

Navigation

Instructions

1. Go into your breakout rooms and say hello!
2. Look to the top of your Zoom screen to find the name of your Room (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

Feeling
Empowered
& Family is
Engaged

Feeling Safe
and a Sense
of
Belonging

Academicall
y Prepared

Loved and
Affirmed

Opportuniti
es for Rich
and Diverse
Experiences

Physically & Emotionally Healthy

Step 1: Group the Indicators by theme.

Step 2: Use the purple “labels” to write a “parent” indicator for your clusters.

Step 3: Add anything that’s missing.

Step 4: As a group, vote to pick 2 Indicators that you will delve into more today using the check marks provided in the bottom right of this slide.

Step 5: Move to the next slide.



✓ Well developed intra- and interpersonal skills

Experiences HOPE

Students Want to be at school.

Self-Actualization is expected and achieved.

Have attained Life Skills

Demonstrates Resilience

Resolves Conflict in healthy ways

has healthy relationships

Can Express Emotions

Are able to set and respect boundaries

Demonstrates empathy and Active Listening

✓ Basic needs met

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

Have access to healthy meals at School

Have Access to Mental Health Supports

Access to Health Care

Accommodations for people who are differently abled

Creativity and Wellness

Access to creative activities

Access to physical wellness activities



From Indicators to Measurements - Physically & Emotionally Healthy

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Indicator	Metric: For each indicator, describe specifically what target number or completed action we will be monitoring.	Measurement: Of the prioritized indicators, what currently exist to measure them? And what will need a new measurement?
Basic needs met	<ul style="list-style-type: none"> • % of caregivers report having stable housing • % of caregivers report having (and using) health insurance • % of students with access (and use) to mental health care • % of students who report not missing meals • Types of services used at school based health centers • % of students who report having their developmental needs met 	<ul style="list-style-type: none"> • CHKS - CA Healthy Kids Survey • Student and parent surveys • Development Screening • ASQ Screener
Well developed intra- and interpersonal skills	<ul style="list-style-type: none"> • % of HS graduates are college, career and community ready • % of students who report having healthy relationships • % of students involved in 1+ more community based programs, opportunities, etc. • Longitudinal Increase in pathways, trades, apprenticeships, etc. • % of school-age youth who attend school • Increase in employment in local businesses • # of contacts with juvenile justice authorities • % of youth incarceration and % of recidivism 	<ul style="list-style-type: none"> • Developmental Assets (Search Institute) • Student and parent surveys • Link to George Floyd resolution implementation
[Insert your chosen indicator here]	To measure this indicator we would study... [Insert ideas here]	[List potential data sources]

Sports

Music

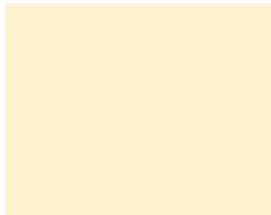
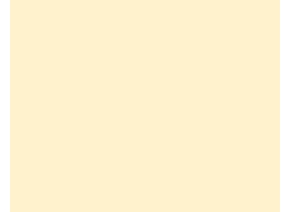
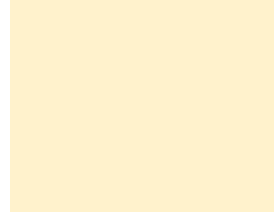
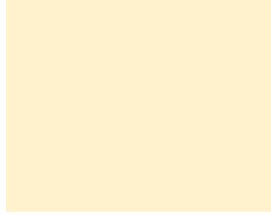
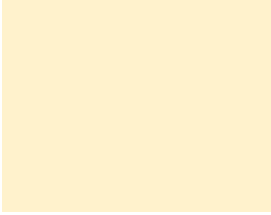
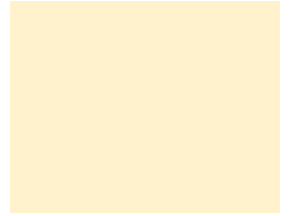
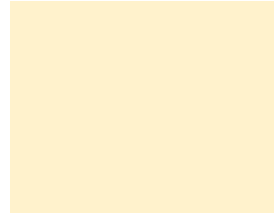
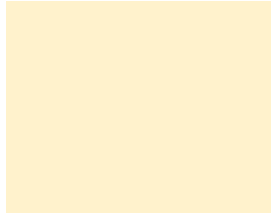
Art

