-person classroom instruction and the on-campus school experience with any form of full-time Distance Learning. We find ourselves in a situation, however, where we must do this to protect our students and their families, our staff and their families, and the communities we serve.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Stakeholder feedback was solicited through formal means via surveys.

A “Remote Teaching Readiness” survey was conducted, with 212 teachers responding. This was nearly a 100% response rate. The results of this survey impacted the initial training and support that was put into place during the Spring.

A “Distance Learning Survey for Parents and Students” was sent to families on April 29. This survey received 1,056 responses. The feedback from this survey was used by the Return to Instruction Working Group as they planned for our return to school.

A “Reopening of Schools and Return to Instruction Survey” was distributed to families on June 1. We received responses from 2,595 families. Responses to this survey guided us as we deliberated on the options for returning to school (Hybrid, Distance Learning, Independent School). At a time when in-person instruction was still a possibility, this survey provided us with insight into the concerns our families had about a return to school.

A “Return to Work Survey” was given to all OPUSD staff on June 23. This survey gauged staff ability and willingness to return to in-person schooling. With 389 responses, we were able to plan for the staffing of the Hybrid Model and Distance Learning model.

Two groups were formed to guide the return to school: The Reentry Task Force- which included teachers, administrators, staff, and local medical experts- and the Return to Instruction Working Group, comprised of teachers, administrators, counselors, parents, and students. [The goals and responsibilities for each group are listed here.](#)

On June 16th, the Governing Board held a Special Meeting to discuss options for the return to school. As a result of that meeting, 100s of questions from parents were submitted and subsequently answered on a public-facing FAQ document.

On June 24th, district administrators hosted a live televised Town Hall, where safety and instruction plans were shared. During that meeting, 100s of additional questions were submitted. Dozens of these questions were answered live on the air, with the remaining questions answered electronically via email and public posting. A recording of the Town Hall was shared with all families and posted on the district’s website.

Additionally, informal feedback was submitted via email to district administrators between March and September. Each email received a response from site or district administrator or staff or was directly answered in one of the public meetings held.

OPUSD also created a comprehensive website for information related to our return to school. This site received ongoing updates between March and September. <https://sites.google.com/opusd.org/return-to-school-2020-21/home>. The site contains schedules, meeting links, technology support documentation, social-emotional wellness, and extensive FAQs to provide as much information to community members as possible. A separate FAQ site was created for staff, with information related to worksite safety, instructional decisions, curriculum, and more.

All parents of students with disabilities were surveyed in August to obtain their specific input regarding the specific challenges their student - and the family - experienced during distance learning during Spring 2020. The input was considered in the development of the individualized Distance Learning Plans for 2020-2021.

Ongoing updates to [OakParkConnects website](#), including [extensive FAQs](#) based on questions submitted during public meetings and via email.

Below are links to each of the community wide communications:

[March 12, 2020 Important Notice COVID-19](#)

[March 18, 2020 Distance Learning](#)

[March 18, 2020 Important Notice- School Closures and Distance Learning](#)

[March 23, 2020 Information Regarding Provision of Special Education Services during COVID-19 School Closure](#)

[March 23, 2020 Distance Learning Begins at OPUSD](#)

[March 27, 2020 Distance Learning FAQ's for Parents](#)

[April 1, 2020 Schools Closed Through May 22- COVID-19](#)

[April 10, 2020 Social Emotional Well-being of Students During the COVID-19 Pandemic](#)

[April 27, 2020 District Update COVID-19](#)

[June 1, 2020 Reopening of Schools and Return to Instruction Survey](#)

[June 7, 2020 Return to School Update](#)

[July 3, 2020 Reentry/Return to Instruction Update](#)

[July 10, 2020 Reentry/Return to Instruction Update](#)

[July 15, 2020 OPUSD Reopening Decision](#)

[July 26, 2020 School Offices Open Distance Learning Starts in 2 Weeks](#)

[A description of the options provided for remote participation in public meetings and public hearings.]

All public meetings of the Board have been live streamed on Youtube. The following message accompanied all agendas and meeting notices for the Board of Education: *Public Comments may be submitted via this link <http://www.opusd.org/PublicComments>. If you wish to make a comment regarding a matter on the agenda or within the board's jurisdiction, please submit your comment via the form accessed by the above link by 6:00 p.m. on the day of the meeting. Although not required, please submit all of the requested information. In keeping with the reasonable time regulations described below, every effort will be made for your name and comment to be read by the Board President, and your comment will be placed into the item's record at the Board meeting. Comments on a matter related to an item on the Agenda may be submitted prior to the meeting and during the meeting using the above link. This public comment form will be open to members of the public 30 minutes (at 4:30 pm) prior to the closed session of the public meeting which begins at 5:00 pm. This form will take the place of the "yellow speaker cards" available at in-person meetings.*

[A summary of the feedback provided by specific stakeholder groups.]

Much of the feedback related to Distance Learning focused on the amount and frequency of live sessions. Additionally, feedback reflected a wide variety of implementation of distance learning across the district. Some parents reported far too much time online with teachers, and other parents felt their student had too little synchronous instruction. When we were considering a return to in-person instruction parents shared a vast array of feedback related to safety concerns. OPUSD recently surveyed students, staff, and parents regarding the success of Distance Learning so far in the 2020-21 school year. Overall, the feedback is positive and reflects an engaging and connected distance learning experience for students. Feedback from staff reflects the challenges to providing an instructional program that meets the high expectations of the Oak Park community, as well as the general strain this type of instruction causes for staff and students.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholder input influenced the development of daily and weekly schedules for Distance Learning. Specific feedback also influenced the use of technology tools such as Pear Deck and Seesaw. Parent feedback from March-May led to the inclusion of increased synchronous time spent with teachers and peers. Teacher professional development was influenced by community feedback so that our Distance Learning plan for 2020 was responsive to feedback parents and students provided. Recent surveys of students, staff and parents indicates a need to maintain or increase mental well-being services for students and staff.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Special education case managers have been collecting data on the progress of each student toward the goals in the IEP, and adjusted services during distance learning in Spring 2020. Students with disabilities who made unexpectedly poor progress during distance learning in Spring 2020 were provided with 6 weeks of extended learning opportunities during the summer break.

Opportunities for providing in-person targeted, specialized support services on a cohort basis for students requiring such services will be implemented as possible under local and state guidance.

Classroom-based, in-person instruction will begin in a hybrid model once it is deemed safe to do so by state and local authorities and in accordance with the quarter calendar, allowing time to prepare for the transition to ensure safety and continuity of services.

In-person, hybrid learning will take place in a cohort model in which students are assigned to either “A” or “B” cohorts which will attend school on the following schedule:

- Monday - A
- Tuesday - A
- Wednesday - B



- Thursday - B
- Friday

- DK-5 - optional alternating on-site enrichment day
- 6-12 - at home protected workday

Cohorts will not exceed the number which provides for safe physical distancing within classrooms. All applicable state and local hygiene and safety protocols will be followed per the County approved *OPUSD Reopening and Covid-19 Mitigation Plan*

School counselors and staff have been provided with training and resources on identifying students with mental-health or social-emotional concerns arising due to circumstances of Covid-19 and quarantine requirements. Elementary counselors will be providing class instruction which addresses these topics as well as stressors associated with distance learning during Fall of 2020.

### **Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Students with disabilities who were not eligible for extended school year services but experienced learning loss due to school closures in Spring 2020 were provided with 6 weeks of additional special education services in order to mitigate that learning loss.	\$54,300	N
Preschool students with disabilities began participating in the Oak Park Neighborhood School for 3 hours, 5 days per week, on August 24, 2020. Special education staff provides in-person support to these students with disabilities in addition to the services that are delivered virtually.	\$178,414	N
Special Education Assessment Teams, with approval from VCPH Officer Dr. Robert Levin, have been conducting in-person assessments of students who are suspected of having a disability that may require special education services, and students who have already been identified as eligible for special education services. These assessments are critical to ensure that vulnerable students are receiving the appropriate education supports as school resumes.	\$3,000	N
Counselor on Special Assignment position created to provide additional support to counseling staff in coordinating return to school and associated social-emotional needs	\$130,357	Y
District Nurse increased from .5 to 1.0	115,124	N
Substitute for Speech and Language Pathologist on leave	13,587.71	N



Hire extra FTE for Independent study program due to increased demand for enrollment in our program (4.6 FTE)	\$509,995	N
Purchase HVLP sprayers for the purpose of coating any surface for a more efficient and complete cleaning	\$24,217	N
Additional handwashing and automatic hand sanitizer stations, so that students and staff will have opportunities for more frequent handwashing and sanitize	\$48,175	N
Purchase on campus signage to inform and remind all campus personnel of safety protocols to avoid Covid-19 transmission and safety protocols	\$4,933	N
Purchase Personal Protective Equipment (PPE) - disinfectant products including wipes, disposable gloves, disposable masks - for regular protection and frequent cleaning	\$46,694	N
Plexiglass barriers to isolate teachers, staff, and students from hazard	\$24,600	N

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Students with disabilities have received services during distance learning that is substantially similar to - or greater than - the services in the students' most recent IEPs. In order to ensure engaging and robust curriculum that is of substantially similar quality to in-person instruction, OPUSD has purchased a number of technology-based tools, including:

Pear deck- interactive slide deck tool

Seesaw- student portfolio app for grades K-5

Newsela- leveled primary sources for Literacy development and social studies

Mystery Science- online science content for grades K-5

Virtual Units of Study- digital resources to support the Reading, Writing, and Phonics Units of Study

Reading A-Z- online leveled texts for primary grade students

IXL- Reading and writing practice/standards-based assessment for grades DK-5

Kami- PDF annotation tool for Chromebooks

Additional technological tools were provided to students with disabilities including the ALEKS learning system.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

OPUSD provides a 1:1 Chromebook program for all students in grades 3-12. Students in K-2 are offered a district iPad. According to technology survey data, all students have regular access to the internet, allowing them to participate in Distance Learning. For families who report subpar internet speeds, the OPUSD Technology department created a trouble shooting process form to determine if OPUSD is able to help secure more reliable internet access. If and when the need arises, OPUSD will provide a wireless hot spot to families who do not have adequate access and who also qualify for FRLP. Additional technological devices were provided to students with disabilities when needed to ensure these students are able to successfully access the digital curriculum (i.e. extra device for students with hearing impairment to view interpreter on full screen). Parents of all students with disabilities were polled to determine if the student or family was experiencing difficulty in using or accessing technology, and those difficulties were addressed promptly (i.e. by scheduling in-person troubleshooting sessions with the parent with interpreters as needed).

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Daily attendance will be taken during live interaction sessions in grades K-5, utilizing our Student Information System, Q. In grades 6-12, attendance will be taken in each period daily. OPUSD teachers will record engagement following the procedures outlined by VCOE and CDE. At the time of writing, these procedures still being codified. Many students with disabilities experience difficulty participating in independent instructional activities; additional supports such as online assistance from special education support staff during independent work time have been developed to support these students. Some students with disabilities also experience difficulty sustaining attention and focus during synchronous instruction; additional technological tools have been made available to special education teachers and paraeducators. Examples of these technological tools include access to a county-funded Zoom subscription (with breakout rooms) for all special education teachers, and access to Go Guardian (which allows for secure private messaging with the student) for all special education teachers, service providers and instructional aides.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

OPUSD provided 6 days of professional development in the two weeks leading up to the school year. Nearly all teachers participated, resulting in more than 3,000 hours of training. All of the sessions were recorded and made available for any staff member to view at any time. Additionally, OPUSD staff has access to online professional development through Alludo, an online gamified professional development program. Ongoing teacher support is provided by TOSAs two days a week after school and during the Friday morning block of 10:00-11:30.

