



# School Discipline in a Full Service Community District: Oakland's Story

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# Community Schools

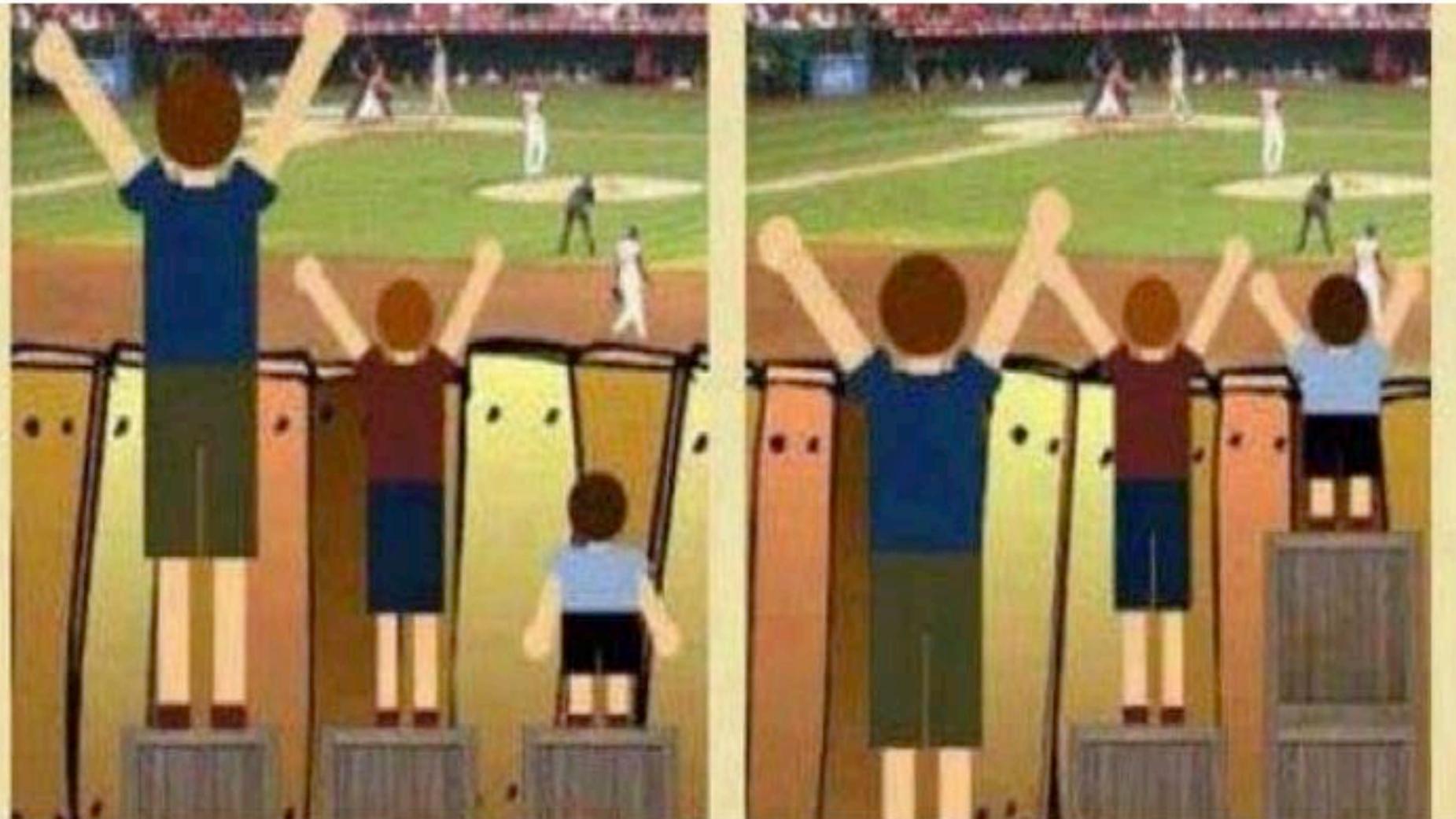
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## Our Goal

