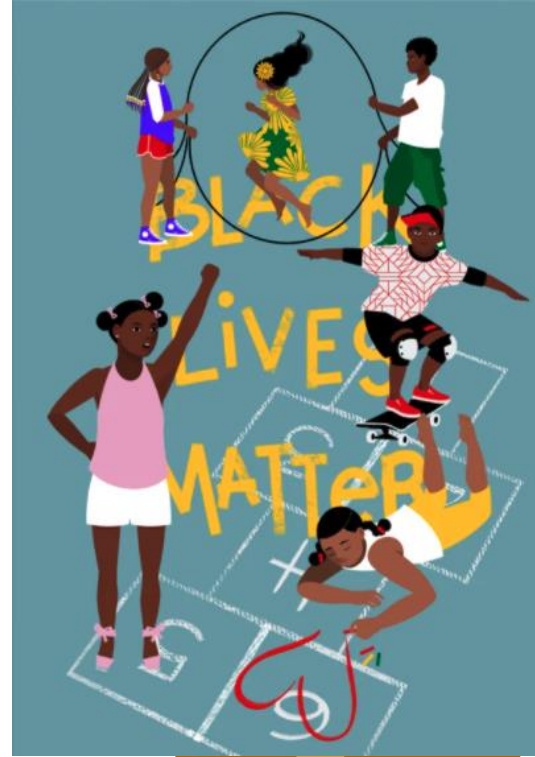


Reparations for Black Students & Families

10/21 Steering Committee Meeting



Roll Call



Agenda

- A. Call to Order (Chair)
- B. Roll Call (Chair)
- C. Public Comment on Agenda Items (Open to Public)
- D. Adoption of Minutes
- E. Modification to Agenda
- F. Unfinished Business
 - a. Black Student Thriving Indicator Development
- G. Public Comment on all non-agenda items
- H. Adjournment

Public Comment on Agenda Items (10 mins)

**Raise your hand
if you have a
comment.**

1 min per person.



Adoption of the Minutes

**Secretary
reviews the
minutes.**

**Task Force
member motions
the adoption of
the minutes.**

**Another member
seconds the
motion.**



Modifications to the Agenda?

Invite any modifications to the agenda.



Let's Get to Business

Developing Black Thriving Indicators



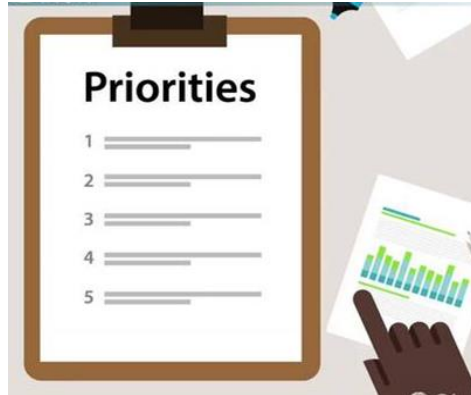
Extract a [redacted]
framework from
the original [redacted]
listening session
notes. [redacted]

2

Prioritize indicators for each section..

(4)

Develop a metric of measurement for each indicator.



So Far We... Brainstormed our responses to these two questions.

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

5 Indicator Areas

**Physically &
Emotionally
Healthy**

**Scholars &
Families Feel
Empowered
& Engaged**

**Loved and
Affirmed**

**Feeling Safe and a
Sense of Belonging**

**Academically
Prepared**

**Opportunities for Rich and
Diverse Experiences**

We Brainstormed Potential Indicators Together...

Gay, Lesbian, Trans
Queer, Questioning
and Intersex.

Self-Actualization is
expected and
achieved.

Students have
access to
infrastructure to
support learning.

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

Mentoring is
available.

Students have ways to
express themselves
through art.

WHAT

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

Students develop
leadership skills.

Students develop
mentoring skills.

All black
students feel
seen and loved.

Students
Want to be
at school.

We Brainstormed Potential Indicators Together...

Students are supported and taught, not policed.

Students develop a lifelong love of learning.

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.

Insights/samples from the group work

Well developed intra- and interpersonal skills

Basic needs met

Scholars and families have resources to develop into leaders that have agency, voice, and power in system

To measure this indicator we would study...

