

Links/Navigation

Decks, Materials from the Steering Committee Meetings

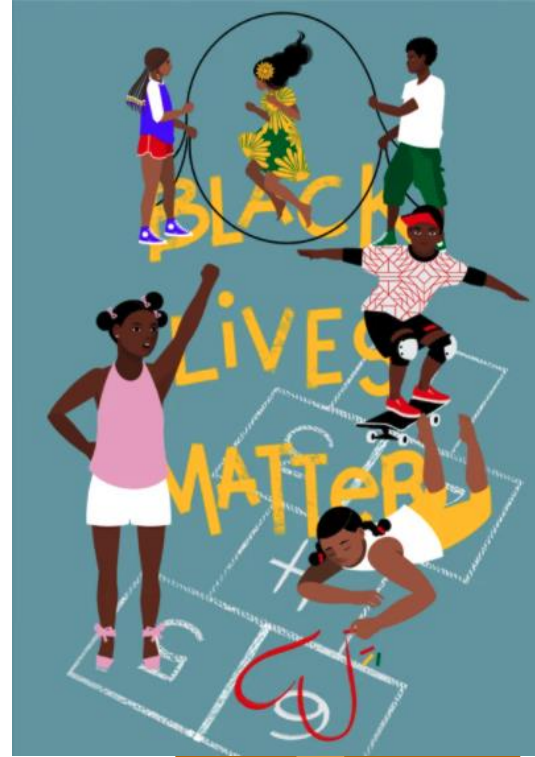
- 9/16 Steering Committee Meeting | [Deck](#), [Review the Resolution Handout](#)
- 9/30 Steering Committee Meeting | [Deck](#), [Handout](#)
- 10/7 Steering Committee Meeting | [Deck](#), [Agenda](#)
- 10/21 Steering Committee Meeting | [Deck](#), [Agenda](#)
- 11/4 Steering Committee Meeting | [Deck](#), [Agenda](#)
- 11/18 Steering Committee Meeting | [Deck](#)
- 12/16 Steering Committee Meeting | [Deck](#)
- 1/20 Steering Committee Meeting | [Deck](#)
- 2/17 [Deck](#)

More Resources/Documents

- [Resolution 2021-0037 Reparations for Black Students](#)
- [Meeting Agenda Email](#)
- [Task Force Welcome](#)