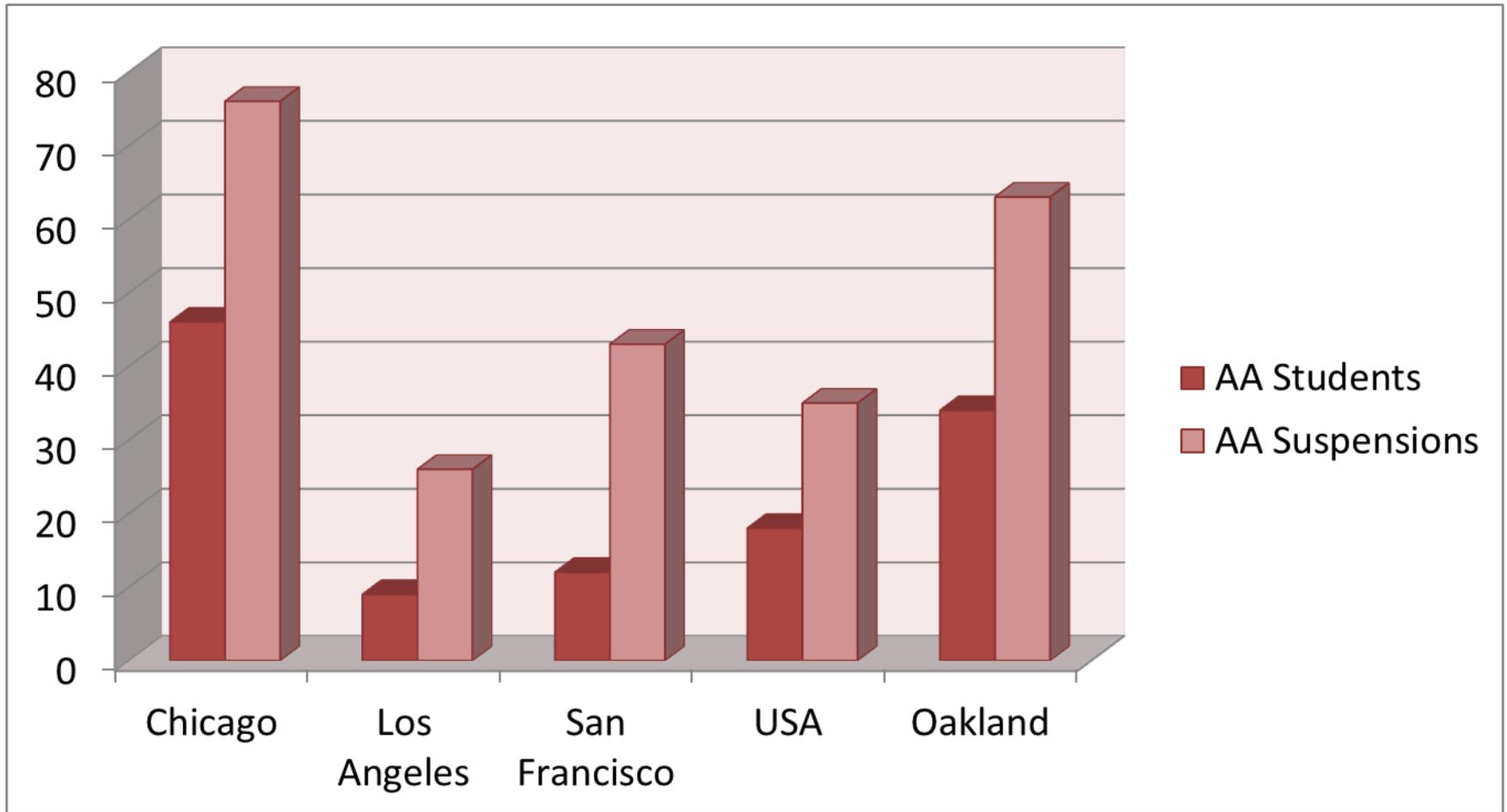
- To create a FULL SERVICE COMMUNITY DISTRICT that serves the whole child, eliminates inequity, and provides each child with an excellent teacher every day.
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# Targeted Universalism

