

# Oakland Unified School District

*Board of Education  
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## **Meeting Minutes Long - Final**

**Wednesday, February 15, 2012**

**6:00 PM**

## **Special Meeting**

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

## **Board of Education**

*President Jody London*

*Vice President Jumoke Hinton Hodge*

*Directors: David Kakishiba, Gary Yee, Noel Gallo, Christopher Dobbins, Alice Spearman*

*Student Directors: Isabel Montoya and Donovan Reid*

*Staff: Edgar Rakestraw, Jr., Secretary, Board of Education*

**A. Call To Order**

*President Jody London called the meeting to order at 6:00 P.M.*

**B. Roll Call**

**Present** 4 - Christopher Dobbins, Alice Spearman, Jumoke Hodge, and Jody London

**Absent** 5 - Isabel Montoya, Donovan Reid, David Kakishiba, Gary Yee, and Noel Gallo

**Roll Call (Secretary's Observation)**

*Gary Yee present at 6:02 P.M.*

**Present** 5 - Gary Yee, Christopher Dobbins, Alice Spearman, Jumoke Hodge, and Jody London

**Absent** 4 - Isabel Montoya, Donovan Reid, David Kakishiba, and Noel Gallo

**C. New Business**

**Roll Call (Secretary's Observation)**

*David Kakishiba present at 6:03 P.M.*

**Present** 6 - David Kakishiba, Gary Yee, Christopher Dobbins, Alice Spearman, Jumoke Hodge, and Jody London

**Absent** 3 - Isabel Montoya, Donovan Reid, and Noel Gallo

 [12-0546](#)

Presentation by Brigitte Marshall, Associate Superintendent of Human Resources of proposed Human Capital Development Plan - Part I.

**Attachments:** [12-0546 - Human Capital Development - Part I - Human Resources and Support Department.pdf](#)  
[Presentation UAOS Human Resources and Capital.pptx](#)

*President London said when the Board adopted the District's Strategic Plan in June 2010, the Board did a lot of research into what the District's employment statistics look like. She said the District has a high rate of turnover, particularly among the teacher population in their early years of employment. There is a lot of interest from the community and the Board in how the District can maintain more effective teams at school sites. District union partners were asked to join the Board in this Study Session and to prepare a response to three questions:*

- 1. How does the District retain effective staff?*
- 2. How does the District maintain effective teams at school sites?*
- 3. How does the District define effectiveness?*

*Format for the Study Session*

*Each union representative and the Associate Superintendent for Human Resources will talk for 12 minutes addressing the three questions; then Board discussion; and Public Comments.*

*Remarks from the Superintendent*

*Superintendent Smith asked Deputy Superintendent Maria Santos to share some good news with the Board.*

*Deputy Superintendent Santos announced that the SD Betchel Foundation awarded the District \$3.398 million to support K-5 Science and Middle School Math.*

*District Union Partner's Presentation*

*ASFME - Union Representative, Morris Tatum*

*Representing Custodians, Aides to Special Education and Food Service Workers*

*Mr. Tatum said the three questions sent to union partners regarding retaining staff is not the biggest problem, it's getting staff to do an effective job. Food Service Workers, Custodians, and Aides to the Handicapped have been short staffed for years. If the District wants cleaner schools ASFME must have the staff, the equipment, and the training to do the work. He said when you talk about the Teams at the school site, the District doesn't ask classified staff any questions; their opinions; or have a consistent dialogue with them. He said when classified staff gets something from management it is usually a directive. ASFME Members see what goes on at the schools because they have more contact with the students. He said when they try to give suggestions, they have to defend themselves and their jobs because it is something they should have not brought to someone's attention. He said in many cases, classified employees are afraid to come forward because they feel there will be retaliation against the person for bringing it up. Aides to the Handicapped have been told if they see something happen they can't talk to the parents, only talk to the teacher. On non-student days classified staff is not included in professional development meetings. He said often they hear "we are all here about the kids". He said they are the parents and grandparents and see the children every day but not a part of the decision making.*

Mr. Tatum said he was happy to receive President London's letter asking what the District can do differently. He said a lot can be done differently and ASCME wants to be there at the beginning, not once the plan has been laid out. Mr. Tatum talked about a previous Castlemont Principal, LeNelle Jennings, and her practice of holding assemblies with all the students so they could have conversation with the principal. He said assemblies are not held any more in the District. He said staff needs to feel when they are talking to Board Members that they are listening to what they are saying.