OPUSD has also provided extensive and ongoing training targeting paraeducators. Special education specialists are participating in weekly district-facilitated job-alike professional development activities and are also participating in professional development opportunities through the SELPA. Special attention was provided to meeting the needs of high needs students, including SWD and UPP.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

A new position of Counselor on Special Assignment was created to address the safety protocols and requirements of a return to learning. This position acts as district liaison with VCOE and VCPH, is the point person for all staff on matters relating to COVID-19, and coordinates with District Leadership to support learning programs. Due to the additional health and safety needs presented by COVID, the district nurse position was increased from .5 FTE to 1.0 FTE.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The District is providing each student with a disability with the services specified in the student's most recent IEP at a minimum; in many instances, the services being provided during distance learning exceed the services in the most recent IEP because of the unique challenges experienced by these students. Input from the parents of each student with a disability was obtained in order to more effectively determine remote services based on the needs of the student and family. The specific services being provided to each student with an IEP are being communicated to parents via Individual Distance Learning Plans. At each annual review held during the 2020-2021 school year, the IEP team (including parents) will document the manner that special education services will be provided in the event of an emergency that requires school closures; parent input regarding the emergency provision of special education services will also be documented in the IEP. General education teachers were notified of the need to provide accommodations and modifications to students with disabilities consistent with the students' IEPs; special education teachers and support staff received training in the implementation of accommodations and modifications during distance learning in order to support the general education teachers. Special education providers meet weekly in job alike groups for professional development regarding the provision of special education services during distance learning. Para-educators have received extensive training in the effective support of students with disabilities using on-line tools; para-educators have been provided with additional devices such as iPads and chromebooks in order to maximize opportunities to support students with disabilities. Additional online tools have been obtained to support students with disabilities include Reading A-Z for students with disabilities in grades 3-5 and the ALEKS online learning program for secondary students. In addition, subscriptions to the Unique Learning System were obtained to support students with more significant disabilities in accessing a standards-aligned curriculum. Students with English Language Development needs are provided additional support by EL Aides, who support development of academic language and English language development.

## Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
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<i>Mystery Science</i> subscription to provide supplemental online elementary science education for grades K-5	[\$ 0.00]	N
Purchase new Chromebooks to complete 1:1 initiative.	\$333,436.30	Y
Purchase <i>Peardeck</i>	\$6,435	N
Purchase <i>Newsela</i> an instructional content tool that allows teachers to find articles with appropriate reading levels for their students. Newsela articles also feature questions and writing prompts that align with core standards.	\$29,601	Y
Purchase <i>Seesaw</i>	\$6,270	N
Purchase <i>Virtual Units of Study</i> a digital resource to support the Reading, Writing, and Phonics Units of Study	\$12,750	Y
Purchase <i>Reading A-Z</i> an online leveled texts for primary grade students	\$4,618	Y
Purchase <i>IXL</i> to provide reading and writing practices and standards-based assessment for grades DK-5	\$29,627	Y
Kami- PDF annotation tool for Chromebooks	\$7,900	N
ALEKS subscriptions to provide additional math instruction and support	\$4,026	Y

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Universal screening of students in grades K-5 will take place in the first months of school. This screening is for Math and Literacy. Data from these screenings are used to determine learning gaps and the levels of intervention needed for students who demonstrate gaps. Students in grades 6-12 are assessed within the first month of school to determine the appropriateness of math placement and what interventions may be necessary to prepare students for math instruction. Formal progress monitoring of students with disabilities will take place at the quarter and semester marking periods at the secondary level, and at each trimester at the elementary level. This formal progress monitoring data is shared with parents and used to make instructional decisions.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Special education case managers collected data on the progress of each student toward the goals in the IEP in March 2020, and adjusted services during distance learning in Spring 2020. Students with disabilities who made unexpectedly poor progress during distance learning in Spring 2020 were provided with 6 weeks of extended learning opportunities during the summer break. Special education case managers used the first few weeks of the 2020-2021 school year to collect informal data to determine learning needs and adjusted the services in the Distance Learning Plans based on that data. Each trimester, at the elementary level, and each quarter at the secondary level, data will be collected on student progress; that date will be used to adjust services in Distance Learning Plans throughout the year. 24 instructional aides were hired to support individual and small group instruction in the elementary grades. This support increases student connectedness and engagement while also providing academic support to reduce learning loss. Special attention is given to students with exceptional needs (ELL, SWD) to ensure the most needy students receive regular support.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to students with disabilities is measured regularly via progress toward goals and participation in services. All students in grades K-6 undergo universal screening to identify skill gaps in literacy and numeracy. Our MTSS structures also measure student progress in intervention programs to improve literacy and numeracy skills.

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description
Actions and expenses are reflected in Continuity of learning

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Students with disabilities are receiving intensive mental health and community-based services including individual counseling, group counseling, behavior interventions services and social work services. Some of these services are being provided in the community (following public health protocols including social distancing and facial covering), especially with the most at-risk students and those students who responded poorly to the remote delivery of mental health services.

Staff development provided on the topics of mental health for staff and students including trauma-based practices, mindfulness, and social emotional learning.

Connection with community mental health support that is available to all staff on an as-needed basis.

Counselors and psychologists are primed to proactively support struggling pupils during distance learning.

Ongoing training of professional staff via Friday staff development time.

Realignment of monthly elementary counseling lessons to focus on topics pertinent to COVID-19 impact.

Exploring possibilities for global screening process for mental health of pupils.

Ongoing updates to [OakParkConnects website](#)

OPUSD created the position of Counselor on Special Assignment for Safety and Equity.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

As stipulated by Ventura County Office of Education (VCOE) and California Department of Education (CDE), teachers will track daily attendance and student engagement within the Q student information system. Parents are contacted for any unverified absence. Through a collaborative process between school counselors, principals, and District personnel, attendance and engagement data will be monitored weekly at a minimum. These data will allow us to quickly identify students with excessive absences and/or who are not engaged in daily learning. Subsequently, school staff will work with District staff to follow up with students and families and routine SART communications will be sent to parents. At a minimum, conversations and/or meetings will take place between the student, school staff, and parent to discuss ways the District can support the student with the objective of re-engagement. As necessary and appropriate, students will be referred for one or more of the following: Student Study Team (SST) meeting, 504 or IEP meeting (if applicable), SART, and SARB.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

During distance learning, the district is offering a school weeks' worth of breakfast and lunch meals for pick-up once a week by drive-through; the district is adhering to CDE requirements for nutritional adequacy of meals while applying the following waivers as necessary: **Offer Versus Serve Flexibility for Senior High Schools; Meal Pattern Flexibility; Parents and Guardians to Pick-up; Meal Service Time Flexibility; and Non-congregate Feeding.** Each week's meal bag includes a ready-to-eat meal for the day of pick-up; meals for the remainder of the week are provided frozen or refrigerated. A printed packet with detailed heating/cooking instructions is also stapled to every bag. All meal components are offered prepackaged.

If able to return to hybrid instruction for SY 2020-21, the district will continue to prepackage all meal components and offer meals by pre-order. Meals for elementary students will be delivered to lunch tables and distributed by classroom teachers, campus supervisors, and cafeteria staff; meals for middle and high school may be picked up at several pick-up locations at school that will allow for proper social distancing and quick distribution. Lunch tables and eating areas will have clear markings to encourage 6-foot distancing.



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.34%	\$887,880

Based on our most recent board approved budget, using the Governor's updated budget with no deficit factor for assumptions.

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

OPUSD's Foster and Homeless Youth liaison is available to provide support and resources to the families of Foster and Homeless students. For the 2020-21 school year, every student in our district declared permanent Housing as their primary residence.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

In 2020-21 supplemental funds are principally directed toward meeting the needs of low-income pupils, foster youth, and English learners. OPUSD is promoting physical and mental wellbeing, student connectedness, instructional support, counseling, and professional development for teachers, administrators and staff. The professional development will enhance teachers' knowledge of using technology and strategies for diverse learners. The district will continue to budget for services to meet the needs of our most impacted learners.



# Distance Learning Stakeholder Survey August 2020



# Stakeholders who responded to the surveys

- **Grades DK-12 Parent Responses - 2184**
- **Grades 6-12 Student Responses - 533**
- **Grades DK-12 Teacher Responses - 116**



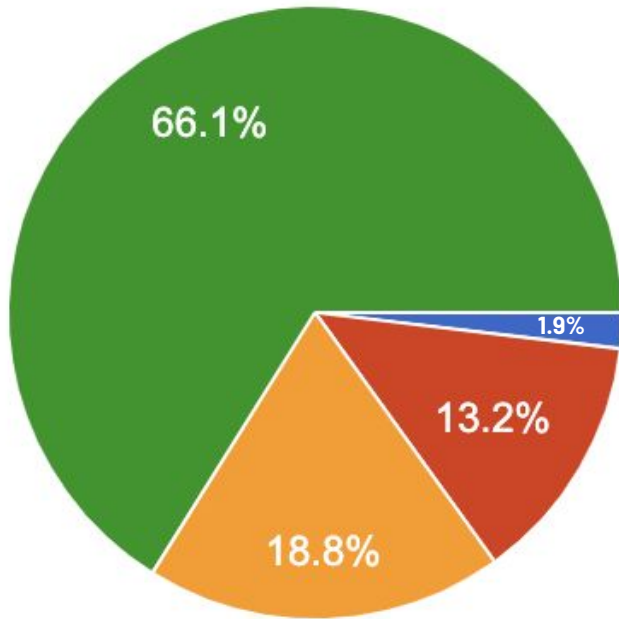
**\*Oak Park Independent school teachers, parents and students were not administered this survey. The students and teachers meet one on one once a week in that program.**

# Time spent online at school each day, M-Th

Parents surveyed in grades DK-12 and Students surveyed in grades 6-12

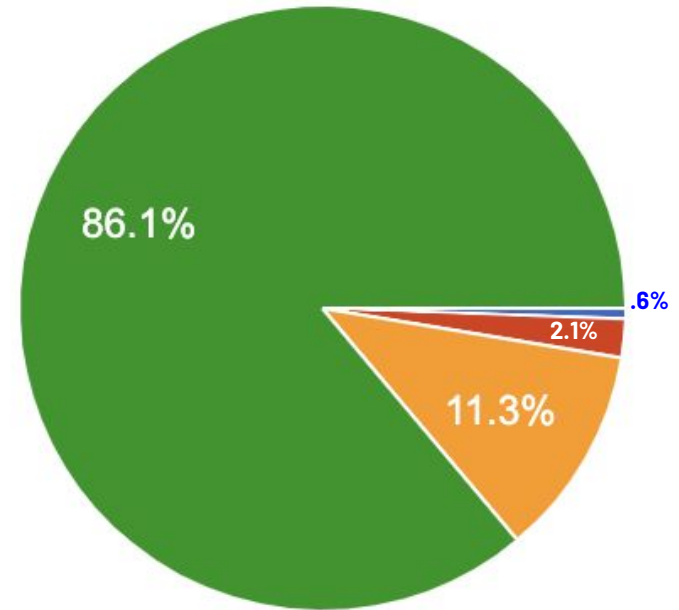


Parent Survey



- 1 hour per day
- 2 hours per day
- 3 hours per day
- More than 3 hours per day

Student Survey

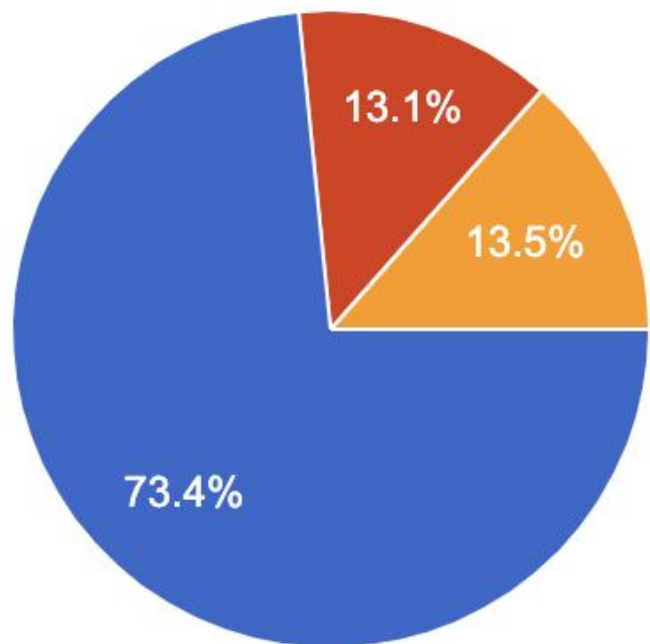


# Amount of work students are doing is:

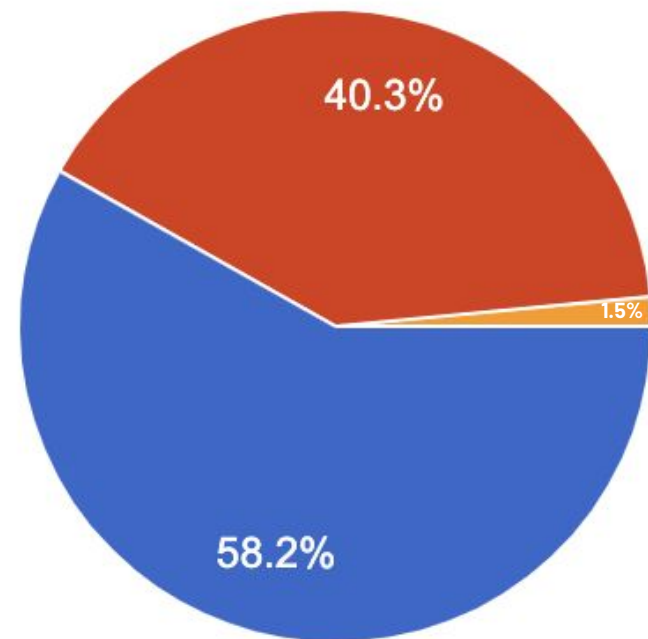
Parents surveyed in grades DK-12 and Students surveyed in grades 6-12