Black Students & Families Thriving Task Force

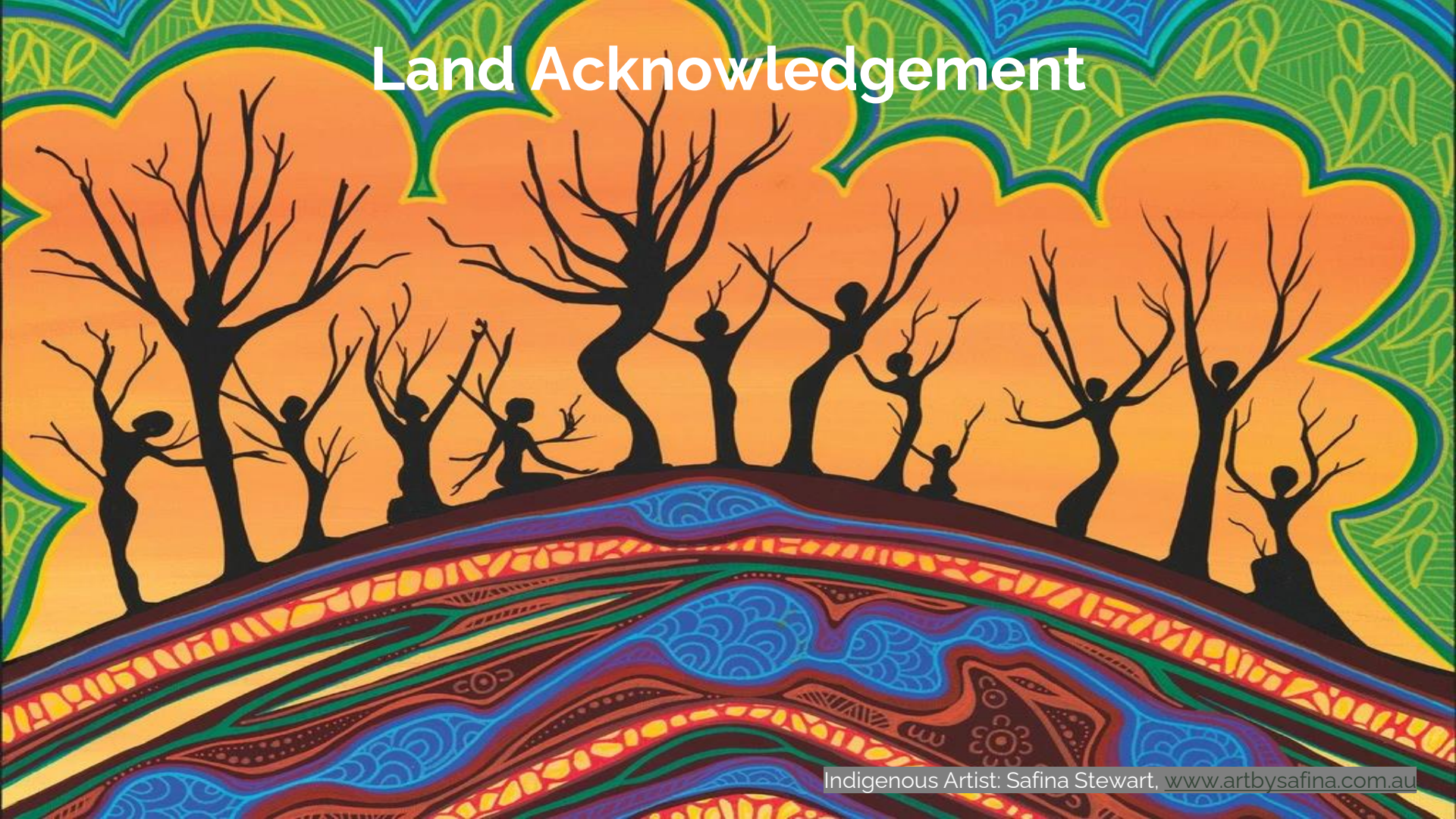
Steering Committee Meeting



4/21 Task Force Agenda

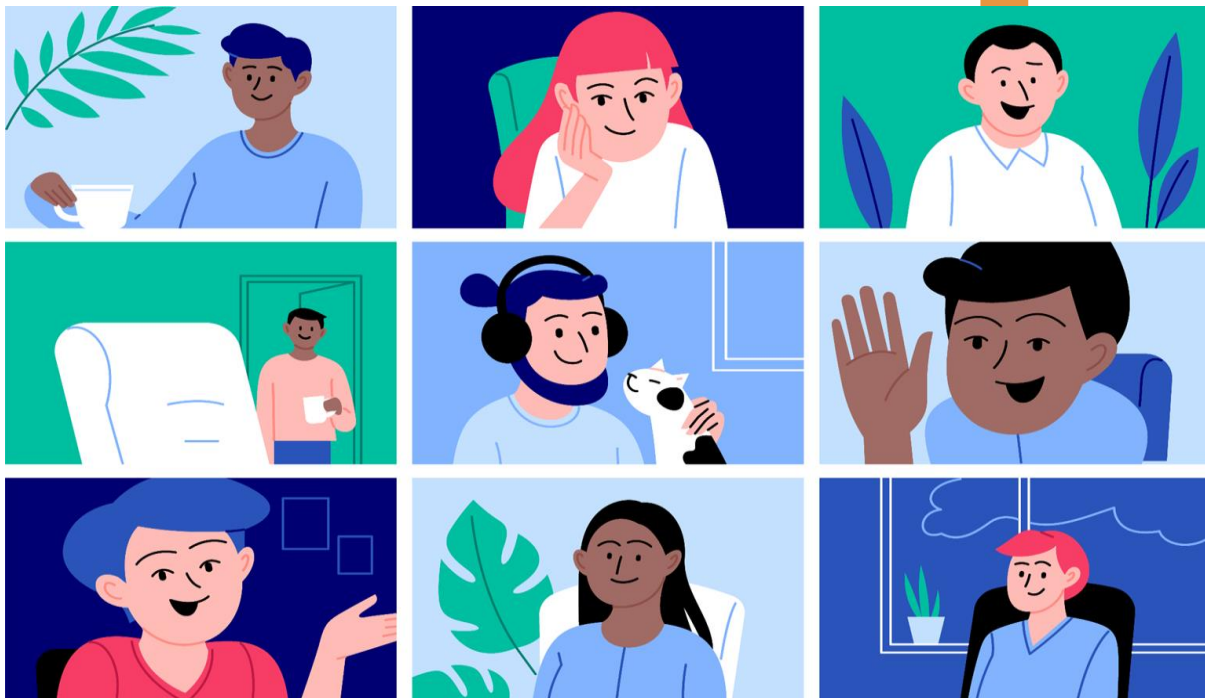
1. Opening, Roll Call, Acknowledgement
2. Approve Minutes- 3/24
3. Public Comment
4. Task Force Bylaws
5. Overview of OUSD Implementation of Resolution
6. Review the Progress of Task Force Thriving Indicators, Plan and Fund
 - a. Small Group Discussion
7. Full Group Share Back and Transition
8. Public Comment
9. Closing