## Equality isn't the same as Equity



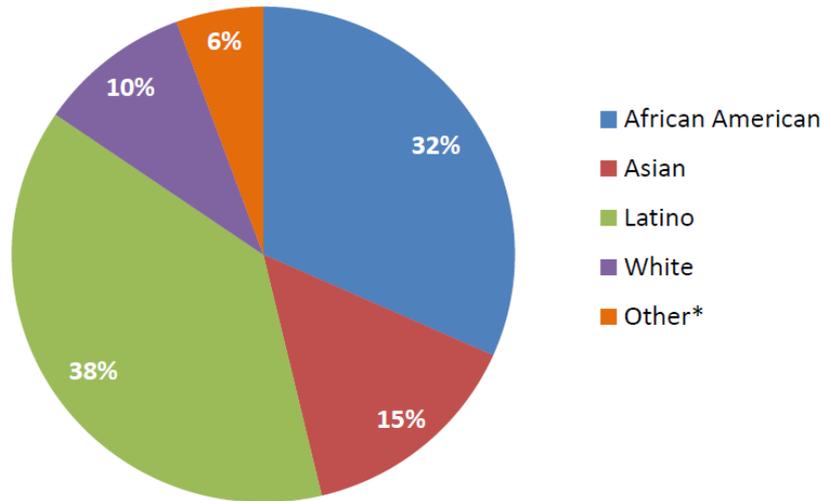
# National Trend of Disproportionality



# Significant Disparities

## 2011-12 OUSD Student Enrollment by Ethnicity

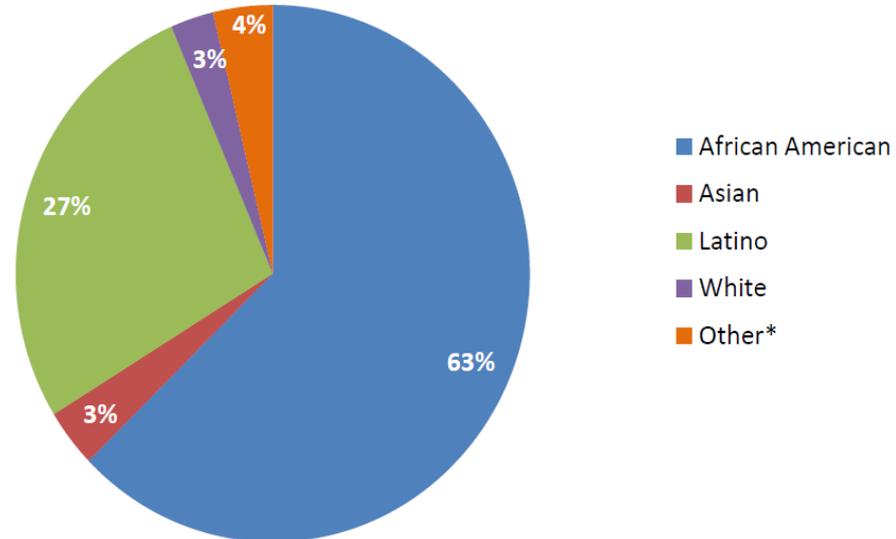
Total = 37,742



\* Other includes: Filipino, Native American, Pacific Islander, Multiple Ethnicities, and Not-Reported

## 2011-12 OUSD Suspended Students by Ethnicity

Total = 2,964 suspended students



\* Other includes: Filipino, Native American, Pacific Islander, Multiple Ethnicities, and Not-Reported



# Over-reliance on Exclusion

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When adults experience conflict with students, they select immediate interventions which have long-term consequences:

- Removing student from classroom
  - Parking student in a restricted environment
  - Assigning responsibility for change to students and/or parents
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# Implicit Bias