**Parent Survey**



**Student Survey**



- About right
- Too much
- Not enough

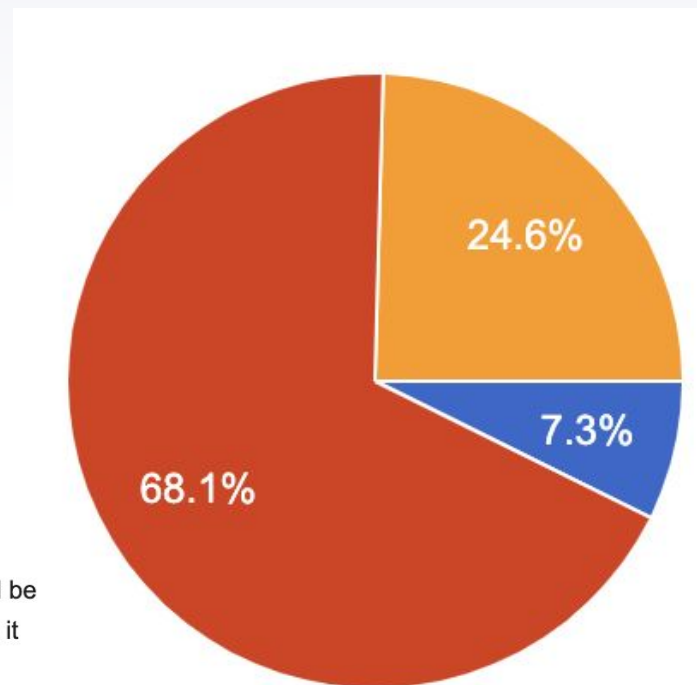
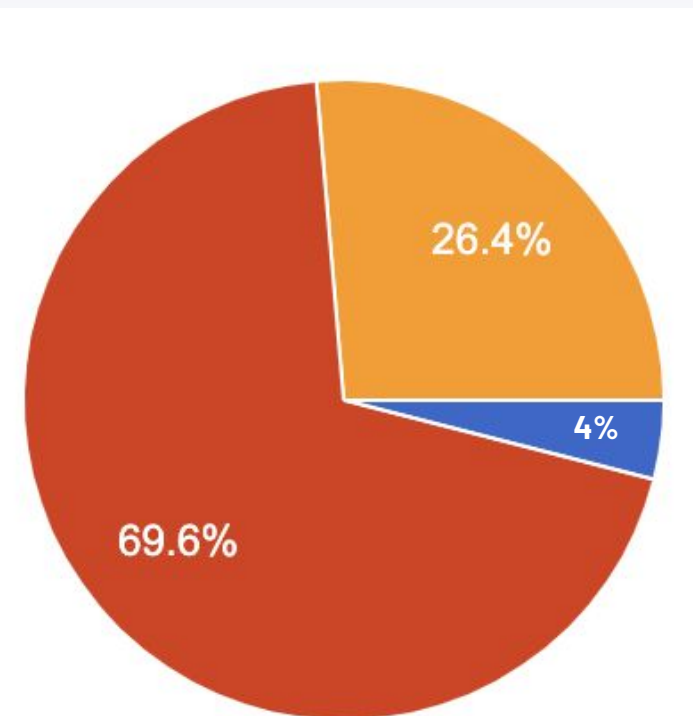
# Academic progress at this time is:

Parents surveyed in grades DK-12 and Students surveyed in grades 6-12



**Parent Survey**

**Student Survey**

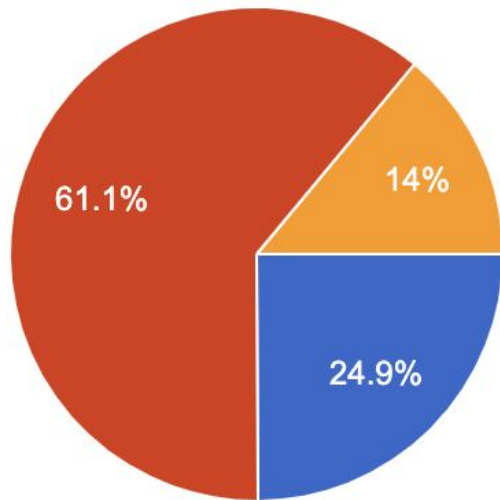


- Ahead of where I thought it would be
- On target - about where I thought it should be
- Behind where I thought it would be

# Teacher and student connectedness during Distance Learning

Parents surveyed in grades DK-12, Students surveyed in grades 6-12 Teachers surveyed in grades DK-12

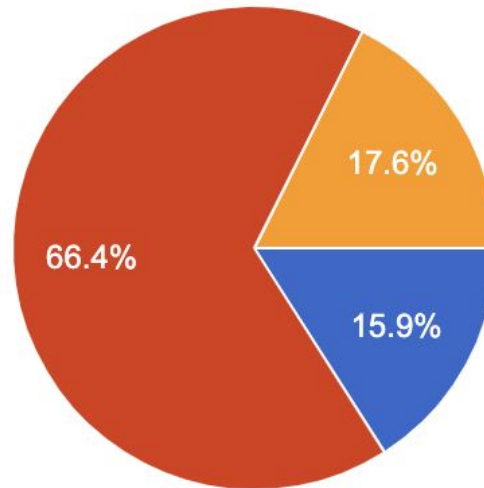
Parent Survey



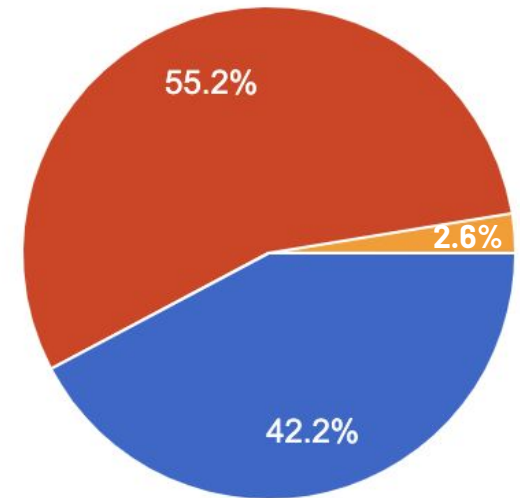
Students feel they are connected with their teachers:

- To a great extent
- To some extent
- Not connected

Student Survey



Staff Survey



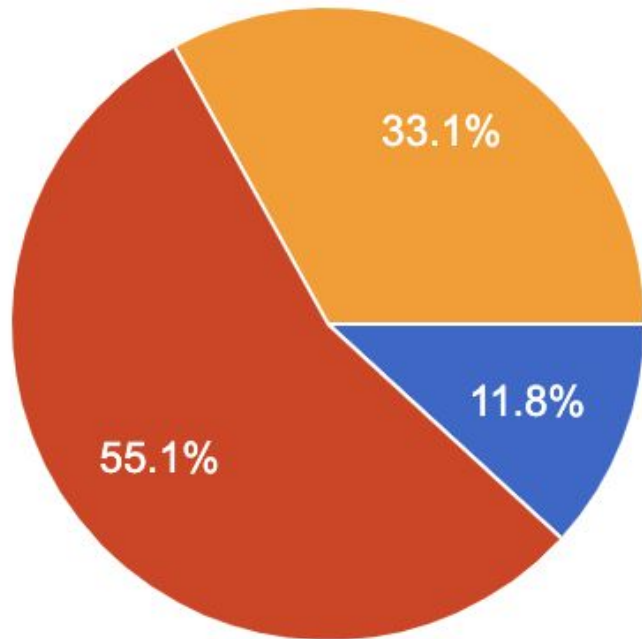
- Well connected with me
- Moderately connected with me
- Not well connected with me

# Student connectedness with the school during Distance Learning

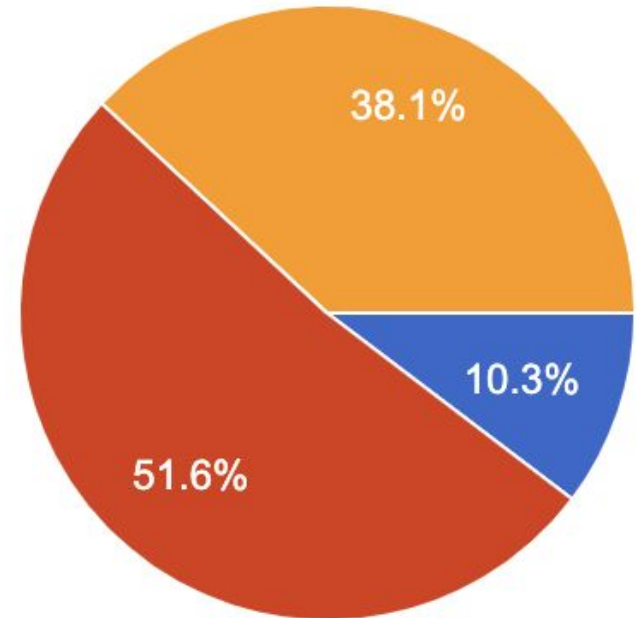


Parents surveyed in grades DK-12 and Students surveyed in grades 6-12

Parent Survey



Student Survey



Students feel they are connected with their school:

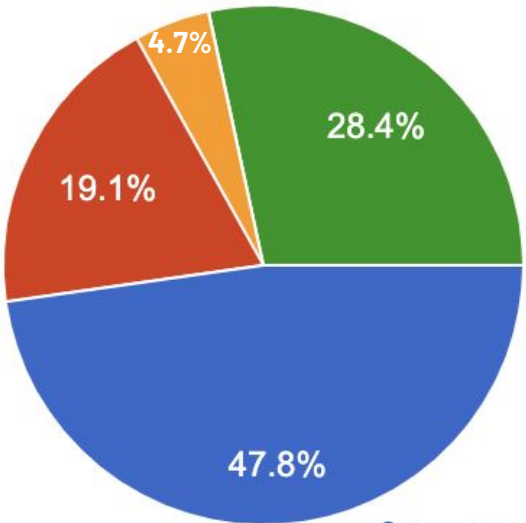
- To a great extent
- To some extent
- Not connected



# Friday's designated work time/teacher prep time

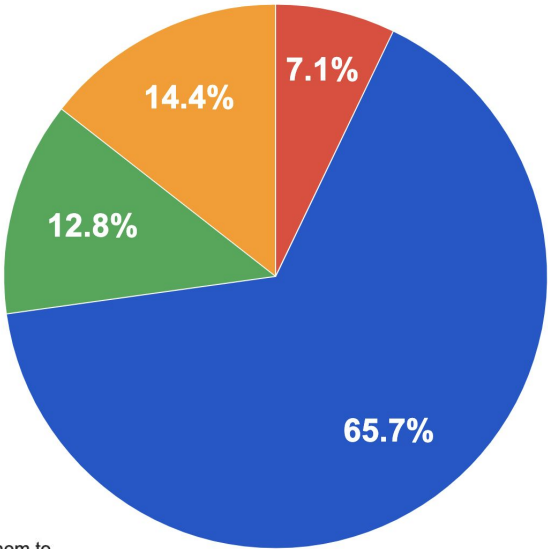
Parents surveyed in grades DK-12, Students surveyed in grades 6-12 Teachers surveyed in grades DK-12