Land Acknowledgement



Indigenous Artist: Safina Stewart, www.artbysafina.com.au

Roll Call



Adoption of Minutes

Public Comment on Agenda Items (10 mins)

Raise your hand
if you have a
comment.

1 min per person.



Public Comment - 1 Minute Per Person



Why is the Reparations Task Force Subject to the Brown Act?

The Brown Act is California's Open Meeting Law (Gov. Code, § 54950 et seq.)

Examples of legislative bodies subject to the Brown Act

- Appointed bodies – whether permanent or temporary, decision-making or advisory – such as planning commissions, civil service commissions and other subsidizing committees, boards, and bodies.
- All subcommittees and commissions created by formal actions of the board are subject to the Brown Act
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- **Volunteer groups, executive search committees, task forces, and 'blue ribbon committees' created by formal action of the governing body are legislative bodies.**

What Does the Brown Act Require?

- Meeting agendas must be posted prior to meetings
- That actions and deliberations in the meeting must be taken openly and in public
- Minutes must be recorded on the actions taken at the meeting
- A **quorum (a majority of the members)** must be present at each meeting
- A **quorum (a majority of the members)** must not have a meeting that is not posted or public

Scope of Activities (presented at 9/30/21 Task Force meeting)

June- September	September - January	January-June	2022-2026
<p>Core Group establishes parameters for collaboration.</p> <p>Establish a Steering Committee and hold the Kick Off Meeting</p> <p>Identify Task Force Working Group Members and Outcomes</p>	<p>Identify Task Force Working Group Members and Outcomes</p> <p>Develop the Black Thriving Indicators, the Black Student Thriving Plan and the Black Thriving Fund</p> <p>Launch work groups.</p>	<p>Working Groups continue to meet to implement and monitor the work of the Black Students Thriving Plan.</p>	<p>Continued Monitoring and Implementation of the Black Students Thriving Plan in order to reach the goal of eliminating opportunity gaps by 2026.</p>

Board



Early Childhood
Education

Recruitment &
Retention

Citywide Plan:
Blueprint School
Changes
Utilization
Formula

Mental Health &
Student Services
and Social
Services

Core Team =
OUSD + J4OS

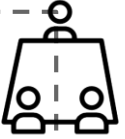
Steering Committee

20-25 members responsible
for:

1. Develop Thriving Black Student Indicators
2. Develop the Black Student Thriving Plan
3. Develop and monitor progress of Black Thriving Fund
4. Monitor other initiatives focused on advancing outcomes for Black students in OUSD and across the country.

Facilitation Team

Community



Special
Education:
CAC Priorities

Climate &
Culture:
Anti-Racism
Training for
OUSD workforce

Literacy
Curriculum

Family
Engagement &
Social Services
Foster &
Unhoused Youth

Leadership Team

Superintendent

THE WORK OF THE STEERING COMMITTEE

Group	Charge	Membership Criteria & Selection Process
Task Force Steering Committee	<ol style="list-style-type: none">1. Develop Thriving Indicators (data)2. Develop the Black Student Thriving Plan (coherence)3. Develop and monitor progress of Black Thriving Fund (resources)4. Monitor other initiatives focused on advancing outcomes for Black students in OUSD and across the country (learning)	<ul style="list-style-type: none">● Membership Criteria<ul style="list-style-type: none">○ Demonstrated commitment to the values of equity○ Experience, expertise or direct work responsibility related to charge of taskforce○ Ability to coordinate across OUSD staff and stakeholders to develop indicators and plan for black students● Selection Process<ul style="list-style-type: none">○ Reparations Resolution Work Group nominates○ Nominee accepts or declines

