

# Oakland Unified School District

Board of Education  
Paul Robeson Building  
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## **Minutes (Long)**

**Wednesday, November 10, 2010**

**6:00 PM**

**Board Room, Paul Robeson Building, 1025 2nd Avenue, Oakland, CA  
94606-2212**

## **Intergovernmental Relations Committee**

*Jody London, Chairperson  
Jumoke Hodge, Member  
Christopher Dobbins, Member*

## A. Call to Order

*Chairperson Jody London called the meeting to order at 6:01 P.M.*

## B. Roll Call

**Roll Call:** Present: Jumoke Hodge and Jody London

Absent: Christopher Dobbins

## C. Modification(s) To Agenda

*None.*

## D. Adoption of Committee Minutes



**10-2768**

**Minutes - Intergovernmental Relations Committee - October 6, 2010**

Approval by Intergovernmental Relations Committee of Its Minutes of October 6, 2010.

**Attachments:** [10-2768 - Minutes - Intergovernmental Relations Committee - October 6, 2010](#)

**A motion was made by Jumoke Hinton Hodge, seconded by Jody London, that this matter be Adopted. The motion carried by the following vote:**

**Votes:** Adv Aye: 0  
Adv Nay: 0  
Adv Abstain: 0  
Aye: 2 - Jumoke Hinton Hodge and Jody London  
Nay: 0  
Recused: 0  
Absent: 1 - Christopher Dobbins  
Preferential Aye: 0  
Preferential Abstention: 0  
Preferential Nay: 0

## E. Adoption of the Committee General Consent Report

*None.*

## F. Unfinished Business

**10-2486****Report - Transportation Cards/Issues for K-12 Pupils**

Adoption by the Board of Education of Resolution No. 1011-0060 - Requesting A C Transit to Provide Clipper Card or Youth Fare Discount to Any District Enrolled K-12 Pupil

**Attachments:** [Document\(s\)](#)  
[10-2486 - A C Transit Clipper Card or Youth Fare Discount for District Students.pdf](#)

*Adrian Kirk, Director of the Family & Community Office, said he has been working with the various entities around the Clipper Card including the Metropolitan Transportation Commission (MTC), A C Transit and West Costa County has been involved in some of the conversations. He said on yesterday there was a meeting discussing the pilots the District expects to roll out by February 2011 that will last until the end of the 2010-2011 school year. The entities are trying to figure out the best way to manage Clipper Cards in the interest of students, families and the District in as much as the District is responsible for providing transportation for certain classes of students such as Special Education Students, students without certain housing, etc. He said a few strategies have been settled on and some strategies will require work within the District. The MTC has agreed to fund and furnish the equipment for installing an ATM like device on some campuses as part of this pilot program so that students can load the Clipper Cards themselves without having to go off campus or to a retailer. There will also be a desktop machine that will be available for staff use to load individual Clipper Cards. The staff person would code into the machine adding the value to the card and hand the card back to the user. He said desktop computers will be placed in some offices and some at school sites as part of the pilot program. The District will get back to MTC regarding the locations for the pilot program. Another strategy is a spreadsheet the District will send to our partners containing student information. This requires a Memorandum of Understanding around the use of data because the data the District will be providing goes a little beyond the directory data the District can easily provide to our partners.*

*Chairperson London asked what would be the purpose of the spreadsheet?*

*Mr. Kirk said if the District has a stable student population, the District could just send the spreadsheet and load the cards for those students. There is an administrative fee charged by Clipper Cubic for that work. For the purposes of the pilot program, MTC will pick up the administrative fee. The District will need to figure out what happens with that going forward. He said per his conversations with MTC and A C Transit, both are more than willing to work with the District to get rid of the fee, it has not been decided at this point. Another option for students who are really stable, not moving around and will be to provide transportation for the year, for a six month period of time or a full school year. A C Transit has a strategy called Easy Pass that the District will investigate. The District is responsible for providing transportation to a large number of students who are At Risk Students, Delinquent Students going to Continuation School, student with unstable housing and students in Foster Care.*