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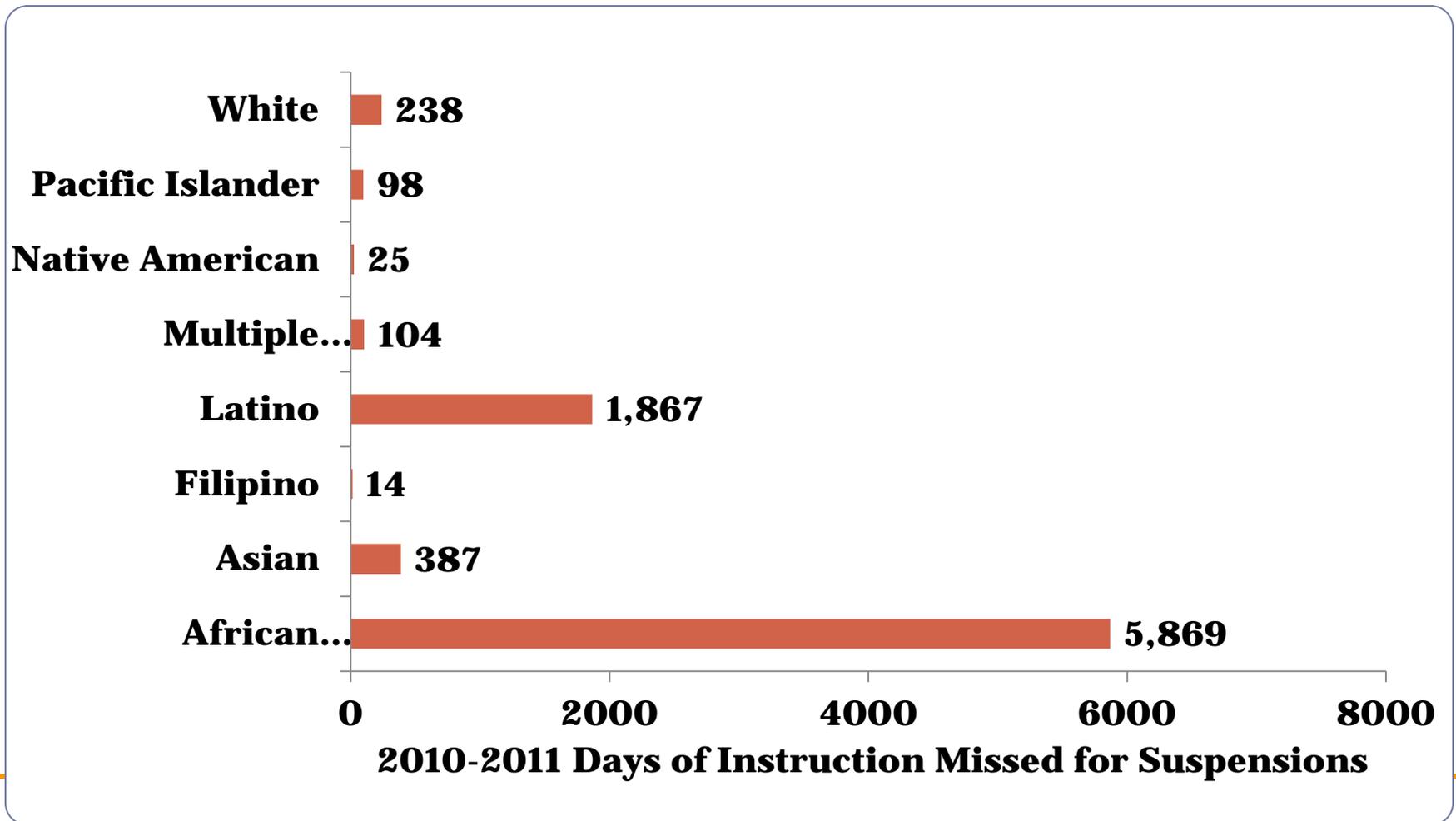
- Unconscious “hierarchy of caring” influencing who we care about and who we exclude from our care
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# Exclusion at What Cost?



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# *Voluntary Resolution Plan*