THE WORK OF THE WORKING GROUPS

Group	Charge	Membership Criteria & Selection Process
Task Force Working Groups	<ol style="list-style-type: none">1. Participate in the development of Thriving Indicators as it pertains to their work group focus area2. Participate in the development of Black Student Thriving Plan as it pertains to their work group focus area3. Monitor implementation of the Black Student Thriving Plan in their work group and across other initiatives4. Develop recommendations for use of Black Thriving Fund based on identifies needs from their work group	<ul style="list-style-type: none">● Membership Criteria<ul style="list-style-type: none">○ commitment to implementation of resolution○ direct experience as a student, parent in OUSD or expertise and direct work responsibility with Black students, parents, educators, administrators● Selection Process<ul style="list-style-type: none">○ Reparations Resolution Work Group and Steering Committee review recommendations and public applications○ Selected members accept or decline

Resolution Language on Task Force

BE IT FURTHER RESOLVED, the Board directs the Superintendent to establish a Black Student and Families Thriving Task Force (“Task Force”), not later than June 9, 2021, comprised of Black Students, caregivers, community members, educators and members of the Black Working Group of the Justice for Oakland Students Coalition, representatives from District compliance committees such as CAC, LCAP PSAC, CEEBSE, reporting directly to the Superintendent, that will guide and monitor the establishment and implementation of this Resolution, and take the following steps to develop a Black Student Thriving Plan which includes the following:

Read full resolution by click [here](#)

Adoption of Task Force Bylaws

Bylaws help define things like the committee's purpose, officers' titles and responsibilities, membership selection, how the officers will be chosen, how meetings will be conducted, and how decisions will be made. Bylaws dictate the way the group functions and operates.

The Task Force discussed adoption of written bylaws to help fulfill the charge given to it by the Oakland Unified School Board and asked for updates to the bylaws to align with Board Policy passed on March 23 regarding Board Advisory and Oversight Committees.

Adoption of Bylaws

Shall the Task Force Adopt written bylaws to help fulfill the charge given to it by the Oakland Unified School Board?

Are there any edits for the Task Force to consider?

Approval of Edits

Motion to Approve Bylaws

Vote

Black Student Thriving Plan, Indicators, Fund

Thriving Plan Work Group

What was your progress October-January

Discussion Question:

What are the actions and strategies the Task Force is recommending OUSD implement to close the opportunity gap for Black Students in FY 2022-2023?

Thriving Indicators Work Group

What was your progress October-January

Discussion Question:

How will the Task Force develop a new tool to measure the success of OUSD's strategies and actions to close the opportunity gap for Black students?

Thriving Fund Working Group

What was your progress October-January

Discussion Question:

What is the Task Force recommending the structure of the Fund look like for FY 2022-2023?

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: "Room 1")
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.

Thriving
Plan

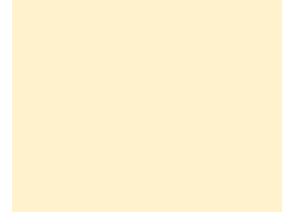
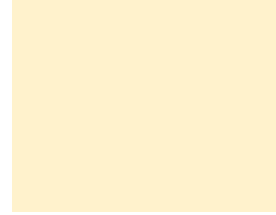
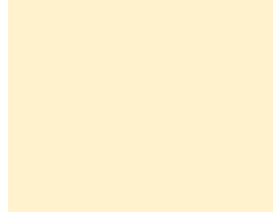
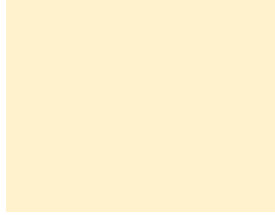
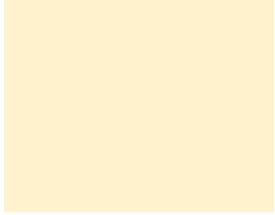
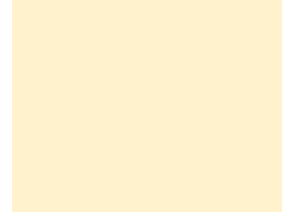
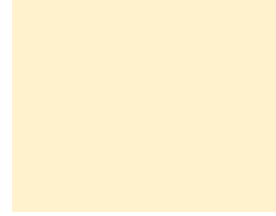
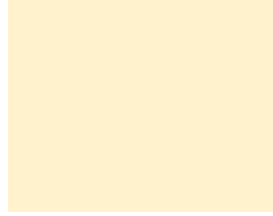
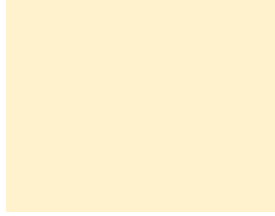
Thriving
Fund

