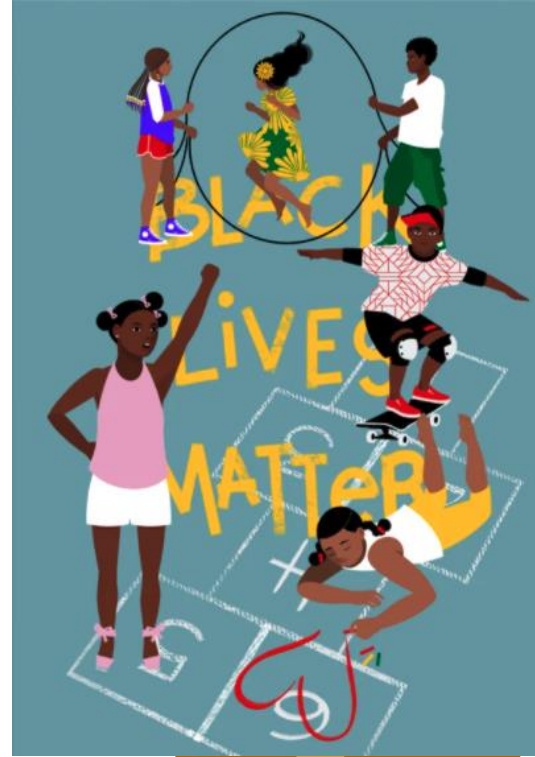


Reparations for Black Students & Families

10/7 Steering Committee Meeting



Agenda

01

Welcome

Check in to the space

02

Reviewing & Prioritize the Indicators

Review a list of potential indicators and prioritize by area

03

Measuring Metrics for each Indicators

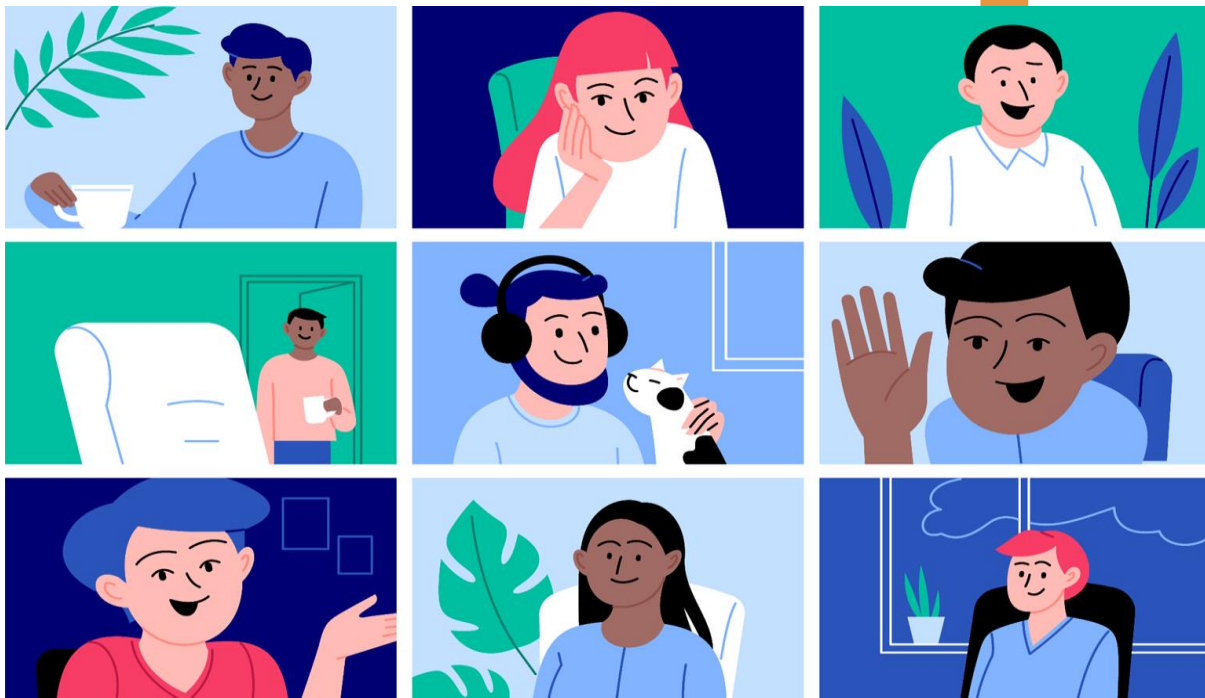
Identify metrics and measurements for each indicators

04

Closing

Public comment, and set next steps

Roll Call



Public Comment on Agenda Items



Adoption of the Minutes



Modifications to the Agenda?