Dance

Support for
LGBTQ+
youth

Mental and
physical
Support for
differently
abled
students

Cultural
Relevance



Scholars & Families Feeling Empowered & Engaged



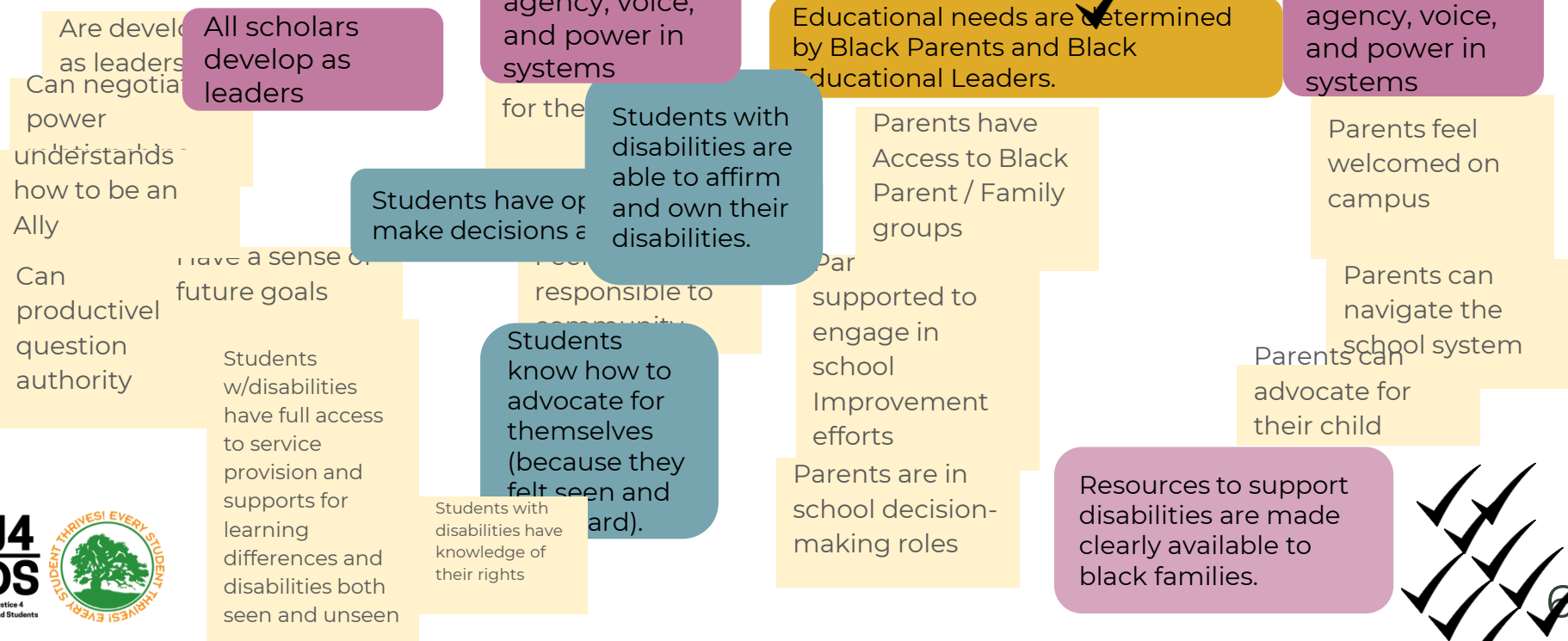
Step 1: Group the Indicators by theme.

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From Indicators to Measurements

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Indicator	Metric: For each indicator, describe specifically what target number or completed action we will be monitoring.	Measurement: Of the prioritized indicators, what currently exist to measure them? And what will need a new measurement?
[EXAMPLE] Students are emotionally and physically safe	[EXAMPLE] The number of students and parents indicating that their students feel emotionally and physically safe will increase each year by 5%.	[EXAMPLE] <ul style="list-style-type: none"> • student and parent surveys • Already existing OUSD Survey: CHKS Survey
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] <ul style="list-style-type: none"> • 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 	[List potential data sources]
Educational needs are determined by Black parents and Black Educational Leaders.	To measure this indicator we would study... [Insert ideas here] <ul style="list-style-type: none"> • 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?

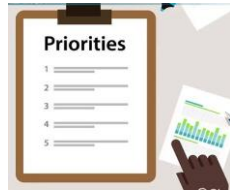
Feeling Safe and a Sense of Belonging

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Scholars have access to and relationships with trusting adults where they feel seen and cared about

Mentoring is available.

Adults in my school know me and care about me.

Access to mentors/counselors

Access to trusting adults

Scholars feel safe to express all parts of themselves

Free from Harassment & Bullying

I am not being 'othered,'

Safe to express all parts of myself

Gay, Lesbian, Trans Queer, Questioning and Intersex.

Safe from Police on Campus

Emotionally and Physically safe

Scholars have access to restorative justice programs as an alternative to suspension

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

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

Not being targeted or pushed out

Access to

New Indicator

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Scholars have access to restorative justice programs as an alternative to suspension	100% of Black Scholars access restorative justice programs for all issues that do not require suspension based on State requirements	[EXAMPLE] <ul style="list-style-type: none"> • student and parent surveys • Already existing OUSD Survey: CHKS Survey
Scholars have access to and relationships with trusting adults where they feel seen and cared for	100% of Black Scholars have access to and multiple relationships with trusting adults where they feel seen and cared for Notes to add a metric for: Reasons why black staff are leaving; measuring % recruitment and retention of black staff across PK-12 schools	<ul style="list-style-type: none"> • New Survey (existing data doesn't include feeling seen and cared for)
Scholars feel safe to express all parts of themselves	100% of Black Scholars report that they feel safe to express all parts of themselves at school	<ul style="list-style-type: none"> • Empathy Interviews • New Survey (to include physical and emotional safety)

Academically Prepared

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Preparation, access, and readiness for college

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

Graduates A-G Eligible for UC/CSU College

College and Career Ready

Students have access to UDL designed learning experiences.