*For this group of students, the District will not be able to use this strategy on. Mr. Kirk said he has to talk with the District's Fiscal Department because the current method of payment for those students is a Purchase Order and that is not the preferred method for Clipper Cubic. Mr. Kirk said he will work with the Fiscal Department to see if there is any latitude. He said the sticking point in providing transportation to students is around those*

students who have passed their 19th birthday. The A C Transit Youth Pass is defined as persons up through age 18, at the 19th birthday they are no longer eligible for the Clipper Card. A birth date must be encoded in the Clipper Card and the card become invalid immediately. Mr. Kirk said he needs to solicit the help of the Board in working with A C Transit on this matter. He said under Dr. Smith we are holding onto students as long as it takes. In Special Education, the District has an obligation to serve students through age 22. Mr. Kirk said he would like to redefine that policy to include anyone enrolled in the District's K-12 instructional program.

Director Hodge said it is not the policy of the District that cuts off the card, it's A C Transit's policy?

Mr. Kirk said that it correct.

Director Hodge said Mr. Kirk wants to solicit the Intergovernmental Committee and the Task Force he is working with now.

Mr. Kirk said he would like any pressure the Board can bring to bear in the form of a Resolution from the Board that would give him some latitude in working with other school districts. He said perhaps School Board to School Board there can be some conversations around this. He said he believes A C Transit has an obligation to the City of Oakland and the District's work is transformative within the City of Oakland. The City and the District has this in common, if a student who is 19 years of age and working his/her way towards graduation, to go from a \$15 dollar a month Student Youth Pass to an \$80 a month Adult Pass could mean the difference of attending or not attending school. The motivator for the change to the Clipper Card was to end the fraudulent use of the paper 31 Day Youth Pass. The Paper Passes had no photo on them and the Clipper Card does encode information about the student. He said the profit A C Transit expects to make on the Clipper Card would more than cover what the District is asking for. In addition, the Clipper Card can be loaded with multiple months of value. Once loaded, the Clipper Card is in use. Once the 31 days expire on the card, the next 31 days starts immediately whether the card is being used or not. With the Paper Pass, if the student did not use the Paper Pass there was no clock ticking. Once the paper pass was used, the 31 day count started. He said there is another profit to A C Transit around the use of the Clipper Card. If a card is dormant for a period of time, A C Transit is not providing transportation but the clock is ticking on the card. Mr. Kirk said it is in the interest of the District to provide transportation to 19 year olds and whatever this committee and the Board can do in support of 19 year old students, he would like to solicit that support.

#### *Committee Member Comments*

Chairperson London said at the beginning of the school year she heard a large number of complaints about receiving Clipper Cards and wanted to know if those complaints have diminished?

Mr. Kirk said he has received no new complaints and no complaints have been received about the reloading of the Clipper Card. He said A C Transit and Clipper are both aware of these concerns, have taken some steps and believes much of that has been resolved. The District is looking at questions for the start of the new school year around how to furnish new cards for students that need new cards and should the District be involved? He said

*all those conversations are a part of the discussion.*

*Chairperson London wanted to know if it will be possible to bring before the Full Board next week a Resolution that calls on A C Transit to extend the student discount to any K-12 student enrolled in OUSD.*

*Secretary Rakestraw said "Yes", someone needs to wordsmith the Resolution by 3:00 P.M. on Friday.*

*Chairperson London said she and Mr. Kirk could work on the Resolution together.*

*Chairperson London made a motion that the committee bring to the Full Board a Resolution that calls on A C Transit to extend its student discount to any student enrolled in the District's K-12 program, regardless of age. Director Hodge seconded the motion.*

*Mr. Kirk noted he in working relationship with West Contra Costa Unified School and he will contact Hayward Unified School District.*