Parent Survey



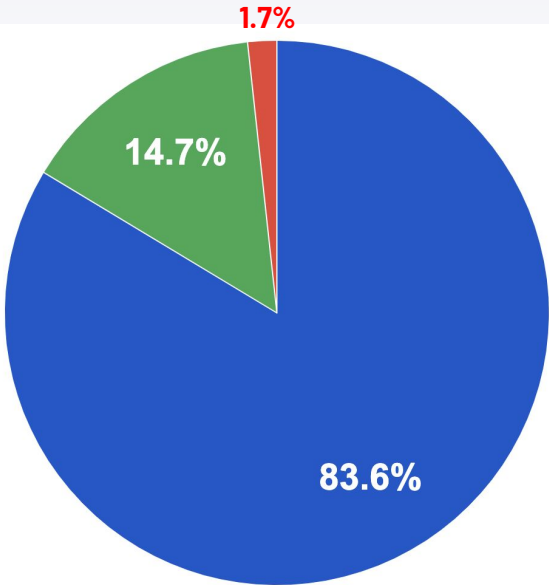
- It's great to have the time for them to work
- This is not productive time for my student
- My student still has too much work to complete even with the protected work time on Fridays
- It's too soon to tell or I am not sure

Student Survey



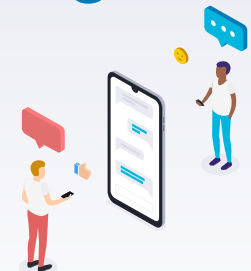
- The way that the Fridays are set up is a huge help to me
- It's too early to tell or I'm not sure
- I would rather the Fridays were just like the M-Th schedule

Staff Survey

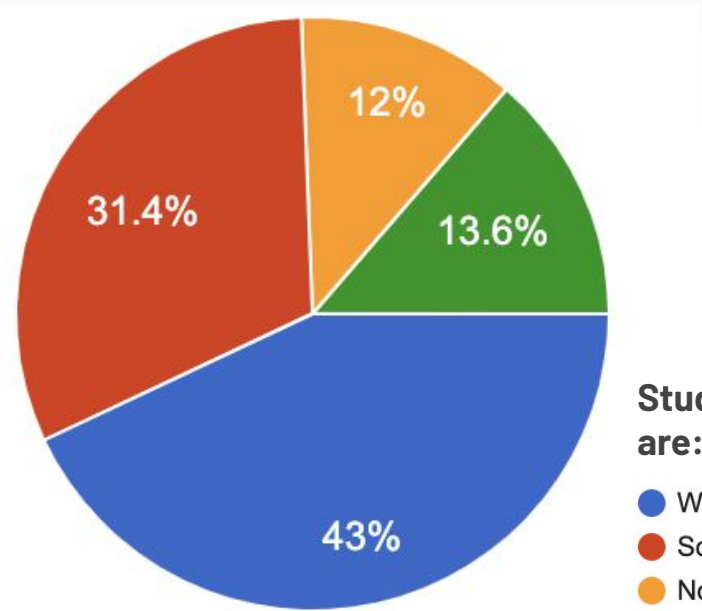


# Student emotional support during Distance Learning

Parents surveyed in grades DK-12 and Students surveyed in grades 6-12



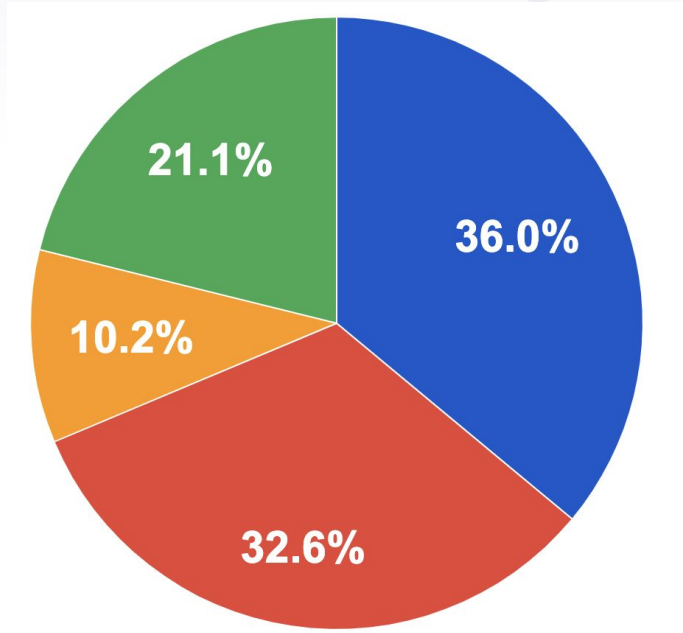
Parent Survey



Students feel they are:

- Well supported
- Somewhat supported
- Not supported
- Is not in need of this support at this time

Student Survey

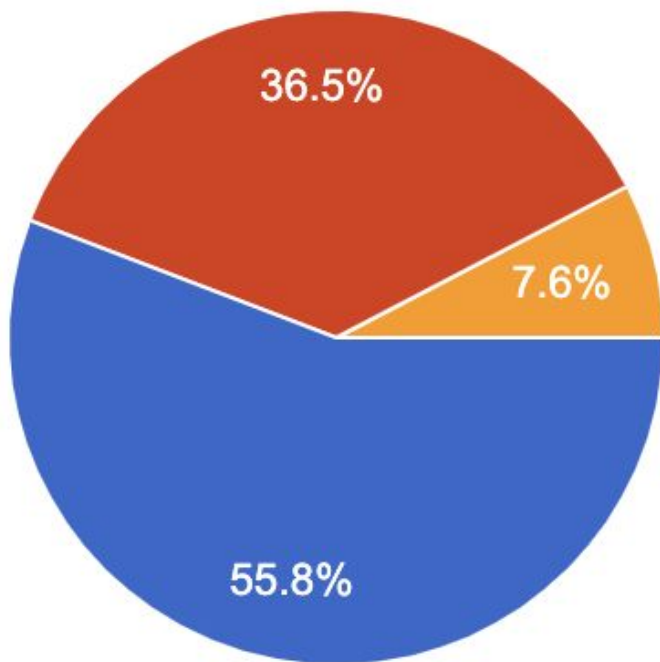


# Issues with technology at this time

Parents surveyed in grades DK-12 and Students surveyed in grades 6-12

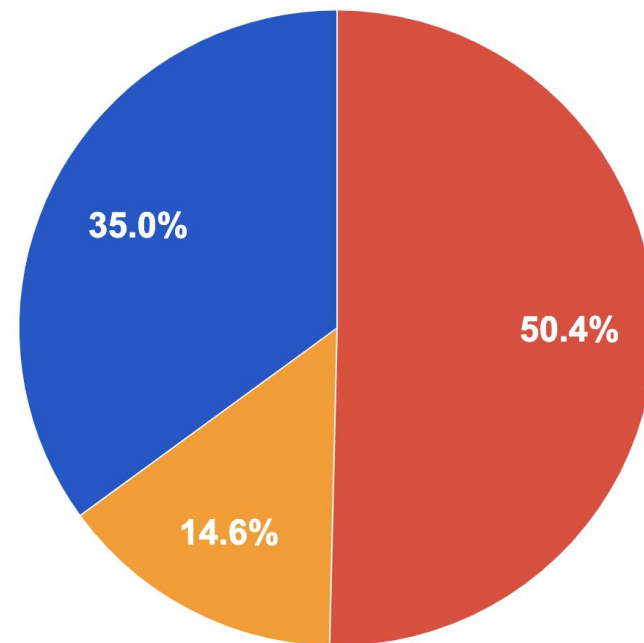


Parent Survey



- Things are working fine, my student is not having issues
- My student has issues sometimes
- We have regular problems with the technology

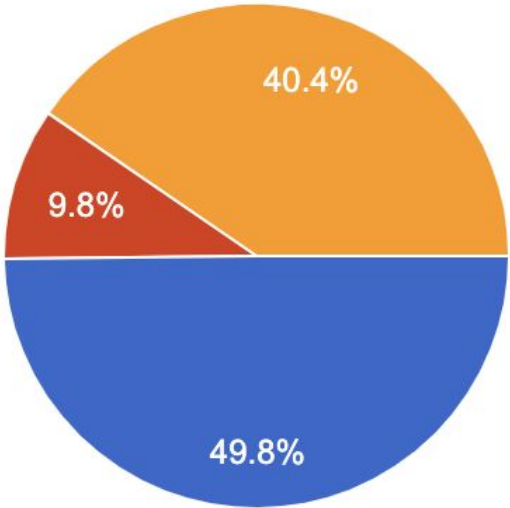
Student Survey



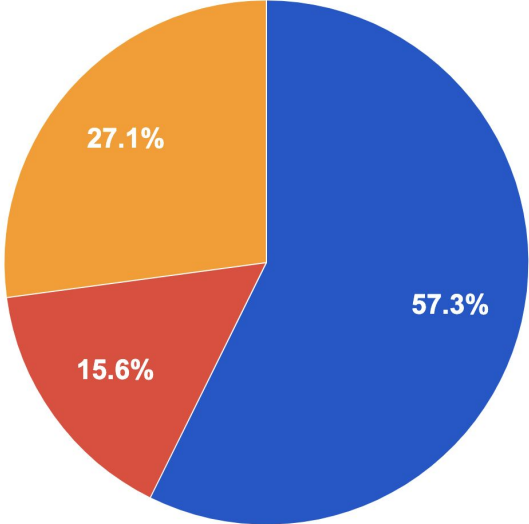
# Resolution of technical problems at this time

Parents surveyed in grades DK-12, Students surveyed in grades 6-12 Teachers surveyed in grades DK-12

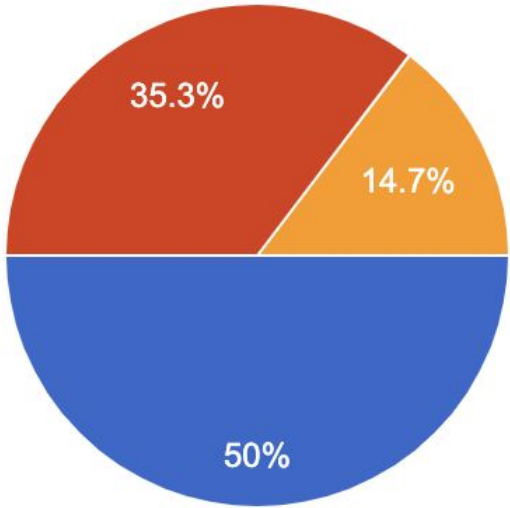
Parent Survey



Student Survey



Staff Survey



- I was able to get it handled in a timely manner
- It took too long to fix the problem
- I have not had any major issues

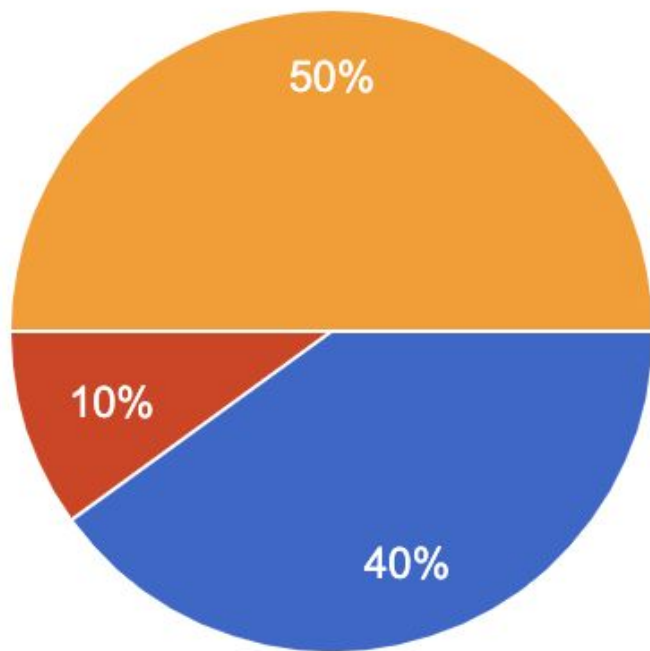
# Student who is an English Language Learner