Developing Black Thriving Indicators



Last Time We...

Experiences we have witnessed/experienced of black families and students NOT Thriving

Food that is devoid of nutritional value

Hungry Students

Students are questioned, judged and not listened to

Experiences we have witnessed/experienced of black families and students Thriving

Black Students who are involved in conflict being in leadership programs that provide them with training and support

Students creating art on their campus (murals) that reflect the rich legacy of Black resistance and resiliency

School staff trust students, trust that they have a perspective and experience that is valuable in all situations

Classroom and afterschool content nurturing emotional intelligence, through culturally relevant curriculum

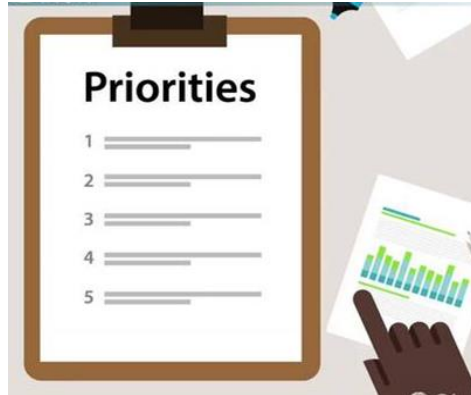
Extract a framework from the original listening session notes.

2

Prioritize 2-3 indicators for each section...

3

Develop a metric of measurement for each indicator.



5 Indicator Areas

**Physically &
Emotionally
Healthy**

**Feeling
Empowered
& Family is
Engaged**

**Loved and
Affirmed**

**Feeling Safe and a
Sense of Belonging**

**Academically
Prepared**

We Brainstormed Potential Indicators Together...

WHO Educational needs are determined by Black Parents and Black Educational Leaders.

Elimination of disproportionate suspension of black students - black students feel welcome and wanted at school

Self-Actualization is expected and achieved.

WHAT

All Black Students can Read, Write, THink and Communicate on grade level or above.

All black students feel seen and loved.

Students develop leadership skills.

Students have ways to express themselves through art.

Mentoring is available.

Students have opportunities to make decisions and have a voice.

Students develop mentoring skills.

Students are supported to get to school and stay in school (attendance)

Students Want to be at school.

Gay, Lesbian, Trans Queer, Questioning and Intersex.

Students have access to infrastructure to support learning.

We Brainstormed Potential Indicators Together...

Students are supported and taught, not policed.

Students develop a lifelong love of learning.

Students are supported and taught, not policed.

Students with disabilities are able to affirm and own their disabilities.

Learning environments support outdoor, experiential, community engaged.

Students know how to advocate for themselves (because they felt seen and felt heard).

Learning environments support a range of “success” - for students with expanded ways of learning or disabilities.

Resources to support disabilities are made clearly available to black families.

Students see themselves reflected in the curriculum they experience TK-Adult Ed.

Physically & Emotionally Healthy

Can Express Emotions

Have Access to Mental Health Supports

Experiences HOPE

Resolves Conflict in healthy ways

Have access to healthy meals at School

Have attained Life Skills

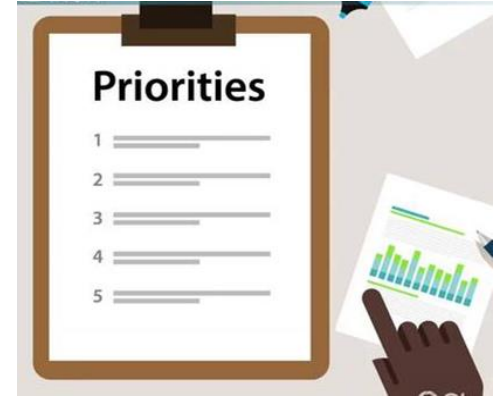
Demonstrates Resilience

Are able to Set and respect boundaries

has healthy relationships

Demonstrates empathy and Active Listening

Have basic Needs met in order to learn (stable housing, etc)



Feeling Empowered & Family is Engaged

Are developed as leaders

Have a sense of future goals

Can productively question authority

understands how to be an Ally

Feels responsible to community

can advocate for themselves

Can negotiate power relationships

Parents feel welcomed on campus

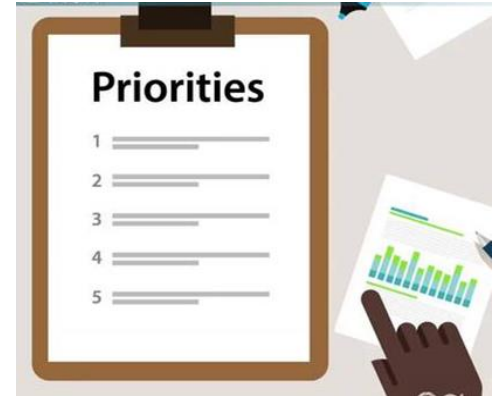
Parents are supported to engage in school Improvement efforts

Parents have Access to Black Parent / Family groups

Parents can navigate the school system

Parents are in school decision-making roles

Parents can advocate for their child



Feeling Safe and a Sense of Belonging

Adults in my school know me and care about me.