*There were no Public Speaker Cards on this item.*

**Recommended Favorably**

## G. New Business



**10-2469**

### **Agreement - Governmental Solutions Group, LLC - District Representation**

Approval by the Board of Education of Agreement between District and Governmental Solutions Group, LLC, Sacramento, CA, in which the latter will provide support to the District by monitoring and identifying key state policy and budget issues; conducting bill analysis of major education proposals; providing legislative representation on behalf of the District; coordinating Board member and staff participation in legislative committee hearings; and upon request, presenting legislative or budget updates to the Board of Education, Board standing committees, Superintendent and/or Cabinet, and/or as specifically described in the Description of Services Statement, for the period October 1, 2010 through June 30, 2011 in an amount not to exceed amount of \$45,000.00.

**Resource Code - 0521-999; 0522-999**

**Funding Source: Professional Development Block Grant; TIIG - Instruction**

**Attachments:** [Document\(s\)](#)

[10-2469 - Agreement - Governmental Solutions Group, LLC - District Representation.pdf](#)

*Chairperson London said this contract is an Agreement for the firm to provide lobbying and representation services on behalf of the Board. She said in the actual language of Appendix A, the language is very vague as to what the Board's role is in the Agreement. She said she was hoping to have some discussion around how this relationship will work and what the role of the Board will be. She said it is not uncommon for legislators to want to know not just the opinion of the Superintendent and staff, but the opinion of the Full Board on a given issue.*

*General Counsel Minor said to the extent there are changes that the committee wants to recommend to the Full Board, she said the changes can be prepared. She said when she returned from vacation, presented to her was a red line of the Scope of Work and she is not sure committee members have in front of them red line version or the version the Superintendent sent forward.*

*Chairperson London said the item came from the Superintendent.*

*General Counsel Minor said the red line copy she has someone deleted the word District and inserted Board of Education. She said the document was prepared in her absence.*

*Chairperson London said she would like to talk about the relationship of the group to the Board, the Superintendent and the Cabinet. She said this item should be tabled for a month in order to have a conversation with the Superintendent or whoever is bring the item forward from staff.*

*General Counsel Minor said she met with Mr. Billy and knows him from his work both with the City and County of San Francisco as well as the San Francisco Unified School District and he is very effective at what he does. She said the issue she has discussed with him is regarding draft legislation to move forward the Board's direction to try to remedy Audit Findings. She said because the District was unable to get any legislative traction on that issue last year, the District had hoped to be ready to pursue legislative changes in Sacramento to assist with the Audit Findings on the Audits being prepared by the State Controller's Office. She said this is the immediate issue that is pending that she is aware of. She said the Superintendent may have other issues and she did not want to speak to that.*

*Director Hodge said she did not see in the Scope of Work what's being described as hindering us moving forward with a fuller conversation about the relationship or what the goals and objectives might be of a Board with this particular group. She said she did not have a problem forwarding the contract to the Full Board, perhaps that's the place there can be a fuller discussion.*

*Chairperson London said she is not prepared to move the contract forward. In the first paragraph she cited the sentence "Coordinating staff participation in legislative committee hearings." She said frequently the committees want to hear from the Members of the Board of Education. She said she would hope if the Board were to engage an entity like this one, they would be on point to provide an update to this committee on a monthly basis by telephone or in person which is not indicated in the contract. Chairperson London said she needs more discussion on this item before she is ready to bring it forward to the Full Board for approval.*

*Director Hodge asked Director London if she wanted the Scope of Work to be re-written to include more roles and responsibilities for the Board?*

*Chairperson London said she wanted to understand how the Board fits into the relationship.*

*General Counsel Minor said she did some of the drafting of the contract and said for her, "District" means both Board and staff. She said when she uses "District", it is not her*