Parents surveyed in grades DK-12 and Students surveyed in grades 6-12

10 parent responses

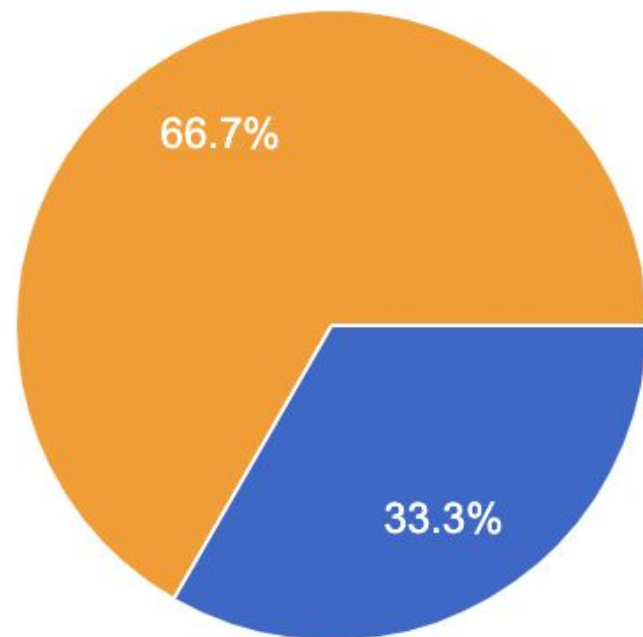
3 student responses

Parent Survey



- is well supported
- is receiving some of the supports they need but not all
- is not receiving support

Student Survey



# Student who is on a 504 Plan

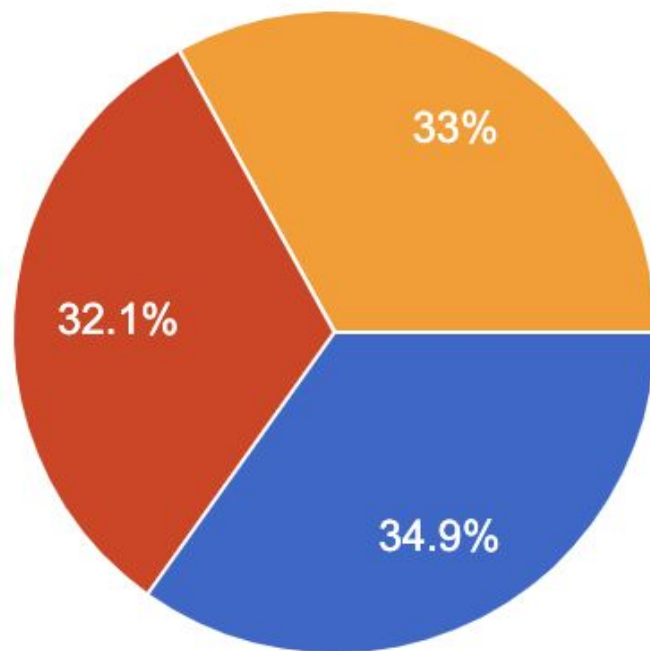
Parents surveyed in grades DK-12 and Students surveyed in grades 6-12

109 parent responses

17 student responses

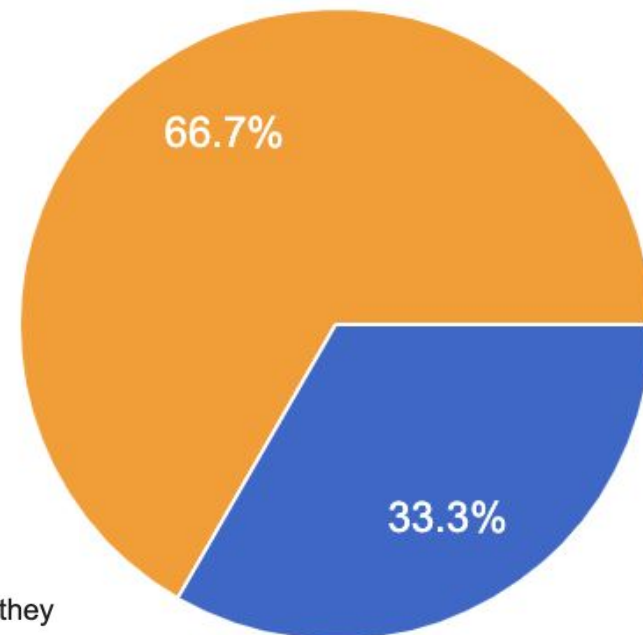


Parent Survey



- is well supported
- is receiving some of the supports they need but not all
- is not receiving support

Student Survey

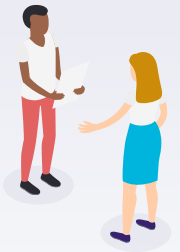


# Student with IEP

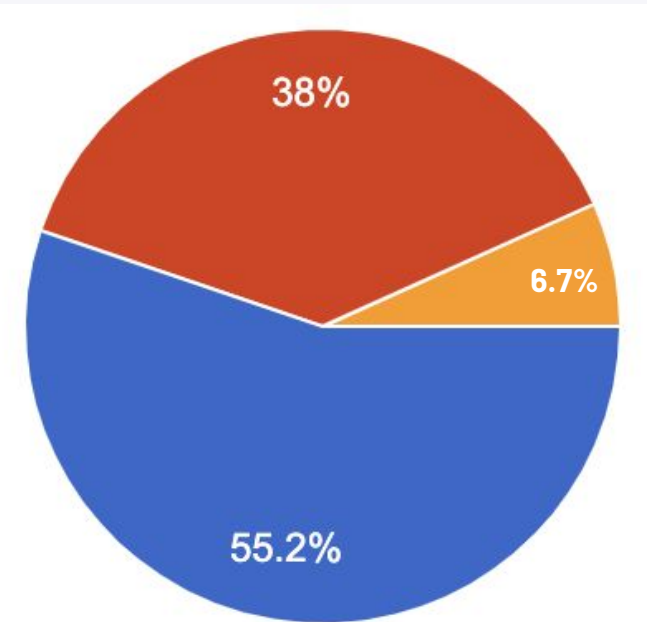
Parents surveyed in grades DK-12 and Students surveyed in grades 6-12

163 Parent responses

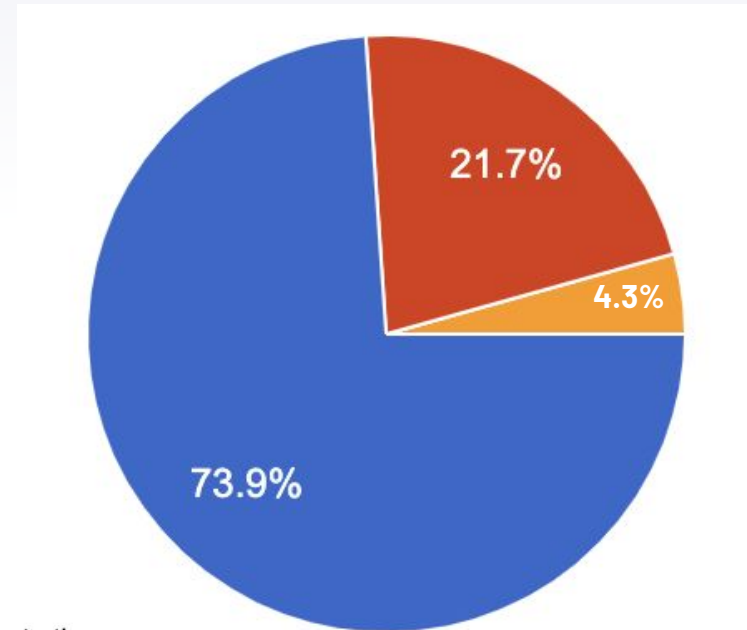
23 Student responses



Parent Survey



Student Survey



- is well supported
- is receiving some of the supports they need but not all
- is not receiving support



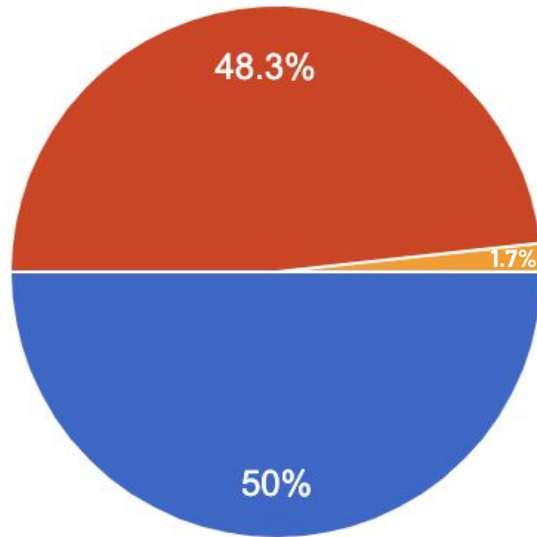
# Questions specific to teachers

- **Grades DK-12 Teacher Responses - 116**



# Student participation in class and discussion

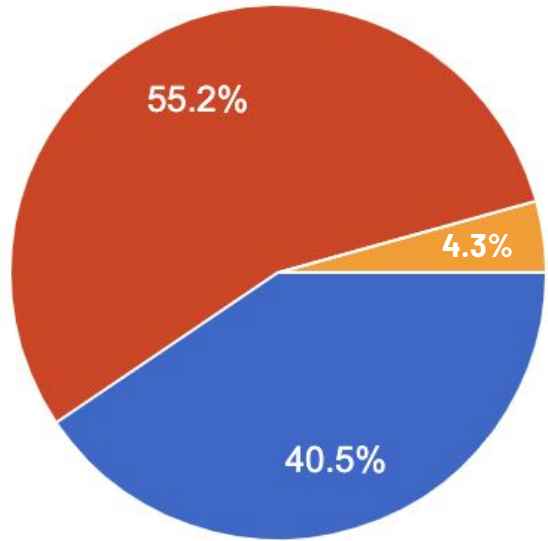
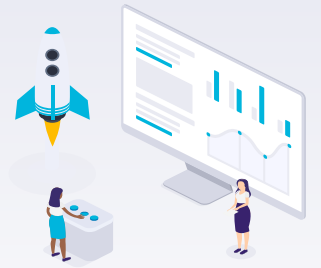
Teachers surveyed in grades DK-12



- To a great extent
- To a moderate extent
- Participation is lacking

# Quality of work my students are doing is:

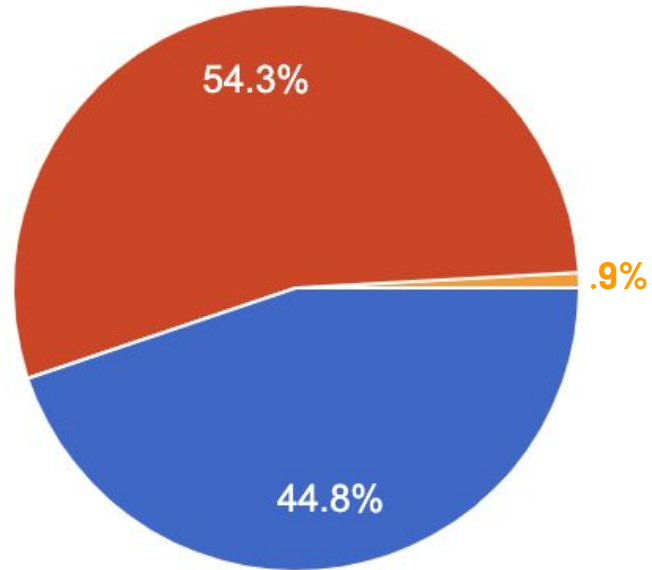
Teachers surveyed in grades DK-12



- Done with care and attention
- Done moderately well but not great
- Lacking expected quality

# Student engagement

Teachers surveyed in grades DK-12



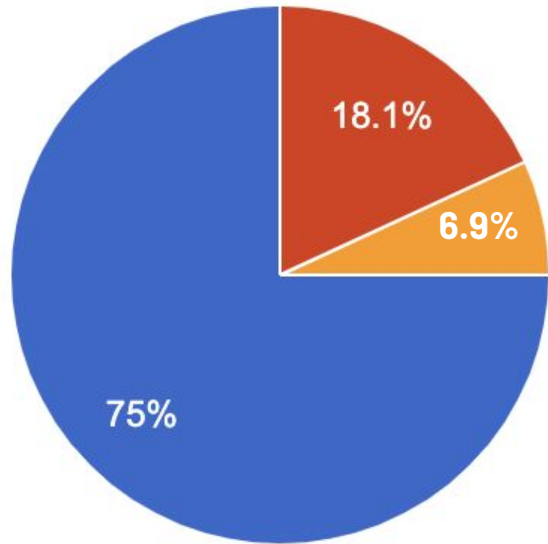
- Are engaged and working
- Somewhat engaged and working
- Not engaged well