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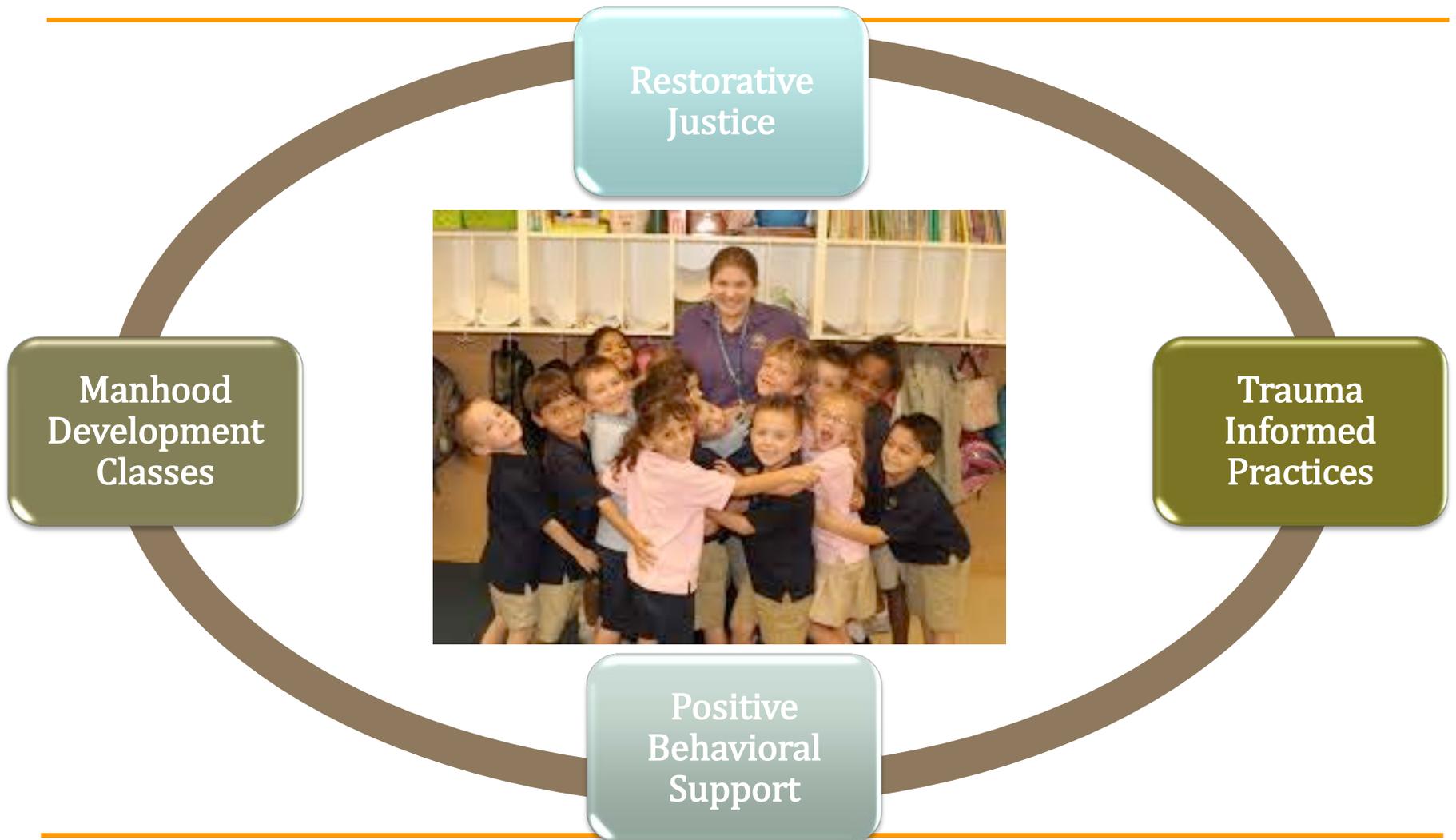
- Binding agreement between OUSD and the Office of Civil Rights that spans 2012-2017 school years
  - District commitment to reduce disproportionate suspensions of African American students
  - Progress under the agreement -- closely monitored by the Office of Civil Rights
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# Best Practices



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Source:<http://www.imaginesouthlake.org/wp-content/uploads/badeaux-hugs.jpg>

# KEY QUESTION?



What comes to mind when you see this picture of an African American Male of Oakland Unified School District?

# KEY QUESTION?



## Akintunde Ahmad

Oakland Tech 2014 Grad

- 5.0 GPA
- 2100 SAT
- Student Athlete
- Accepted to Yale, Brown, Columbia & list of other top universities

# AAMA

## The “WHAT”

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The Office of African American Male Achievement (AAMA) works to **engage**, **encourage**, and **empower** African American male students throughout the Oakland Unified School District (OUSD).

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# AAMA

## Services

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- **Disrupt patterns of institutional racism**
  - **Change the Narrative** about Black boys in Oakland.
  - **School-day academic mentoring course** via the Manhood Development Program (grades 4-10).
  - **Revolutionary Literature course** that satisfies English requirements for UC and CSU admission (grades 11-12).
  - **Man Up! Conferences**
  - **Parent engagement**
  - **Collaboration and partnership in support of African American male achievement**
  - **Professional Development**
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## Academic Outcomes

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- **124%** increase in Manhood Development Program (MDP) student enrollment.
  - **79%** of students have satisfactory or improved school discipline records.
  - **20%** of MDP have an increase in attendance based upon the scale of satisfactory, at risk, moderate, and severe chronic absences.
  - **30%** of MDP participants are reading at or above grade level.
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## Social Emotional Outcomes

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- Demonstrate a significant increase in critical thinking and communication skills
  - MDP Life Skills Assessment for high school students shows a statistically significant increase in goal setting & communication
  - Show an increase in emotional intelligence, social acceptance, and self-efficacy
  - Improvement in school belonging & academic attitudes
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# Restorative Justice DEFINED

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**Restorative Justice** is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs and obligations, in order to heal and put things as right as possible.