*intent that it is the Superintendent. She said she believes they can be more specific about reports and updates to the Board. She said it is clear this Board and this committee, driving on the Intergovernmental Relationships have the responsibility for setting policy. She said Legislators in Sacramento do want to hear from Board Members. She said there are some clean up things that she can do. She said she can meet with Chairperson London and make those changes that are necessary. She said she did not feel a change from "District" to "Board" makes the statement you want to make. She said what you want is some specificity about reporting. General Council Minor said this needs to be flushed out and said if Chairperson London met with her it could be done quickly.*

*Chairperson London said she would second the motion with the understanding that there will be some clean up language to Attachment A before it goes to the Full Board.*

**A motion was made by Jody London, seconded by Jumoke Hinton Hodge, that this matter be Recommended Favorably as Amended. The motion carried by the following vote:**

**Votes:** Adv Aye: 0  
Adv Nay: 0  
Adv Abstain: 0  
Aye: 2 - Jumoke Hinton Hodge and Jody London  
Nay: 0  
Recused: 0  
Absent: 1 - Christopher Dobbins  
Preferential Aye: 0  
Preferential Abstention: 0  
Preferential Nay: 0



#### **10-2487**

#### **Amended Report - District Membership - Youth Ventures Joint Powers Authority (JPA)**

Presentation of Report from the Intergovernmental Relations Committee to the Board of Education supporting maintenance of District's membership in the Youth Ventures Joint Powers Authority.

**Attachments:** [Document\(s\)](#)  
[10-2487 - Amended Report - District Membership - Youth Ventures Joint Powers Authority \(JPA\).pdf](#)

*Chairperson London said a request was made by Board colleagues of the Intergovernmental Relations Committee to report out on the Youth Ventures JPA and feels would be valuable to review all District memberships. She said she believes the second representative to Chabot Space and Science Center is Caleb Chung. She said she would like to send the report discussed in June and today's handout, Board of Education Memberships, to the Full Board.*

*Director Hodge said for the public, some explanation may be needed around what the membership dues cover and the District's benefit from the association. She with Youth Ventures JPA where a larger amount of money being spent, she wanted to know if Chairperson London had anything to report.*

*General Counsel Minor said she did not understand the handout [Board of Education*

*Memberships]. She said the two JPA's listed are governmental entities and the District sits on the Board as a governmental entity and it seems that is not on the same list with CSBA or the Council of the Great City Schools. She said in terms of memberships, there are lots of other memberships. She said not on the list are Side Letters just approved, the District's agreement to pay half the cost of Principal's membership in their professional organization, professional memberships she has and the Superintendent's memberships.*

*Chairperson London said she was trying to determine the range of entities Board Members are engaging. She said she agrees with General Counsel Minor that the list does not represent the full extent of the organizations for which the District pays membership dues.*

*Director Hodge said the question was really around the JPA.*

*Chairperson London said the committee did not have to bring the list forward to the Full Board next week. Director London did request for the Board of Education Agenda next week that the Intergovernmental Relations Committee Report from June 2010 around Youth Ventures and some information about the November 15, 2010 Youth Ventures Board Meeting be posted with the agenda. She said this Board raised several concerns about the operation of the JPA. There was a discussion about it and on the agenda for the JPA's November 15, 2010 meeting there are some issues and recommendations to the JPA Board around the structure of the JPA. What is the role of the JPA versus a nonprofit group that's also affiliated with this entity? What's the decision making structure of the JPA? She said this is information this Board has been looking for.*

*Secretary Rakestraw said the role of the JPA is defined by the Joint Powers Agreement that has been ratified by all the parties. He said while the Agreement is subject to amendment, right now, what governs it is the Agreement. Secretary Rakestraw said he does not understand what the additional informational is other than the JPA is having a discussion at its meeting about the items just mention by Chairperson London.*

*Chairperson London said what she wants to do next week in the conversation with the Full Board is to report that the JPA Board is being responsive to the concerns expressed by the District about how the JPA functions.*

**A motion was made by Jumoke Hinton Hodge, seconded by Jody London, that this matter be Recommended Favorably. The motion carried by the following vote:**

**Votes:** Adv Aye: 0  
Adv Nay: 0  
Adv Abstain: 0  
Aye: 2 - Jumoke Hinton Hodge and Jody London  
Nay: 0  
Recused: 0  
Absent: 1 - Christopher Dobbins  
Preferential Aye: 0  
Preferential Abstention: 0  
Preferential Nay: 0



A discussion of the Community Engagement Elements of District's Strategic Plan Task Forces, opportunities and the role of the Board of Education in the implementation of the Strategic Plan.