# Receiving support from site and District administrators

Teachers surveyed in grades DK-12

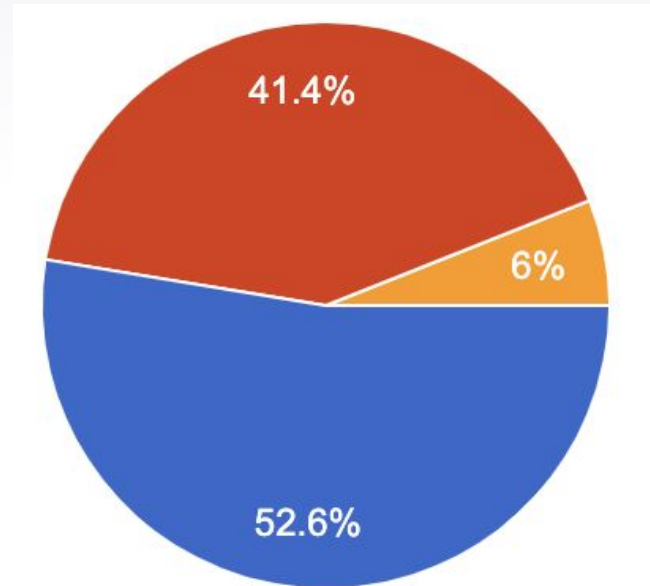


Support form School Site Administrators



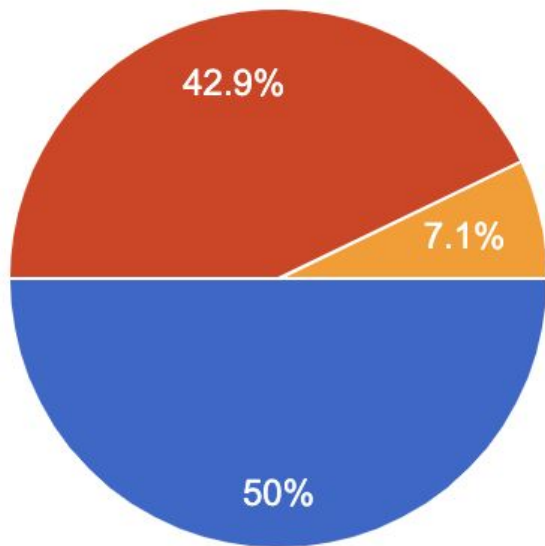
- Providing me the support I require
- Somewhat providing me the support I require
- Not providing me with sufficient support

Support form District Administrators



# Elementary Teacher Aides are:

Teachers surveyed in grades DK-5



- Very helpful and making a positive difference in the quality of teaching and learning
- Somewhat helpful and making a generally positive difference in the quality of teaching and learning
- Not particularly helpful and not making any difference in the quality of teaching and learning



Thank you to our  
students, staff,  
and parents!



**TO: MEMBERS, BOARD OF EDUCATION**

**FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT**

**DATE: SEPTEMBER 8, 2020**

**SUBJECT: A.2. DISCUSSION ON OPUSD DIVERSITY AND EQUITY EFFORTS,  
INCLUDING UPDATE FROM DIVERSITY AND EQUITY TASK  
FORCE**

INFORMATION/DISCUSSION

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**ISSUE:** Shall the Board of Education review and discuss OPUSD's Diversity and Equity Efforts, and receive updates from the Diversity and Equity Task Force?

**BACKGROUND:** The work of OPUSD's Diversity and Equity Task Force is intended to support the school district's goal of educating compassionate and creative global citizens by honoring and valuing the diversity of our community and enhancing a learning environment that promotes equity in both curricular and co-curricular programs. At this meeting, the Board will discuss OPUSD's diversity and equity efforts, including the receipt of an update from the Diversity and Equity Task Force, a presentation from Oak Park High School students who have requested to address the board to share student perspectives as it relates to Diversity and Equity in our schools, and also a presentation from parents on the Diversity and Equity Task Force. The presentations from the Diversity and Equity Task Force, Oak Park High School students, and parents on the Diversity and Equity Task Force are included for the Board's review.

**RECOMMENDATION:** None – for information, discussion, and receipt of public comment only.

Respectfully submitted,

---

Anthony W. Knight Ed.D.,  
Superintendent



OAK PARK UNIFIED SCHOOL DISTRICT

# **Diversity and Equity Task Force**

## 2018 Healthy Kids Survey

### School Supports and Engagement - 9th

No significant difference between students by race/ethnicity

### School Supports and Engagement - 11th

7% (average) higher ratings of school environment by white students

### Feeling Safe At School 9th

Hispanic and Latino students report 6.5% (average) lower rating than other races

### Feeling Safe At School 11th

Hispanic and Latino students report 5% (average) lower rating than other races

### Harassment 9th

Asian students report highest rates of harassment at 29% (Mixed 26%; H/L 22%; White 19%)

### Harassment 11th

Mixed race students report highest rates of harassment at 32% (H/L 29%; Asian 31%; White 24%)

# 2018 Healthy Kids Survey

## **Students respect each other's differences**

9th grade - 14% disagree or strongly agree

11th grade - 20% disagree or strongly disagree

## **I know where to go to report harassment**

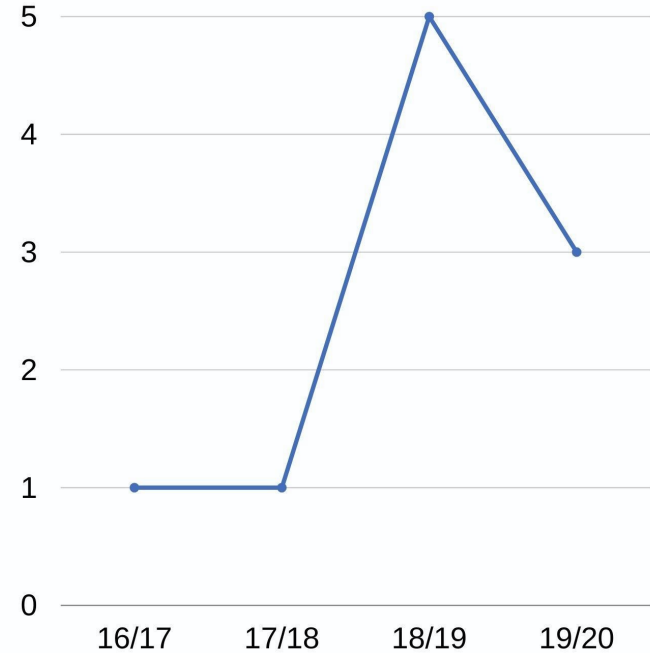
9th grade - 88% agree

11th grade - 90% agree

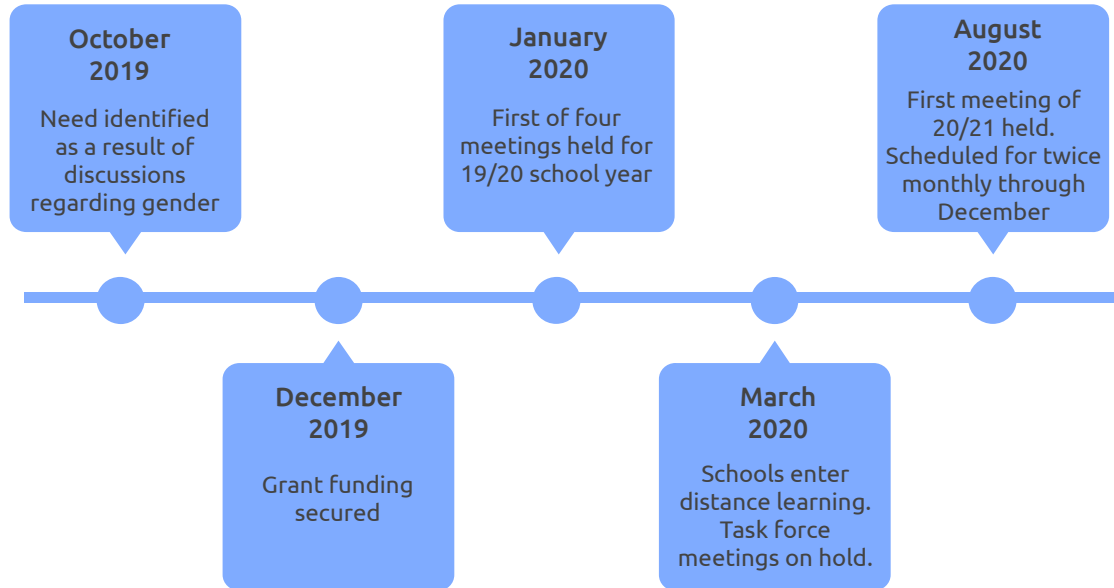
## Elementary

Reports received via  
online bullying and  
harassment  
reporting system  
regarding racism,  
anti-semitic remarks,  
or disabilities

*\*may not include reports  
made outside of system*



# Timeline of the Diversity and Equity Task Force (DETF)



# Ventura County Office of Education Grant

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## PROJECT TITLE

Incorporation of Multi-Tiered System of Support (MTSS) for Social-Emotional Learning with Mental Health Services in Schools

## DETF FUNDING

Originally identified to be 10 participants

“To identify needs district-wide and at school sites”

## DATA

Quarterly reporting of mental health data including suicide attempts, community mental health referrals, and in-person mental health interventions

## TRAINING

Staff trainings on mental health, cultural competency, equity, gender diversity

Student trainings on acceptance and diversity in three year phased approach

# Task Force Membership

## 2019/2020 - Forming Phase

Director of Student Safety (chair)  
Director of Extended Care Programs  
School Board Member  
School Counselors (6)  
Parent representatives (2)

## 2020/2021 - Development Phase

Superintendent  
Asst. Superintendent, Human Resources  
Director of Curriculum  
Director of Extended Care Programs  
School Board Members (2)\*  
Coordinator, Safety and Equity (Chair)  
Counselors (3)  
Teachers (6)  
Parents (3)\*\*  
Students (2)



# Mission Statement

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Through a **shared responsibility** for the health and well-being of the students and families we serve, we wish to create a community in which all members feel **valued, included, and connected**. This work is intended to support the school district's goal of educating compassionate and creative **global citizens** by honoring the diversity of our community and enhancing a learning environment that **promotes equity** in both curricular and co-curricular programs.