Oakland Education Association - Union President, Betty Olson Jones  
Representing District Teachers

Mrs. Olson Jones said the District gets into trouble with recruitment with trying to fill classrooms at the last minute relying heavily on Pipeline Programs. She said the Teach for America Program has proven not to serve the District well. Seventy three percent of new teachers in the District who started in 2003 were gone by 2008. The District has to strengthen its Teach Tomorrow Oakland; work with institutes of higher education; and work on building the Future Teachers of America Groupings. She said a teacher's working condition is a student's learning condition. If students see a constant stream of teachers year after year that is not good. Mrs. Olson Jones challenged the District to look for grants that will pay for teacher residencies. She said the District needs to have something where before teachers have their own classroom, they have gone through a program and apprenticed with one or two excellent teachers.

#### Teacher Retention

Mrs. Olson Jones said when the District had the Effective Teaching Task Force last year, the OEA pushed back and said you can't talk about retaining teachers unless you talk about the supports and conditions which they work and the children learn, including excellent leadership. She said without excellent leadership at a school site you will have problems. She said many principals haven't been given the support they need, some only have three years of teaching experience and it should be at least ten years.

#### Safety

Mrs. Olson Jones said safety for students and employees at the school site has to be looked at. She said school climate, safety, and discipline are huge problems. Teachers are not getting the support they need as far as professional development or coaching. Students aren't getting the support they need. Students who want to learn are not able to do so.

#### Cleanliness

Students need to be brought in to that. She said she has been at schools where the students and the custodian worked as a team; it was a privilege not a punishment.

#### Resources

Mrs. Olson Jones said when you want to keep teachers you can't expect them to continue to pay out of pocket.

#### Respect

Mrs. Olson Jones said most teachers in the District do not feel respected. Part of it is compensation and academic freedom. She said District teachers are the lowest paid teachers in Alameda County. In terms of academic freedom, teachers are being told you have to do another test; forget the project you are working on; stop and do another of the 10 or 11 benchmarks of the year. She said when teachers burn out it is often because they have felt disrespected for years and haven't had the resources they need.

#### Maintaining Effective Teams

*Mrs. Olson Jones said excellent leadership comes from shared responsibility instead of top down leadership. Effective teams have to involve all employees at the site.*

*SEIU - Representing Permanent Paraprofessional and White Collar Employees  
Union Representative, Mynette Theard*

*Ms. Theard said classified employees for the last 20 years have been disposable, here today and gone tomorrow. She said classified employees are not included in anything except when needed. A line is drawn between every group working for the District [principals, teachers, and classified]. When classified staff starts the new school year in August, they are not included in any meeting. She said classified staff doesn't understand why they are not included because they come to work like everyone else does but they don't get to participate with everyone.*

*Ms. Theard said in the last couple of years ASFME and SEIU have been partners in a way that you don't say something to ASFME that you don't say to SEIU. There is no separation, both are classified employees here for one reason, the children.*

*Ms. Theard said there should not be a day when a classified employee goes to work and the principal says, "I can't keep you because I have to keep a teacher". The District is pitting employees against one another so classified employees can never feel they are part of anything. She said classified employees feel they have to be on their best behavior because they don't know what will happen to them today or tomorrow. She said she would love to have a day when a principal could tell her the work that her classified co-workers do, not what they want them to do, but the respect of knowing what their job description is. She said they are the disposable unit that goes wherever the District wants them to go. She said when times are hard you do what you have to do and they don't mind that, it's not a problem, but give them respect for what they do. She said the District does not lose classified staff because they go someplace else, they lose them because they are disposable. She said the history of classified employees is most have 30-40 years of service and they are in the District because they are committed.*

*UAOS - Union Representatives, Wendy Capporichi and Joann Lougin  
Representing Certificated and Classified Managers*

*Ms. Caporichi said there are three questions to keep in mind when planning: (1) What image we want Oakland to have in the Bay Area, the state, and the nation? (2) How to do want students, employees, and parents to feel? (3) What must we do for that group?*