*Troy Flint, Communication's Director reported on the District's progress regarding the Strategic Initiative. Mr. Flint said in June 2010 the Board of Education unanimously approved the Strategic Vision for the District known as "Community Schools, Thriving Students". The Strategic Vision called for the creation of a Full Service Community School District where normal traditional offerings are offered at each site as well as a full range of social services that provide the conditions students need to succeed at high levels both academically and socially. He said since the year began, the District has taken the path of taking this vision trying to create the supports and structure that allows the District to translate this vision into an actual plan called the "Strategic Initiative Process". The end result the District is driving toward the Strategic Initiative Process with the creation of a Five Year Operational Plan for the District.*

#### *Background*

*Mr. Flint reviewed the background of where OUSD stands as a district to see what the landscape is and how that influenced the District's design for Community Schools, Thriving Students. He said based on the Academic Performance Index (API), the primary matrix for measuring student achievement in California schools, OUSD is California's Most Improved Urban School District over the last six years. Since 2004, OUSD has posted 118 points of growth in API, more than any other comparable district of similar size and scope. This year in 2009-2010 the District recorded the most growth of any large school district in California, 26 points, twice the state average. Since 2004, the District has increased the number of schools with API Scores exceeding 700 five-fold while moving the graduation rate up by double digits. Currently the State's average API Score is 767 and the District's average API is below that. He said eventually the District wants every school to be at the 800 API level, considered acceptable quality education for students. To accelerate that growth, since 2003 the District opened 31 new small schools in low income neighborhoods; increased the numbers of students benefiting from Summer School from 2,000 students to 8,000 students; and expanded After School Programs to serve 17,000 students where before only 3,000 students benefited from those programs.*

#### *Critical Challenges Remaining - Ensuring Fairness and Eliminating Inequity*

*Mr. Flint reported the District has a wide disparity in scores which is closely linked to demographic patterns, particularly race and poverty. This is the most critical challenge facing the District. He said when the District improves the outcomes and circumstances, the overall climate for all students will improve. By attacking the achievement gap, the District trying to move the entire District forward as a whole. One of the ways to achieve this is through a focus on preparing students for college and the work place; improve the overall student achievement by focusing on Truancy Reduction; and increasing the graduation rate.*

#### *Mechanisms to Achieving Those Goals*

*Language by the Board of Education that says all students will graduate. As a result, students are caring, competent and critical thinkers fully informed, engaged and contributing citizens prepared to succeed in college and career. Mr. Flint talked about several components to achieve this goal: (1) Success in the classroom; (2) Critical Thinking beyond the road to learning; and (3) Social Dimension making sure students are well informed and connected to the world around them and caring about its development.*

*The three pillars encouraging these values in students are safe, healthy and supportive schools. The idea is if you want certain outcomes to occur, you have to provide the conditions so those qualities can flourish in our students.*

*Safety and health are the prerequisites for everything else. There is a piece to make sure there is a high quality, effective administrator at every site as well as high quality, effective teacher in every classroom.*

*The education the District is providing has a practical benefit in preparing students to attend college or go into a career. The District is emphasizing a multiple pathways approach that allows students to get out into the workplace, have internships and have practical experience while at the same time taking the core academic courses they will need for college.*