-Howard Zehr

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# Restorative Justice PARADIGM SHIFT

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	<b>PUNITIVE</b>	<b>RESTORATIVE</b>
<b>CRIME</b>	Violation of the LAW	Violation of People & Relationships
<b>VICTIM</b>	The STATE	People & Relationships
<b>GOAL</b>	Punishment for offenders	Identifying the needs and obligations and repairing the harm of the victim and offenders

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# Restorative Justice OUTCOMES

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## Reduced office referrals for disruption

- ❑ 47% staff said that RJ has helped reduce referrals for all students & **53%** for African American students

## Reduced Suspensions

- ❑ Suspension for African American students for disruption/willful defiance decreased by **40 %**
- ❑ The Black/White discipline gap went down from **25** in 2011-2012 to **19** in 2012-2013

## Resolved Conflicts & Improved School Climate

- ❑ **76%** of 500 RJ harm/conflict circles were resolved
  - ❑ **~70%** of staff reported that restorative practices are helping to improve school climate
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# Restorative Justice OUTCOMES

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## School-level Academic Outcomes

- ❑ Cumulative 4-year graduation rates in RJ schools over the past 3 years (post-RJ intervention) increased **60%** for RJ schools, compared to **7%** for Non-RJ schools.
  - ❑ In middle schools with a RJ program, a **drop by 24%** in chronic absenteeism , compared to an estimated increase in non RJ middle schools of **62%**
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# Restorative Justice

## HEALS

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- Provides students with a safe space to address the harm & conflict they are experiencing
  - Helps remove the barriers to learning and school engagement
  - Helps students to resolve their own harm and conflict in a safe way
  - Build and repair broken friendships/relationships
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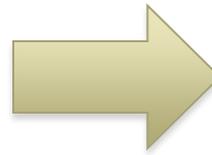
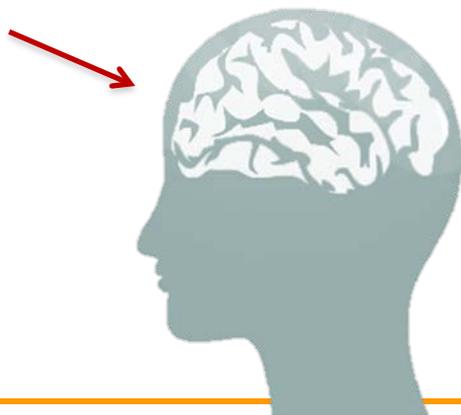
# Trauma Informed Practices

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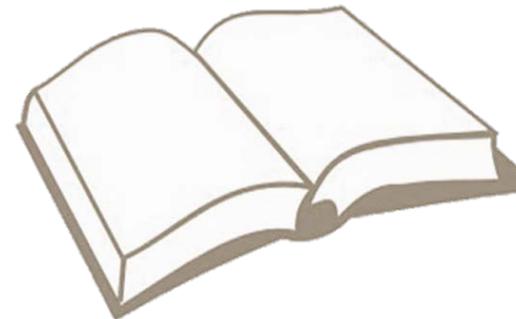
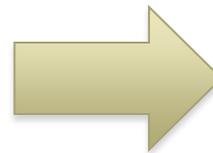


**Fight, Flight, Freeze**

**Executive function**



**Safe environment, caring adults,  
academic, social-emotional, &  
behavioral supports**



**Engaged Learning**

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# Trauma Informed Policing

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Data only reflects arrests made by OSPD. Data does reflect arrests made by the Oakland Police Department.



# Student Arrests 2009-2012

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- Between 2009-2012 school years, the Oakland School Police Department had a total of 160 arrests



# 2012- 2013

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- In the 2012-2013 school year, the Oakland School Police Department had a total of 43 arrests
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# 2013-2014

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- For the 2013-2014 school year, the Oakland School Police department had a total of 8 arrests on school sites for school related offenses
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# What Changed?

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# New Discipline Policies

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- Ensure equity by reducing loss of instructional time for all students, particularly African American students
  - Ensure equitable treatment of all students, particularly African American students, referred for discipline, as indicated by our data.
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# Policy Development Team

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- Members included:
    1. OUSD Police Chief
    2. High School Network Supervisor
    3. District Operations Staff
    4. Quality Schools Department
    5. Data and Research
    6. Attendance and Discipline
    7. Community Groups
    8. Legal Department
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# New Policies Contain

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- Shifts OUSD away from exclusionary discipline.
  - Incorporates positive, preventative, and restorative practices.
  - Adoption of a response to intervention framework (PBIS tiered supports).
  - Establishes expectations for tracking classroom referrals including interventions using the URF
  - Student Discipline and Intervention Matrix.
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# School-wide Positive Behavioral Support (SW PBIS)