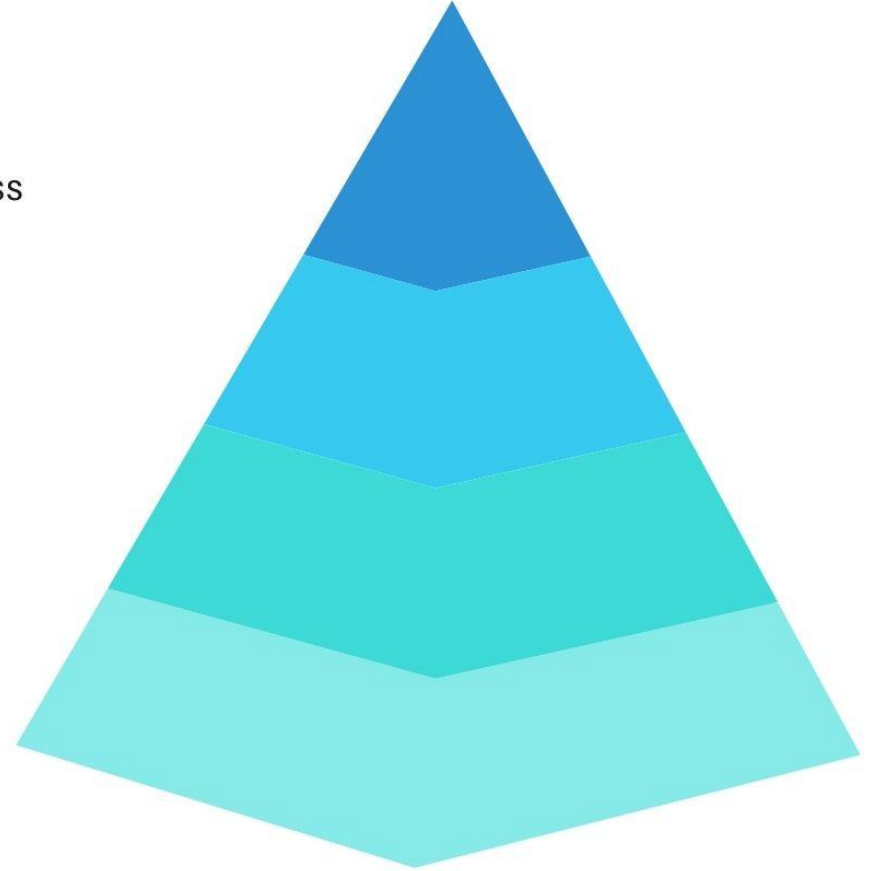


# Equality vs. Equity



# Tiers of Focus

- **PROTECTION**  
Bullying, Social Justice, Instruction, Awareness
- **CELEBRATION**  
Events, Activities, Clubs, Outings
- **EDUCATION**  
Bias, Competency, Allyship, Empowerment
- **SYSTEMIC CHANGE**  
Policy, Curriculum, Culture



# District Actions to Date

## ● PROTECTION

- F.R.A.M.E. Six-week training - 4th grade
- Safe School Ambassadors - High School
- Bullying Policy and Procedures
- Counseling
- Statement regarding racial epithets in English classes and literature
- Changed policy on use of profile pics for school based accounts

## ● CELEBRATION

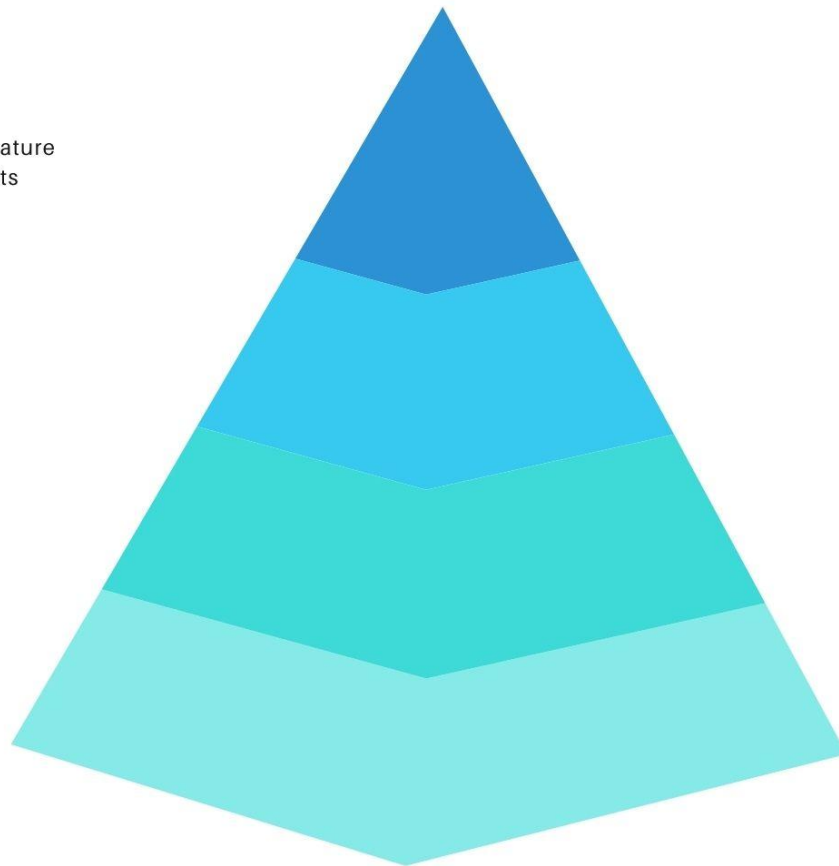
- Black History Month Celebration
- Cultural Celebrations - Diwali, Lunar New Year
- Gay Straight Alliance Club
- Diversity Month Dk-5
- Awareness Week at High School

## ● EDUCATION

- August 2020 - Staff PD "Culturally Competent Classrooms"
- Ongoing 2020 - Alludo Training "Systemic Racism"
- 2019/2020 - Mandatory Gender Diversity Training

## ● SYSTEMIC CHANGE

- Gender Diversity Lessons
- SAGE Grant
- Diversity Lessons Dk-5
- ADL Training at High School
- "No Place for Hate" designation
- June 2020 - OPUSD Statement on racial justice



# Current Initiatives & Future Outcomes

## Systemic Change

### Curriculum Committee

- Curriculum lens
- Current curriculum and literature
- Resource database for teachers and parents
- Collaboration with “Diversify our Narrative”
- Integrate Social Justice Frameworks DK-12

### Policy and Personnel Committee

- Hiring practices
- Staff demographics
- District policies

### Student Culture

- Student led group which includes district staff
- Work with high school leadership
- Build community and trust
- Collaborate with district for Friday Connections

### Other actions

- Identify expert consultant
- Complete equity survey and analysis
- Collaborate with Anti-Defamation League
- Collaborate with neighboring districts
- Community screening “I’m Not Racist, Am I?”



# Current Initiatives & Future Outcomes

## Education and Training

- **Identify expert consultant**
  - Have met with various referred individuals
  - Reviewed available programs
  - Recommendation to be made at board meeting
- **“BARWE” group beginning in September**
  - “Building Anti-Racist White Educators”
  - Monthly session during Friday staff development
- **“Understanding and Combating Systemic Racism”**
  - Staff training available now
- **Staff to participate in mandatory trainings in Fall and Spring of 2020/2021 school year**



# Current Initiatives & Future Outcomes

## Celebration of Culture

- **Events and Celebrations Committee**
  - Creating a lens to view district/school events
  - Focus on achievements
  - Provide process for recognition of cultural events
- **Ableism and Disabilities Committee**
  - Review of representation in curriculum
  - Survey perceptions and experiences
  - Collaborate with special education staff and parents
- **LGBTQ+ Committee**
  - Continue work initiated in 2019/2020 school year
  - Review policies and procedures which may affect students and families
  - Collaborate with Gay Straight Alliances and community organizations



# Current Initiatives & Future Outcomes

## Protection

- **Racial Healing, Justice, and Protection Committee**
  - **Provide bridge to the community**
  - **Discipline policy review and recommendations**
  - **Discipline outcomes review**
  - **Restorative Justice assessment**
  - **Empowerment of staff and students**
- **Review at school sites of disciplinary actions**
- **Review of accessibility to honors, AP courses**
- **Develop comprehensive process for reporting and follow up of racist/anti-semitic/etc. incidents**
- **Develop categorical collection of racist/anti-semitic incidents for future analysis**





# Committee Structure

## DIVERSITY AND EQUITY TASK FORCE

### SYSTEMIC CHANGE

TRAINING/  
CONSULTATION

CURRICULUM

POLICY/HIRING

STUDENT GROUP

### EDUCATION

### CELEBRATION

EVENTS/ACTIVITIES

### PROTECTION

RACIAL JUSTICE

RESTORATIVE PRACTICE

STUDENT  
ORGANIZATIONS

LGBTQ+

DISABILITY AWARENESS

# Curriculum Changes

## Past

K-5 Culturally Responsive  
Literacy Curriculum

Integration of United  
Nations Sustainable  
Development Goals  
(SDGs)

Reading and Writing Units  
of Study and Book  
Collections: "Argument  
and Advocacy" and "Civil  
Rights"

## Current

Review reading list in HS  
English classes to  
incorporate diverse  
voices

SAGE Book Grant (K-5):  
Diverse Authors and  
Characters

## Future

Develop Lens for  
Curriculum Adoption

New courses at HS to  
address social justice

Impending Graduation  
Requirement for  
2025-2026

Teaching Tolerance Social  
Justice Frameworks

# Community Concerns

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June 25, 2020

- Letter from current and former Oak Park Students delivered to OPUSD and OPHS outlining concerns and call for action.
- Over 400 signatures

## Call to Action:

- OPUSD release statement
- Cultural competency training
- Reporting mechanism for racism
- Review of curriculum
- Equal access to honors and AP coursework
- Review of hiring practices
- Institutionalize non-Christian holidays

A large blue geometric shape, resembling a stylized 'L' or a corner, occupies the left side of the slide. It has a diagonal cut across its top-right corner.

# Community Concerns

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June 30, 2020

- Diversify Our Narrative Petition received
- 45 signatures at that time, current and former students, and community and staff members

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# Community Concerns

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## Parent Input

- Met with parents over the past year regarding diversity goals and concerns
- Most recent meetings have been focused on racial justice, covert and overt racism, and discrimination

# The Work We've Done.... Feedback from Teachers

"It is evident to us as a department that you are here to support us as we move forward to make necessary changes."

"I am glad we are taking the time to address this and want to do everything I can to meet each child where they are and provide an environment that is safe for them to be themselves and be fully loved and accepted."

"Given what we have accomplished in so many other areas, we can effect great change in this vital aspect as well."

"I think the district as a whole is working to address complex diversity and equality topics. They really do their best. It's progressive, and we should be proud as a whole."

"The district's commitment to fund new novels and support new classes as we address the need for more diversity in our curriculum is much appreciated, and we are truly thankful."

"As a gay person I haven't experienced one single sign of discrimination since the day I started working at OPHS"

# The Work We've Yet To Do.... Feedback from Teachers

"District staff should be way more diverse and that is the number one thing the district or at least the high school, is lacking."

"Campaigns run by the district on these topics should be mandatory for all teachers, integrated into the culture, and part of curriculum and instruction."

"We have realized how ill-equipped we are to work with and deliver new and existing curriculum in our classes in ways that are anti-racist and socially just."

"We fear that if we don't get this right, it could do more harm."

"Kids deserve to see themselves reflected in the adults around them, the content and concepts they learn, and the materials they work with."

"Some teachers don't want to take the time to teach on these issues; saying there's not enough time, they're wrong to talk about it because of religion; or it's not really a 'thing'"



**It's time to burst  
“the bubble”.**

*OPUSD Teacher*



# Credits

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# *diversify our narrative*

**Lucy Heine-Van Fossen, Bellamy Burrell-Stevenson,  
Minnoli Nori, Kashish Rai, Kymara Brodie, Amaan Nabeel,  
& Zoe Thompson**

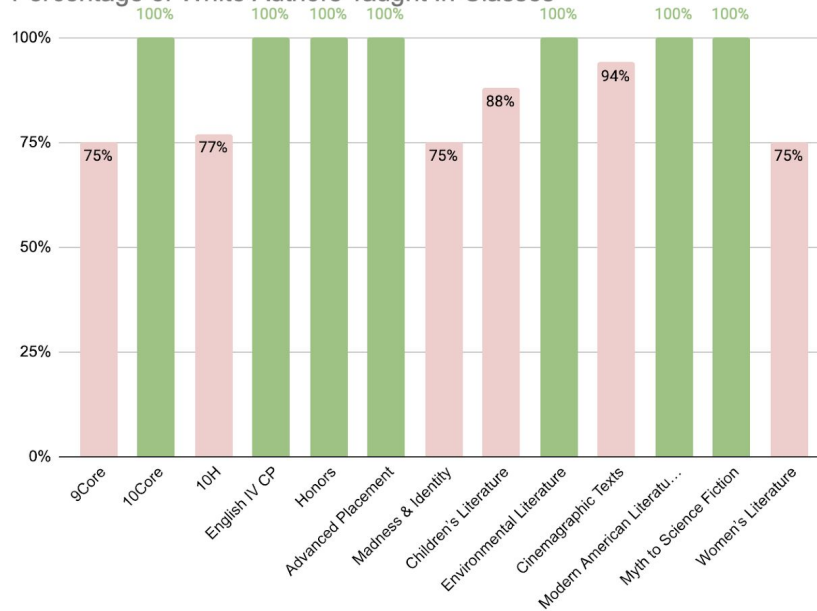


# #DiversifyOurNarrative Mission Statement

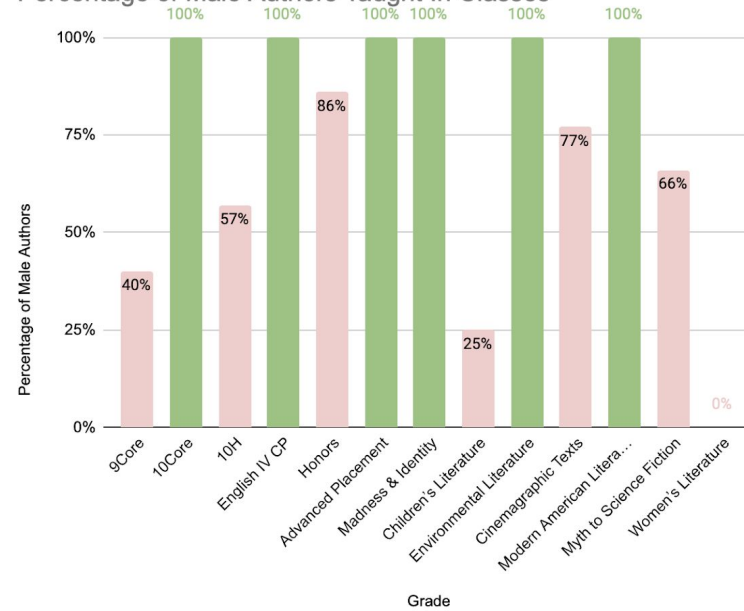
“To fight to be anti-racist and encourage a productive dialogue on race and identity among our student bodies through the inclusion of racially diverse, anti-racist texts in USA Schools; to take the first step in achieving this through the integration of anti-racist and diverse texts in English and Literature classes.”