*He said in addition to the traditional focus on academics, there will be a range of services such as mental health services, physical health services, dental and eye care services, nutrition and physical recreation to support the health of the child, services around cultural and language heritage, more partnerships with Oakland Parks & Recreation, Parent Engagement Classes, Parent Instruction Classes, job search and job training courses, housing assistance and a variety of other services which will be provided at the school. He said the District does not have the resources alone to do all these things, this is where partnerships with the community come in to play. The Superintendent has been building relationships with the non-profit community, political community, business community, the District's other Governmental Partners in Alameda County, partners throughout the state and on a Federal level so the District can design these programs and have the funding to go from a vision into actual reality. One of the ways the District is trying to take this big vision and make it more manageable is to separate the city into three regions; Region One, Region Two and Region Three. This strategy is called Coordinating, Aligning and Leveraging. The District is looking at the entire District as three regions, which is how the city is viewed by the Police Department and other agencies that provide their services on the Regional Model. He said the advantage for the District it will be better able to have more seamless provision of services. Within each of the Regions there will be a specialized solution on how you are providing the services and creating the Full Service Community School Model. Each neighborhood has particular strengths which the District wants to leverage and particular problems which the District wants to attack in a very specific way that's custom fit to that neighborhood.*

*Specifics of the Strategic Initiative Underway - Ten Areas of Focus the District is Concentrating on Now.*

- 1. Empowering and ensuring excellent teachers, effective principals and leadership.*
- 2. African American Male Achievement.*
- 3. Regional Networks.*
- 4. Building Full Service Community Schools.*
- 5. Quality Community Schools Development Group[Replaced Portfolio Management].*
- 6. Single Shared Data Warehouse.*
- 7. Data Task Force.*
- 8. Systems Equity Reform.*
- 9. Operations and Finance Readiness.*
- 10. Regional Neighborhood Zone Approach.*

*Within the ten initiatives, there are 14 Task Forces attacking specific issues the District feels will shape the Five Year Plan. Each Task Force will produce a chapter of what will be the Five Year Plan guiding the District to build the blueprint for implementing Community Schools. All the Task Forces are in the early stages of meetings and finalizing their membership.*

*What Are The Task Forces Trying To Build?*

*The Task Forces are turning the Strategic Vision into a reality through the creation of a Five Year Plan. The Task Forces will develop recommendations and write the chapters discussed for the Five Year Strategic Plan. He said the Task Force is perhaps the most visible way but it is one part of a diverse process for creating a Full Service Community School District.*

*What Has Happened Since June 2010 When the Vision Was Approved?*

*Mr. Flint said some people feel the District has been moving too quickly with the Task Force Process and other people wish there was more progress. When the Strategic Vision was adopted in June 2010, there was research around coordinating and finding the best way to move forward looking at best practices that have been done in other school districts and cities and that process continues.*

*Opening of School*

*The opening of school is a time consuming process the District works on from the time school closes in June until school opens again in August. During the first month of school, there is a lot of work making sure everything is up working operationally and making sure things are operating smoothly.*

*Logistics and Administration*

*The logistics and administration devises each Task Force with doing some of the outreach, setting the meeting schedules and moving forward with the discussion of the subjects at hand.*

*Fund Raising*

*Fund raising continues because to do this right, it is expensive. Each Task Force has been designed with creating a budget for what they need to do. Some Task Forces require stipends; a lot work to be done on the Community Engagement level in terms of translation; the printing of materials to distribute making sure people are aware of what is going on; and developing a new interactive website to facilitate communication for people who are unable to attend these meetings.*

*Who's On The Task Force, How Did The District Decide Who Would Be On The Task Force and What Was The Thought Process Behind That?*