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- Common practice and approach to discipline
  - Clear set of positive expectations and behaviors
  - Consistent teaching and recognition of positive behavior
  - Common procedures for preventing problem behavior
  - Data system for progress monitoring
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# New Policies Contain

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- Limits on suspension
  - Defiance is now defined
  - Regular review of discipline data at site and district level to determine if policies are being applied fairly and equitably
  - Expectations that teachers use interventions before initiating a suspension except for more serious offenses
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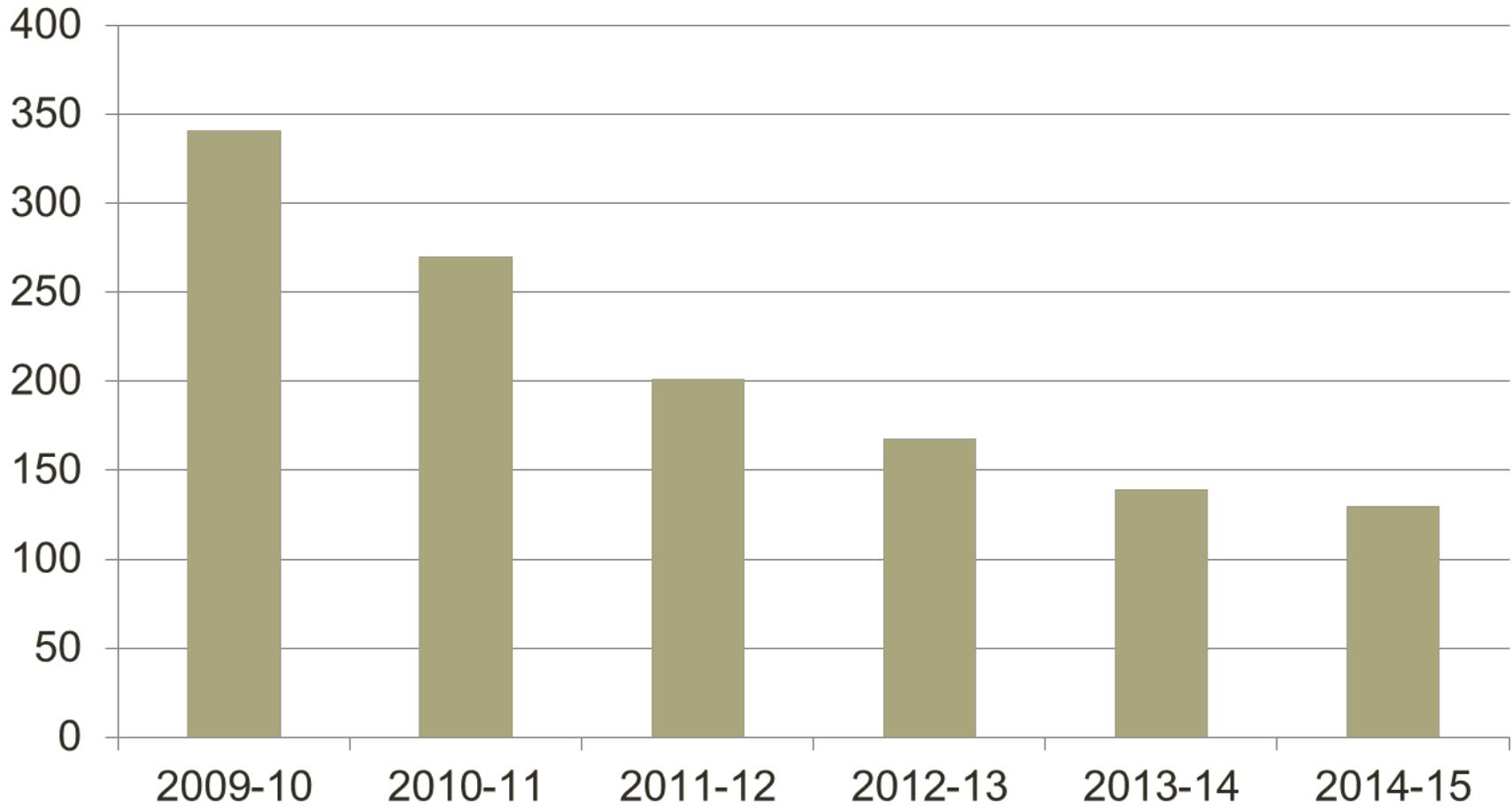
# Matrix Development