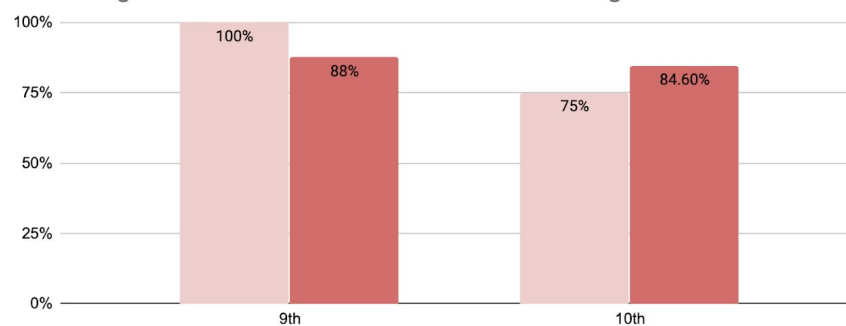
### Percentage of White Authors Taught In Classes



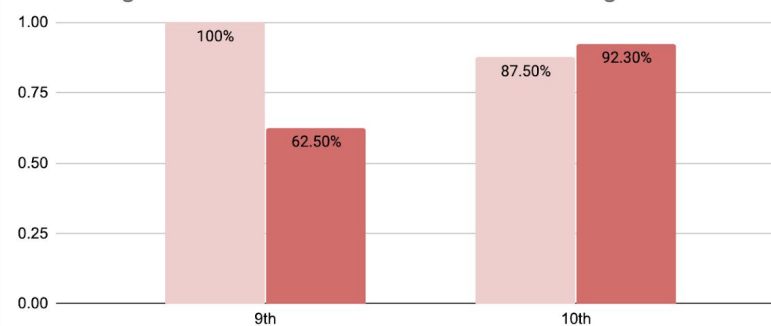
### Percentage of Male Authors Taught In Classes



### Percentage of White Authors With Extended Reading



### Percentage of Male Authors With Extended Reading



# Support, so far...

47.6%

Current Students - 119

4%

Teachers - 10

37.2%

Alumni/Former Students -  
93

1.6%

Parents/Guardians - 4

1.6%

Future(Medea) Students - 4

40%

English Teachers at OPHS  
4 of the 10



# OPHS Mission Statement

The mission of Oak Park High School is to provide a world-class educational experience that instills a desire for life-long learning and develops the intellectual, social, physical, emotional and **cultural** foundations necessary for students to reach their individual potential.



# Curriculum Proposal

- ✓ We are extremely grateful for the recent changes in English literature at OPHS.
  - A House on Mango Street by \_: 9th grade core
  - The Joy Luck Club by \_: 11th grade honors
  - A Raisin in the Sun by \_: 11th grade choice of American plays
- ✓ We still want one BIPOC novel MANDATORY in each grade's core curriculum, excluding 12th grade. Meaning:
  - One core novel to 10th grade.
  - One core, and mandatory novel to 11th grade.





# Personal Story

There have been many instances where a teacher will not understand where to draw the line when it comes to teaching a lesson. For example, one day in my class, someone asked the teacher something along the lines of how he liked his coffee. The teacher then proceeded to say, “I like my coffee like I like my men, strong and black.” I didn’t know what to do in that moment because of how shocked I was that he had said that, so I just laughed it off so I wouldn’t be called sensitive. I wanted to tell someone that worked at the school, but I didn’t feel comfortable because most of the staff members were white, so I thought they wouldn’t understand why the teacher was in the wrong.



# Prevention and Disciplinary Action



## Students

- Hold their ignorant comments accountable the minute teachers or staff hear them.
  - This includes campus and classrooms during lessons
- If teachers take the time to talk to the student and educate them on why their comments are racist, we believe students will work on their prejudices.



## Staff

- Teacher seminars and discuss how teachers can be anti-racist.
- Teachers and staff work on how to tackle current events regarding race and how they can relate them into lessons.
- Teachers also hold each other accountable for their racist comments or microaggressions.
  - This is an example for their students and can impact positive change.

***Giving education to students and staff so they could hold each other accountable: empathy training or counseling on certain topics regarding race. We can provide students and teachers with the tools they need to be actively anti-racist and hold each other accountable.***



# Empathy Training

1 Dr. Linda Mackenzie

2 Teacher Training & Discipline

3 Change in school environment  
Kids feel more safe  
More well rounded in general



# SSA & APC

- APC: Focuses on the mental health in addition to trying to connect with students.
- SSA: Creating a more connected and safe environment for students.
- These groups hold events that are voluntary thus not having the student population.
- On Campus, BIPOC students feel like there is no safe way to talk to Staff because ultimately the situation would not be addressed correctly



# Review of the Board Policy



# Board Policy 0415 Equity

#4) Building a **positive school climate** that

promotes students

engagements, safety, and academic and other supports for students

(cf. 5137 - Positive School Climate)

#7) Promoting the **employment** and retention of a **diverse staff** that reflects the student demographics of the community

“The Board and the Superintendent or designee shall develop and implement policies and strategies to promote equity in district programs and activities, through measures such as the following:”

#8) Providing district staff with ongoing, researched-based, **professional learning and professional development** on culturally responsive instructional practices  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

#5) Adopting **curriculum** and instructional materials that **accurately reflect the diversity** among student groups  
(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)



# Board Policy 6141.6 Multicultural Education

“ To foster intercultural understanding, communication and respect in an increasingly diverse society, curriculum and instruction at **all grade levels** shall reflect the perspective and experiences of various **cultural, ethnic, racial and social groups**. The Governing Board desires that multicultural education be **integrated across the curriculum into as many subjects as possible** rather than providing isolated lessons on different cultures...multicultural education shall also emphasize commonalities and **challenge the stereotypes and biases** that inhibit intergroup understanding. ”



# 0210 Goals of Education

#4) Become informed, participating citizens with an understanding of world conditions and problems and an appreciation for human values and the beliefs of others.

a. Develop respect for individual worth and a cooperative attitude toward living and working with others.

#9) Develop understanding of persons belonging to various social, cultural, and ethnic groups.





# Thank You

**Any questions?**

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# **PARENT PERSPECTIVE**

State & federal law\* prohibits discrimination of students based on their actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

Thus, governing boards have a responsibility to ensure a safe school environment that is free of intimidation and harassment and to establish consequences for students and/or staff who engage in discrimination.

# **District Statement, June 2020, in Response to the Death of George Floyd**

"As a school district, we are in a continual process of examining whether we do enough to educate our students about systemic racism and bias, as well as encouraging listening with empathy and understanding. It is at times like this that we ask ourselves as parents and educators, have we done enough? Are we missing something?"

As Parents, we are concerned that the above statement conflicts with the experience and testimony of the BIPOC\* students at Oak Park District Schools.

(\*Black, Indigenous, & People of Color)

The Parents' position is that OPUSD is missing something in regards to racial discrimination, so meaningful action is needed to move us forward.

Further, this serious situation is preventing all children from having a safe place to learn, which goes against OPUSD Board Policy, and the California Department of Education State Superintendent Tony Thurmond, who wishes that Institutional Racism and Inequality in public schools comes to an end.

# **As the Legendary Civil Rights Leader John Lewis Stated**

**‘When you see something that is not right, not fair, not just,  
you have to speak up. You have to say something; you  
have to do something’**

**“Get in good trouble, necessary trouble, and help redeem  
the soul of America”**

The BIPOC Parents main intention, is to collectively help dismantle racial harassment and racial discrimination for BIPOC students in OPUSD.



The Students have also been speaking out\*, and have advocated for themselves by creating their own task force (students against racism)

They wrote a letter about their treatment to the District in June of this year.

Over 300 former and current students co-signed the letter\*, highlighting the discrimination and racial injustices they had experienced.

The Parents of BIPOC students have also been speaking up, and feel strongly that their voices have been silenced and ignored.

The Parents' position is that The Board of Education, Administration and Teachers, are not providing a safe learning environment that protects BIPOC Students from racial discrimination in OPUSD.

As Parents, we LOVE that OPUSD holds the students accountable and have documented consequences if a student breaks administration rules.

With that being said, we're disappointed that the consequences to stop racial discrimination/injustice in OPUSD have not proven effective.

Based on the many families past and personal experiences of racism within the district, there is a strong need for trust building so faith and comfort can be established and restored.

The hope for the families, is the DETF will ask the tough questions that provide solutions for racial healing in the community.

There have been many reported cases of racial harassment in classrooms and on campus from the students' testimonies, which have occurred over the last five (or more) years.

The Restorative Justice formula, does not seem effective in eradicating this behavior, so what other remedies can the BOE implement ?

## **Because of the above:**

The parents would like OPUSD to revisit the framework and guidelines administered by the CDE, and find additional accountability and consequences or solutions, which serve as a stronger deterrent to prevent racial discrimination and harassment in OPUSD.



The parents believe that change can only come through meaningful reflection from decision makers who are in the position to affect change.

The parents are willing to give the DETF an opportunity to make the tough decisions that OPUSD needs.

BIPOC students are counting on this process to be fair and effective.

# **NEXT STEPS**

In order to build trust through transparency, the parents have asked for a neutral third party, or an entity from a credible institution such as the California Department of Education, who can provide consultation and accountability for the proposed plan of action.

With that being said, while the parents believe the above action should remain on the table, they also recognize the DETF, should be given an opportunity to find the solutions to resolve racial discourse in OPUSD.

# Curricula Steps and Questions:

- Analysis of current representation of diversity and difference in the current curricula.
  - How is difference presented? Negatively?
- Are positive contribution of various cultures highlighted?
  - Consider not only context of the curricula but authors.
- What is the plan to have the n-word no longer spoken in the classroom or school?

# **Discipline:**

The parents are requesting that future OPUSD Reporting and Disciplinary Actions include a separate column for Racial Harassment / Racial Discrimination on CalPads.

What are the steps for this to be achieved?

# **Ethnic Studies Bill AB331**

We are aware that the Ethnic Studies Bill AB331 was pushed back until 2029-30 as a school graduation requirement, but BIPOC Parents would like to see OPUSD implement an Ethnic Studies Curriculum before the new revised deadline (2025-26), adding an Ethnic Studies class (for the appropriate schools) in the next school year.

# **Staff and Administration Demographics**

- What are the current demographics of staff and administrators?
- Is there a perceived need for additional representation as related to diversity and reflections of the student population?
- What are the current hiring practices? Private? Public?
  - Review hiring process?
- What is the action plan to implement this change?
  - What is the timeline?



# **Staff Training**

- What are the current requirements?
  - Nature of trainings?
  - How often mandated for renewal?
- Will all staff and administration participate in training?

In closing, we know that change is uncomfortable and a difficult road to walk when it challenges the status quo, but as the great Martin Luther King Jr. once said,

*'The time is always right to do what's right'*

**We believe the time for OPUSD is now!**

IF YOU WANT TO  
**CHANGE**  
YOU HAVE TO BE  
**WILLING**  
TO BE  
**UNCOMFORTABLE**