*The District allowed for customization because each Each Task Force is different. Studying different a issue you will need a Task Force comprised with an eye towards what is required to handle that specific issue in the best possible way. Each Task Force has been asked to make sure their Task Force is reasonably representative of the District in terms of demographics and different expressed ideological prospectives. The District is not going for a perfect one to one representation of the District or Oakland demographically, but do want to make sure their touch points for various community interests and those interests are represented at the table. All this information will be displayed on the website. Mr. Flint said periodic reports on the Task Force Process will be given to the Board and the public*

can attend these meetings, watch them via the website or watch the meetings on KDOL. He said the current District website is updated on a daily basis. There is a specific section devoted to Task Force and Strategic Initiative. Staff is looking at holding Town Hall Meetings and have begun to take a look at what they will look like which requires Board approval. The Superintendent has been discussing the process through a number of teacher dialogues held this year. Most of the Task Force meetings are opened to the public and the calendar is on the website. A big emphasis is being placed on translation services to serve those communities who are not native or first language English Speakers.

#### *Relevance*

Mr. Flint said it is important to demonstrate how each of these Task Forces has an integral role to play in the overall realization of the Strategic Vision and each Task Force is analyzing a subject that is crucial to providing the wrap around services and the Community Schools Model. There will be a monthly newsletter taking about the various Task Forces offering updates on their progress and a new website entirely devoted to the Strategic Initiative connected to the main District website where all the information will be stored over the next five year. Goals and Priorities and each Task Force will have its own website. Within that website there will be documentation of everything occurring at the meetings [agendas, minutes and calendars]. There will be audio recording at every meeting and some video recording uploading that to the website so that every member of the community can assess what is going on with the Task Forces.

#### *Committee Member Comments*

Director Hodge wanted to know more details about the Focus Groups. She said last year when the Board had its Town Hall Meetings, the Board had the support of the East Bay Community Foundation and they engaged community based organizations in the given district to do outreach and she wanted to know if that resource was still there or what might replace it.

Mr. Flint said in regards to the Focus Groups, they are still in the formative planning stages with no protocol on how to conduct the Focus Groups. The idea is the District wants to get people in more natural settings to try and identify the people who might not be on the committee, but still have some valuable insight to provide getting them in a small group where people can talk and feel comfortable. Mr. Flint said he would be receptive to ideas as how to move the process forward.

Mr. Flint said Perry Chin who was instrumental in helping the Superintendent and the Board to create the Strategic Vision. The Superintendent asked Mr. Chin who is on loan from East Bay Foundation to manage the Task Force Process. He said Deputy Superintendent Hal and Superintendent Smith have expressed a willingness to provide additional resources for this process in order to do it right.

Director Hodge wanted to know the strategy around engaging All City Council and the youth in the process.

Mr. Flint said there is a team managing the Strategic Initiative Process Perry Chin, Rebecca Hopkins, Ash Skolar, Raquel Jimenez and himself. Mr. Flint noted that a number of the Task Forces have students as members.

Chairperson London wanted to know how many Town Hall Meetings will the District hold?

*Mr. Flint said the initial vision right now is there will be one Town Hall Meeting in each Board Member's District, one meeting in each Region led by the Regional Officer for the Region and one citywide meeting, perhaps at City Hall for a total of 11 meetings.*

*Director Hodge wanted to know if there has been much thought around this conversation with other elected officials.*

*Chairperson London said she could try approaching the Chair on the City Council side of the District/City Education Partnership to see if they would be interested.*

*Director Hodge said for the next update she would like to know who has met? Does the District need to recruit more people for the Task Forces? What are some of the initial thoughts and things that are coming up in the process.*

*Mr. Flint she he can provide that report to Board Members.*

*No Public Speaker Cards Submitted for this item.*

## **H. Public Comments on All Non-Agenda Items Within the Subject Matter Jurisdiction of the Committee**

*There were no Public Speaker Cards submitted.*

## **I. Superintendent of Schools or Designee's Committee Liaison Report**

*None.*

## **J. Introduction of New Legislative Matter**

*None.*

## **K. Adjournment**

*Chairperson London adjourned the meeting at 6:18 P.M.*

Prepared By: \_\_\_\_\_

Approved By: \_\_\_\_\_