[Insert ideas here]

- Representation
- Ability to influence
- Demonstration of accountability
- Visibility of Black staff in positions of leadership/ the number of district staff that are orientated to being values aligned Oriented and have values aligned with the task force

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

To measure this indicator we would study...

[Insert ideas here]

- The role of the arts in the development of Black leaders

**What's beyond data collection?
How do we empower and position community to share in the analysis and communication of the data?**

Deepening our Analysis

Let's understand how black students in OUSD are doing, compared to their non-black counterparts.

OUSD Fast Facts

Who are our African American Students?

22.1%

Or 7,769 Of all OUSD Students are African American

47.9% (3718) are African American Female
52.1% (4,051) are African American Male

Supported With:

- African American Female Excellence (AAFE)
- African American Male Achievement (AAMA)

33%

African American Student representation of all IEPs

There are currently 5,868 total students with an IEP. 1,939 of them are African American.

Located Within:

- AAFE currently supports **9 school sites**
- AAMA currently supports **23 school sites**

4.4%

African American students do not have stable housing

52% (178) are African American male
47.6%(162) are African American Female

Case Management:

- Wrap around services for West Oakland Corridor TK-12
- High Schools District wide Through OFCY

4.9%

African American students have a Home Language other than English

Tigrinya, Amharic, and Arabic are the top three identified languages

Community Partnerships:

- The Committee to Empower Excellence in Black Student Education (CEEBS)
- Kaiser Foundation

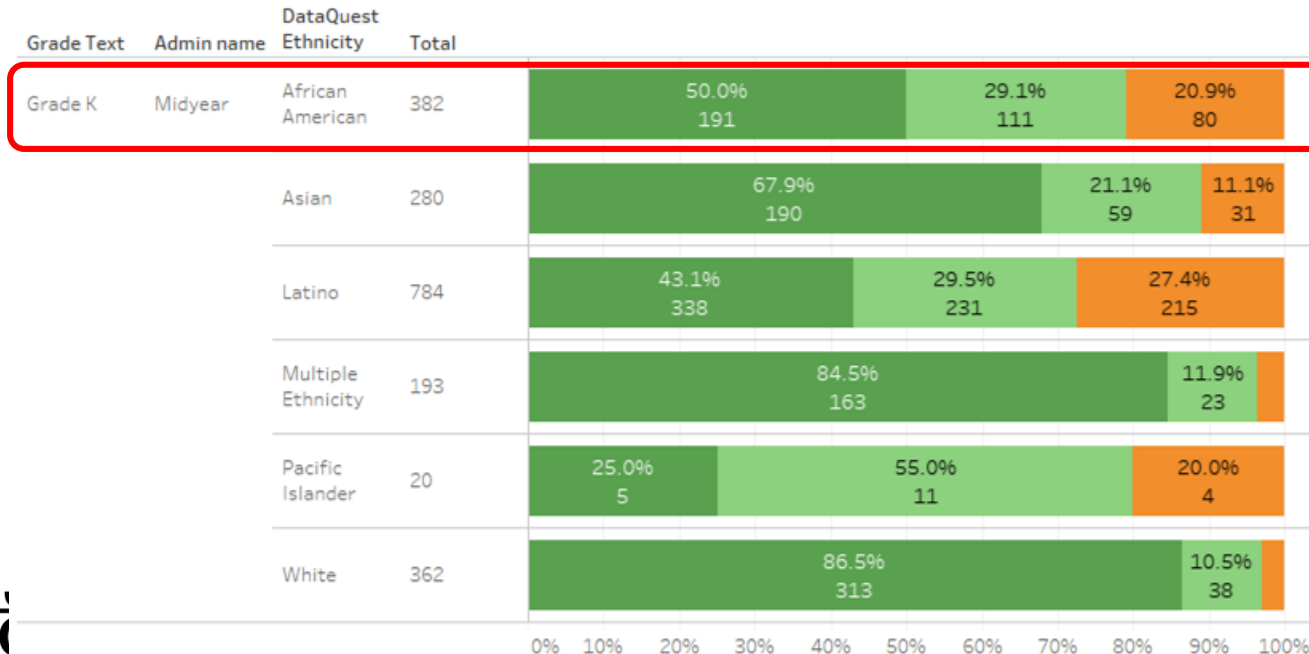
How are our African American Students Doing?