Thriving
Indicators

Room 4

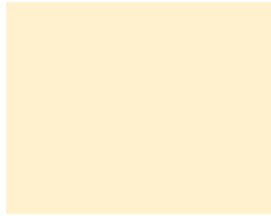
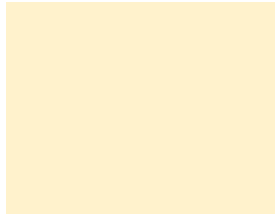
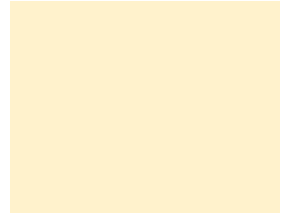
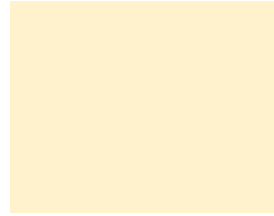
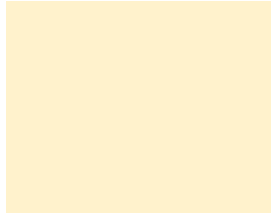
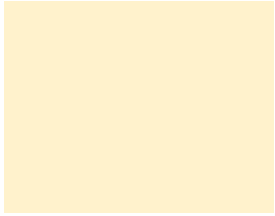
Thriving Plan

What are the actions and strategies the Task Force is recommending OUSD implement to close the opportunity gap for Black Students in FY 2022-2023?



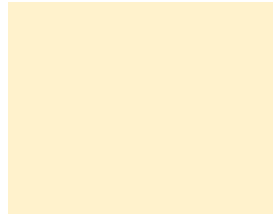
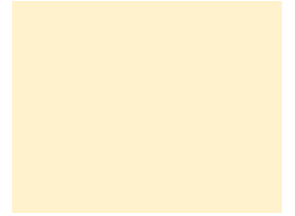
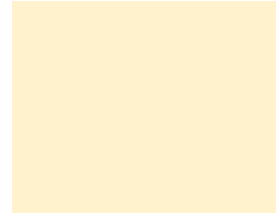
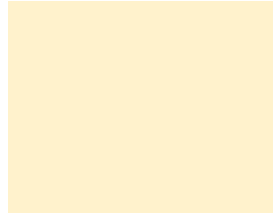
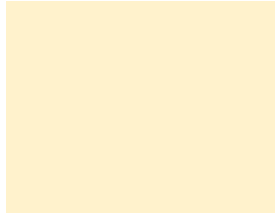
Thriving Indicators

How will the Task Force develop a new tool to measure the success of OUSD's strategies and actions to close the opportunity gap for Black students?



Thriving Fund

What is the Task Force recommending the structure of the Fund look like for FY 2022-2023?



Group Share Back

What are your reflections/reactions to the recent board activities?

This was really hard. x2.

I am hurt as a black teacher and an Oakland resident.

This is racist.

Why is it easy to say enrollment is low instead of addressing why enrollment is low in OUSD?

No school should be closed.

Who decided to present on behalf of the task force without the collective decision to do so?

This was a betrayal by the board and by members of the task force who supported the work. I am not down with being used to perpetrate harm to Black students

Promising indicators for black kids for kinder readiness and early literacy; La Escuelita mental health support needs to be uplifted

Predictable reaction from Board
Not surprised

I am disheartened. This is the last thing to do to families. The community did not have enough time. I have no words. Historically black neighborhoods.