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- Researched Baltimore, Denver, and LAUSD
  - Collaborated with Behavioral Health and Legal
  - Engaged OEA, UAOS, ACLU, BOP, Public Counsel, Network Superintendents, students, and PAC to gather feedback
  - Plans to gather feedback parents are in process
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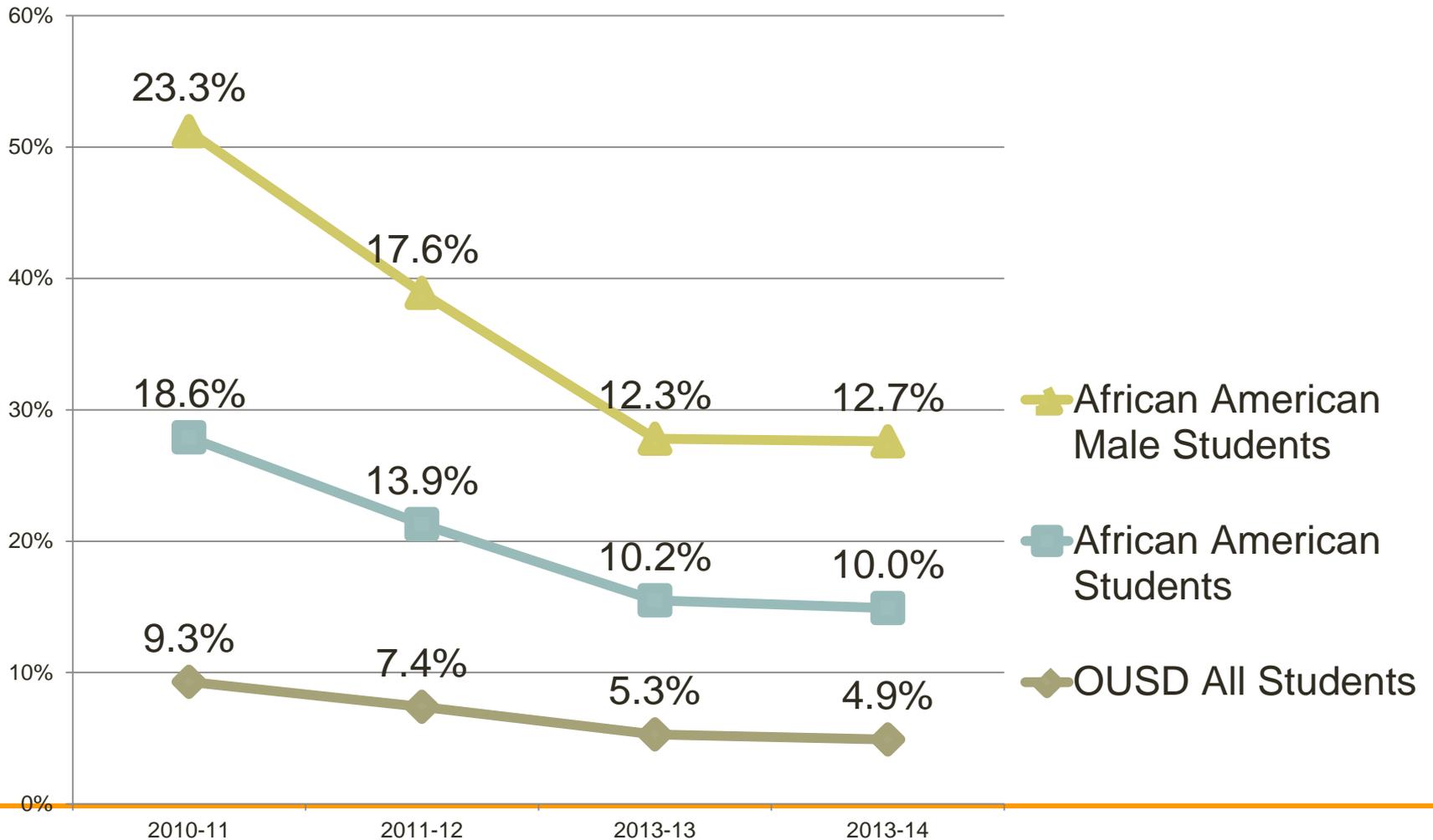


# Expulsion Referrals





# Suspension Rates



# Where we were...



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NOT AFFIRMED



PUSHED OUT



MORE RULES



NOT SUPPORTED

# Systems Change

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**School Environments  
where ALL students can learn**



# Engage, Encourage, Empower