Performance Outcomes Aligned to LCP	2020-21
Increase the percentage of students reading at grade level in kindergarten and first grade for all and targeted groups.	+5 percentage points (Fall 2020 to Spring 2021)
Increase graduation rates and A-G completion for all students & targeted subgroups	+2 percentage points
Increase daily attendance rates of students participating in learning (evidence of participation in online activities, completion of regular assignments, completion of assessments)	95% of students participating

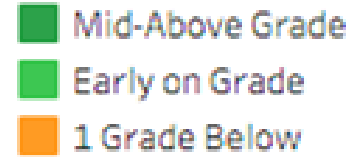
Kindergarten Reading (By Ethnicity)

Kindergartner test window was Nov-Jan

i-Ready Fall-Midyear 2020-21 Grade K by Ethnicity



Performance Level

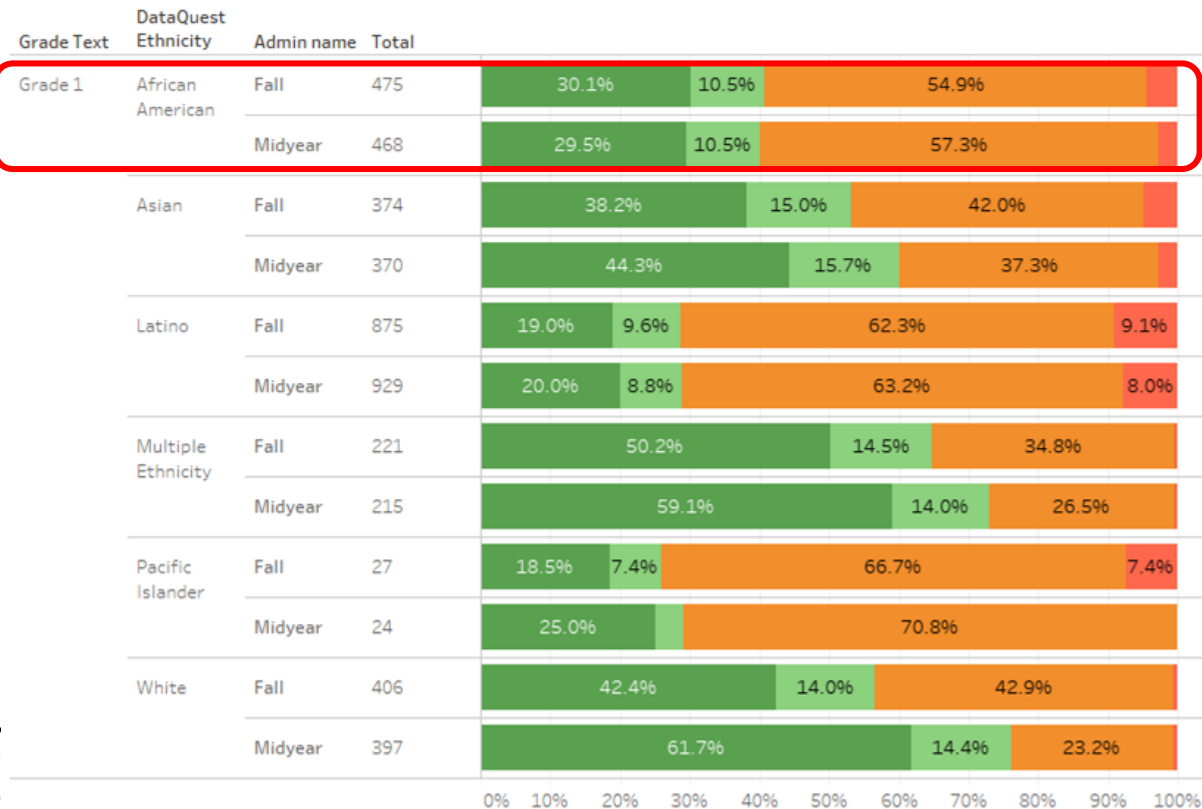


Grade 1 Reading - Fall → Midyear

i-Ready Fall & Midyear 2020-21 Grade 1 by Ethnicity

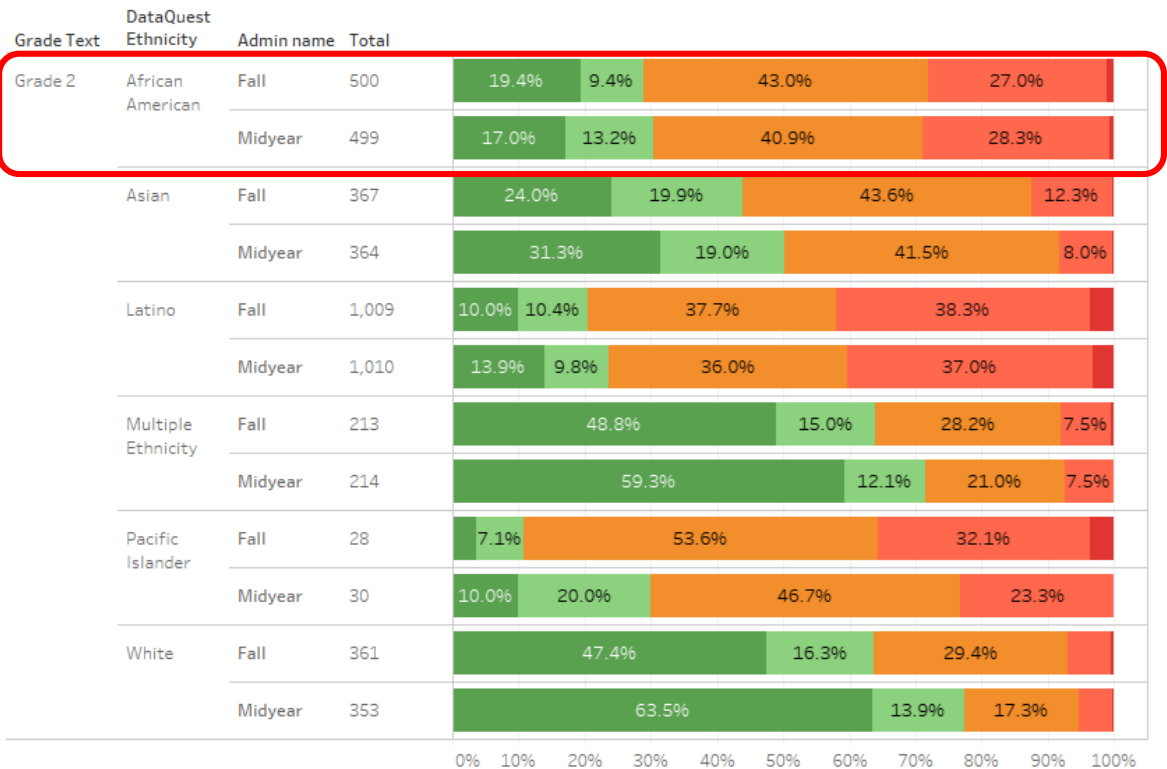
Performance Level

- Mid-Above Grade
- Early on Grade
- 1 Grade Below
- 2 Grade Levels Below
- 3 or More Grade Levels Below



Grade 2 Reading - Fall → Midyear (By Ethnicity)

i-Ready Fall & Midyear 2020-21 Grade 2 by Ethnicity



- Performance Level
- Mid-Above Grade
 - Early on Grade
 - 1 Grade Below
 - 2 Grade Levels Below
 - 3 or More Grade Levels Below