Safe from Police on Campus

Free from Harassment & Bullying

Access to mentors/counselors

Not being targeted or pushed out

Safe to express all parts of myself

Access to Restorative Justice Programs

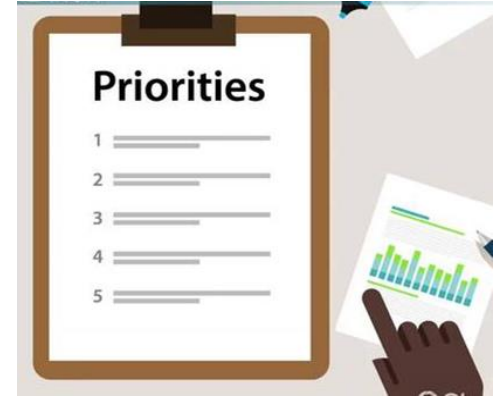
Access to trusting adults

People have my back

Emotionally and Physically safe

People have high expectations of me and support me to achieve my potential

I am not being 'othered,'



Academically Prepared

Performing at Grade Level on All Subjects

College and Career Ready

Are independent learners

Access to supports needed to come up to grade level

Black teachers and leaders are recruited, retained and supported

Access to Math & Reading interventions and Specialists

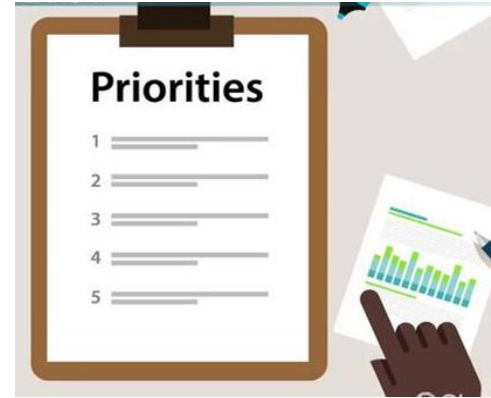
Supported to speak up and ask questions

Graduates A-G Eligible for UC/CSU College

See Self reflected in curriculum

Can think Critically & Solve problem

Access to A-G Courses. AP classes Academies / pathways, internships



Loved and Affirmed

See self reflected in teachers / staff

Knowledge of Black/African history

Learn about Black Identity / culture

Full Spectrum of Black Identity is acknowledged and celebrated

My gifts, Talents and Strengths are seen valued and nurtured

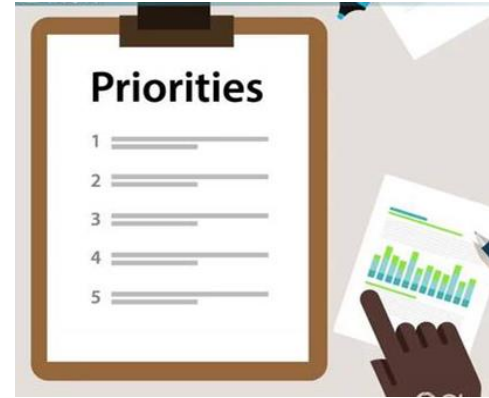
Loves themselves and Black People

Confidence in and Pride in Black Identity

Feel loved and Cared for

Feel comfortable expressing and displaying Blackness

Have access to culturally responsive curriculum and teaching



Metrics and Measurements

SAMPLE

| indicator | metric | measurement |
|--|---|--|
| Students are emotionally and physically safe | The number of students and parents indicating that their students feel emotionally and physically safe will increase each year by 5%. | student and parent surveys Already existing OUSD Survey: CHKS Survey |

Key Questions

1. Of the prioritized indicators, what currently exist to measure them? And what will need a new measurement?
2. For each indicator, describe specifically what target number or completed action we will be monitoring.

Public Comment on Non-Agenda Items Related to the Task Force



Somatic Closing

How are you feeling right now?
How do you know?



1



2



3



4



5