Is it possible to remove members who are not acting with fidelity to the Task Force goals

Confusion about how TF members were involved in the meeting the week prior to the vote

Buck doesn't stop with Board; accountability from Gov. Newsom

Are we ready to implement solutions we know will work? What programming are we going to put in place to make sure those experiences are healthy and positive as can be? How can we avoid the control group with a negative experience...

Charters nationally; New Orleans

Disappointing to see how community input has been shut down.

What are our other options? Still have eyes on the prize.

What are your reflections/reactions to the recent board activities?

I was frustrated.

I have a lost trust in OUSD.
Those who could, did not speak up. X2

I was confused.

Betrayed, confused not necessarily surprised but disappointed

Blatant Disrespect. No public comment. Amendments were challenging. "What say (as the community) can you actually have?" I have not seen the numbers to affirm we are in debt.

Information from District staff did not come forth and affected reputations negatively.

I want to believe the Welcoming schools will work.

I don't buy the quality component.

We should close schools because B/B won't get impacted.

I feel personally blindsighted. Concerns about quoting the task force/thriving Fund. I felt betrayed. We put forth energy to put forth energy to do something different for Black students and ask for where we can get resources. We have two of you here. The Teacher salary argument - we don't accept. We are being ignored. It feels fake to say they are going to have more resources.

Why are we perpetuating a negative narrative about our schools despite contrary evidence? Not telling the truth about our whole community and as a task force amplify these positive attributes and statistics

This cycle keeps spiraling and it weighs heavily and our foundational cracks that were working as an Alum need to be addressed.

Public comment at:

- Alameda County Board of Supervisors
- Public Health Department
- ACOE
- Oakland City Council
- Alameda County Democratic Party
- Nancy Skinner

What areas of collective power and interest convergence exist for our work together?

How do we combat what is seen as an issue

I don't feel a lot of collective power or interest convergence and in fact I think the task force is being used as leverage to harm Black students

I am still desiring and willing to work on the work and to develop the solutions with the data to support the needs, challenges, and opportunities.

How can we stay three steps ahead of any decisions they are going to make?

Support from legal community, e.g., injunctions?

Solidarity with black and brown communities

Everyone who wants to continue and have fidelity to support our initial goal that will continue,

Understand from community members who have left, considering leaving, or part of the closing schools why they have made that decision. Understand why enrollment is low to stay a step ahead of the district

We have to define what our collective interests are. Where does OUSD's lip service end and concrete action (ie restorative programming) begin?

Putting pressure simultaneously, not just focused on one thing

We need to band together and stop them from still coming for us? And what are the positive things about the schools to stay off the list?

Stay with and use the community of Oakland with this fight. Parents whose kids do not go to Oakland schools are a part of this and want to be engaged.

More than pursuing School Board

**What is this Task Force's
opportunity/responsibility
to ensure Black families and
students are thriving, given
this context?**

What do we as
as a task force
needs to make
decisions

Leveraging statewide
reparations TF to
pressure the board to
follow through on the
commitment for the
equity impact analysis

The responsibility is
to be true the the
resolution, not allow
it to be disregarded
at the first
opportunity

What is
actionable in
this body?

How do we
gauge what is
happening to
our students?

Fidelity to the work.
Not doing what is
convenient, we know
the historical context
but still continue to
fight

How do we pull a report
card for our black
students right now? It
needs to be shown why
performance and
enrollment is low

Why wasn't the
enrollment committee
brought in? Why was
the community not
brought in to the
enrollment for the
district as a partner?