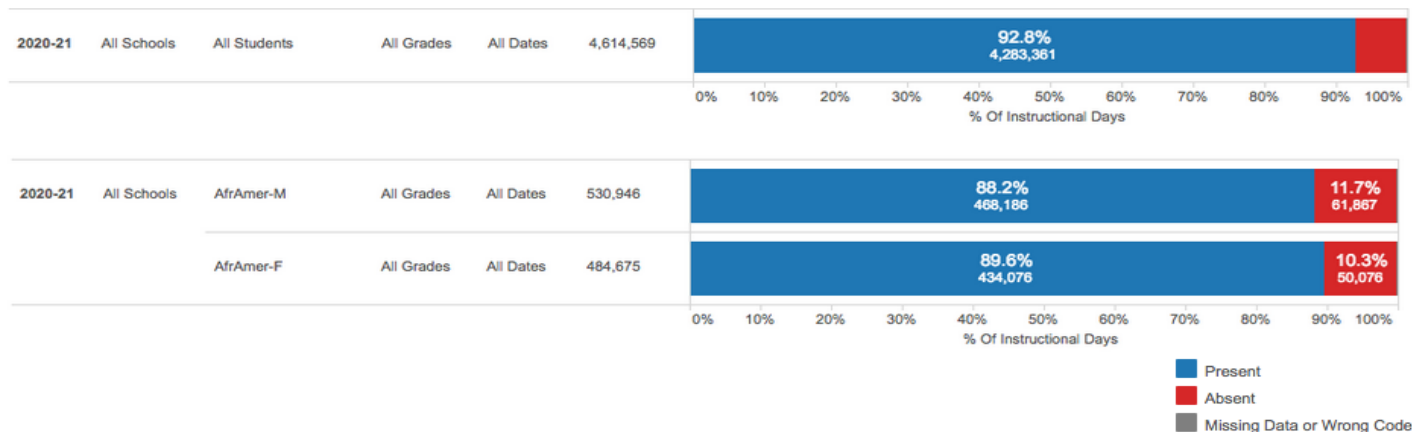


African American Student Achievement A- G and Graduation

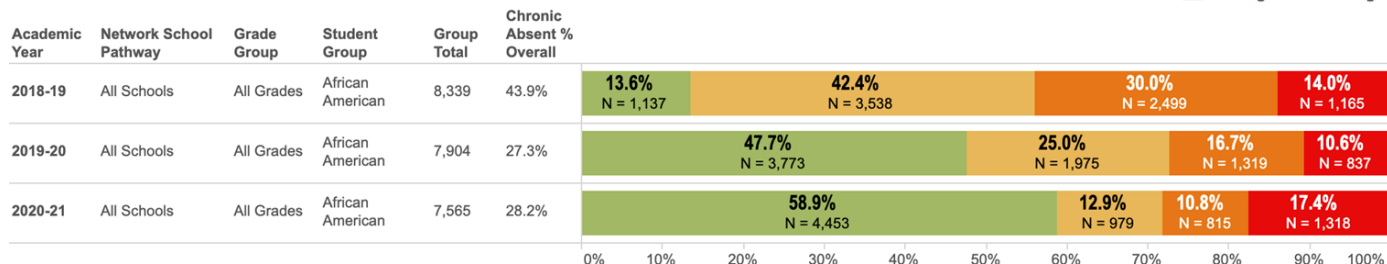
- 2018-19 12th Grade Students Meeting A-G
 - 48% of AA Female; 31.5% of AA Males
 - 54.2% of All OUSD Students
- In the 2019-20 Cohort Grade Rate**
 - District: 74.8%.
 - 84.2% for AA Females; 70.4 for AA Males

African American Student Attendance

Attendance
Rate:
2020-21



Chronic
Absence:
3 years



Breakout Room Activity

Step 1: Choose which indicator area you would like to work on.

Step 2: Review what was developed so far.

Step 3: What would you add/edit/revise?

Navigation

Instructions

1. Go into your breakout rooms and say hello!
2. Look to the top of your Zoom screen to make sure you are in the room you wanted (ex: “Physically & Emotionally Healthy”)
3. Click on your Room Name below.
4. Then, click on the Bookmark that pops up. You will be directed to a slide within this presentation.

Physically &
Emotionally
Healthy

Scholars &
Families
Feeling
Empowered
& Engaged

Feeling Safe
and a Sense
of
Belonging

Academically
Prepared

Loved and
Affirmed

Opportunities
for Rich and
Diverse
Experiences

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



Sign Up to Join a Work Session

Data:

Developing Indicators & an
Equity Dashboard

Funding:

Establishing the Black
Thriving Fund

Plan:

Developing the 5-year plan,
due in Jan

Name 1

Name 1

Name 1

Name 1

Name 1

Name 1

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Name 1

Name 1

Next Steps

- We meet next on 11/4 3:30-5:30
- The Core Team will review your ideas, consolidate and synthesize the information
- We will continue to refine the indicators from here.

Somatic Closing

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



1



2



3



4



5