Provide students with differentiated and individualized supports and curriculum.



See Self reflected in curriculum

Opportunities for critical thinking, independent learning, problem solving, and Black Studies.



Black students' performance in literacy and across all subjects and grade levels

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

Can think Critically & Solve problem

Are independent learners

Teachers are prepared and supported to take a UDL approach.

Explicit teacher training and support around using district data platforms and evidence-based interventions

Students have access to infrastructure to

Supported to speak up and ask questions

Access to supports needed to come up to grade level

Access to Math & Reading interventions and Specialists

Recruitment and retention of Black teacher/leaders in particular and support of all teachers.

Black teachers and leaders are recruited, retained and supported

Performing at Grade Level on All Subjects

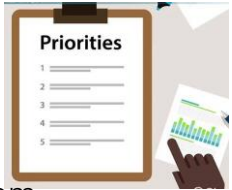
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Provide students with differentiated and individualized supports and curriculum.	To measure this indicator we would study... <ul style="list-style-type: none">-Coordination of service team and student success team records for every Black student referred for either of these processes.-Analyze progress monitoring data to track progress towards meeting goals and interventions.-Observe daily teaching practice for indication of learning experiences utilizing Universal Design for Learning and analyze student work to determine any possible correlations.-Student and family assessment of how well the goals, supports, and learning experiences meet their needs.	-OUSD Force -Electronic SST meeting notes that are time bound including benchmarks for progress. -Develop a consistent and universal progress monitoring system (currently site by site)
Provide opportunities for critical thinking, independent learning, problem solving, and Black Studies.	To measure this indicator we would study... [Insert ideas here] <ul style="list-style-type: none">-The prevalence of Black Studies courses and curriculum across TK-12 classrooms.-Observe daily teaching practice for indication of opportunities for critical thinking, independent learning	-Youth Participatory Action Research

Loved and Affirmed

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Black Love and Pride in Black Identity, and acceptance by all, strong sense of self

Loves themselves and Black People

Confidence in and Pride in Black Identity



All black students feel seen and loved.

Feel loved and Cared for

Feel that I fit in all spaces and don't need to code switch. Be able to be myself in all environments, welcoming all walks of life

Full Spectrum of Black Identify is acknowledged and celebrated

My gifts, Talents and Strengths are seen valued and nurtured

Feel comfortable expressing and displaying Blackness

Knowledge of Black/African history

Learn about Black Identity / culture

Students see themselves reflected in the curriculum they experience TK-Adult Ed. SHOULD INCL PRE-K

Access to Black Afro-centric curriculum. educators and approaches

Students develop a lifelong love of learning.

See self reflected in teachers / staff

Have access to culturally responsive curriculum and teaching



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Black Love and Pride in Black Identity, and acceptance by all, strong sense of self	To measure this indicator we would study... [Insert ideas here]	[List potential data sources]
Access to Black Afro-centric curriculum. educators and approaches	<ul style="list-style-type: none"> • Williams act type of assessment of curriculum, materials, resources • Number of Black Educators 	<ul style="list-style-type: none"> • Staffing

Opportunities for Rich and Diverse Experiences



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Students have ways to express themselves through art and music.

Breaking into societal spaces (e.g. corporate space) that typically is not that diverse

Learning environments support outdoor, experiential, community engaged.

Leveraging the cities history: i.e., field trips, (Black Panthers) as core part of the learning for OUSD students, staff and families.

Access to otherwise or typically inaccessible activities

Students are supported and taught, not policed.

Student engagement with black business owners, entrepreneurship and how to build generational wealth.

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

Dedicated support, resources and funding for the identification of, and engagement

Students develop leadership skills.

Internship opportunities with social justice groups, labor and city government.

Students develop mentoring skills.



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Create learning pathways for diverse perspectives and experiences in and out of the classroom.	<ul style="list-style-type: none"> • Increase access to the visual and performing arts by 10% annually. • Increasing student awareness of Oakland's rich history 1000% • Increase Student engagement with social justice groups, labor, city government, black business owners, entrepreneurship and how to build generational wealth by 10%. 	<ul style="list-style-type: none"> - Additional school site course offerings (dance, visual arts, music) - Field trips (Alvin Alley, Black Panther Tour, etc.) - Internships with Black Chamber of Commerce, Labor, Social Justice orgs and city government.
Black students have increase enrollment in pathways they are underrepresented in	<ul style="list-style-type: none"> • Pathways with underrepresented numbers of Black students will increase black student population by 10% annually. 	<ul style="list-style-type: none"> - Student enrollment

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