Open African
centered charter
schools, guided
by the vision of
our community

Task Force Timeline/Work Plan

Task Force Meetings 2022

1st and 3rd Thursdays every month

April 21st

May 5th

May 19th

June 2nd

June 16th

August 4th

August 18th

September 1st

September 15th

October 6th

October 20th

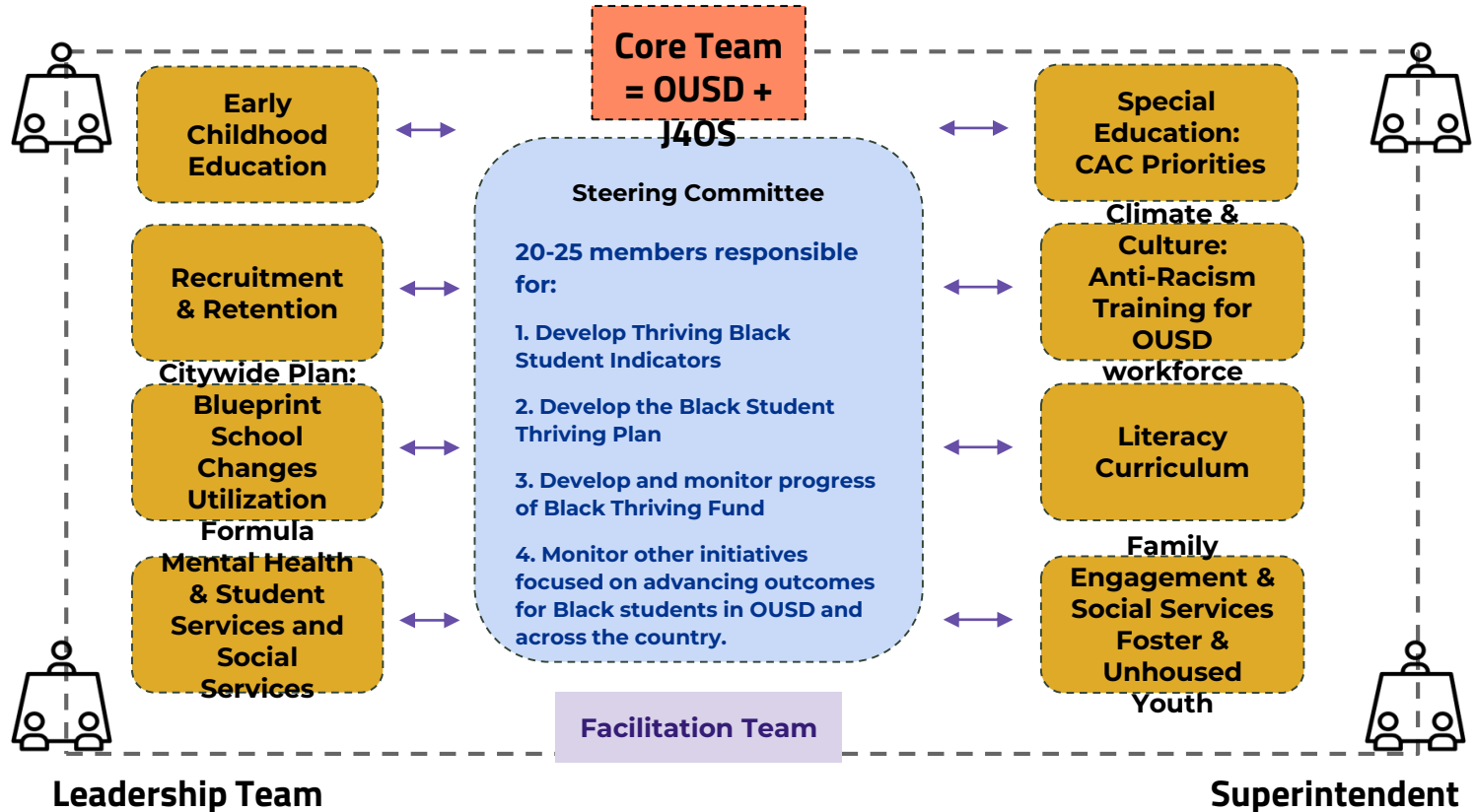
November 3rd

November 17th

December 1st

December 15th

Launch of Phase Two Work Groups



Launch of Phase Two Work Groups

- 1) Identify which Work Groups we want to prioritize launching and when
- 2) Design the structure of Work Groups to include multiple stakeholders
- 3) Task Force members identify student, family and OUSD staff members to invite to join priority work groups
- 4) Identify when Work Groups will start

Potential Work Group Structure

- Work Group Lead: Task Force member who will send agendas and facilitate meetings
- Work Group Members: Task Force members and members of public that attend meetings and contribute to coordinating implementation of certain strategies and actions
- Work Group Meeting Frequency- bi-weekly or monthly

Discuss...

- 1) Does this work plan maximize the Task Force's opportunity to monitor implementation of the resolution?
- 2) Does this work plan maximize the public feedback and request for additional engagement?
- 3) What is missing?

Public Comment on Non-Agenda Items (10 mins)

Raise your hand
if you have a
comment.

1 min per person.



Public Comment - 1 Minute Per Person



Closing & Next Steps