*Stability*

*Ms. Caporichi said Changes made at the District level should not be enacted without review by the teams responsible for the implementation. She said her concern about the Task Forces is that not all the parents the District wants to reach are able to go to the meetings.*

*Mrs. Lougin said principals are responsible for making sure children and staff are safe at the schools site. Mrs. Lougin talked about the number of emails principals receives daily from parents and District departments that are not connected. She said principals spend most of their mornings or afternoons trying to answer those emails. She spoke of a past practice that the District may want to revisit where the NEXO/REXO was the "Clearing House" for the numerous email requests. The same requests for compliance or other areas were combined by the NEXO/REXO and the principals only had to deal with one email. She said that practice was effective and it improved the ability of the principals to stay on task providing*

*the leadership necessary to make sure the schools are safe and teachers are implementing the curriculum standards set by the District and the State.*

*Wendy Caporichi said the UAOS is recommending a three year professional development plan to improve the working conditions for all employees in the District. With professional development employees will know what is expected of them and know what's coming so that there is a series of improvements for employees.*

*Mrs. Lougin said employees throughout the District have not had a pay raise or upgrade since 2005. The UAOS recommends an audit and reclassification of all UAOS Certificated and Classified Positions. She said some job descriptions were written in 1976 and some things have changed and some have not. In order to have the professional skills for all the things administrators and other staff have to do, the District has to look at technology that involves everybody at the school site. She said the District needs to go back and look at the jobs that people really do, not the jobs in the old job descriptions.*

*Ms. Caporichi talked about recruiting highly qualified administrators for the schools and attaining longevity in the District. She said the District needs to respect experience, inexperience, and diversity.*

*Mrs. Lougin talked about ensuring all schools have equitable funding; a balanced budget; and aligning the budget with today's realities.*

*Human Resources – Brigitte Marshall, Associate Superintendent for Human Resources  
Staff Presentation: - "Human Capital Development in Service of Children in Oakland Unified School District"*

*Five Guiding Principles:*

- 1. The Oakland Way*
- 2. Grow*
- 3. Recognize & Celebrate*
- 4. Excellence Uncompromised*
- 5. Work Smart*

*The Oakland Way – Recruit local diverse staff representative of the demographics of our children; recruit and retain people on the basis of their commitment to equity, social justice, and to serving our children.*

*Grow – Invest in the adults who have made a commitment to serve our children; offer training and development opportunities; provide career ladder advancement structures; and support transition opportunities.*

*Recognize and Celebrate*

*Compensate staff competitively and equitably; reward excellence and achievement.*

*Excellence Uncompromised*

*Demand consistently high performance against clear standards; hold people accountable for failing to meet the standards; and assertively pursue separation for those whose service undermines the success of our children.*

*Work Smart*

*Maintain consistently high-performing systems and use technology to improve systems effectiveness.*

*Seven Key Areas of Work:*

1. *Recruitment*
2. *Preparation*
3. *Training*
4. *Matching*
5. *Retention*
6. *Policy*
7. *Systems*

*Recruitment*

*Recent strategies were designed to ensure that a teacher is in every classroom on the first day of school and classified employees are in every position as fast as possible. The District is focusing on developing an Internal Recruitment Unit for certificated and classified staff informed by the commitment to the "Oakland Way".*

*Training - Classified Staff*

*Develop a Classified Training Program to ensure career ladder opportunities. Ms. Marshall spoke about the number of classified employees who have been in the same job classification for 20-30 years. She said the District has not respected and honored the skills and talent they bring to the service of children by supporting them in their efforts to improve their skills and recognizing that with compensation.*

*Training - Certificated Staff*

*Career ladder structures that allow teachers to attain lead teacher, master teacher, and mentor teacher status. Ms. Marshall said often the only opportunity certificated staff have to progress is to leave the teaching profession to an administrative position.*

*Preparation – What the District Wants to be True*

*All OUSD staff feels well prepared for new assignments. Internship and induction programs support a successful entry into the District. Current staff has access to transition training and experience a welcoming work environment when they move from one school site or department to another.*

*Matching*

*Assignment of staff has been in reaction to various structures as opposed to mindful and thoughtful in response to the best interest of children, the needs of schools, programs, and departments. Ms. Marshall said much of the District's work is impacted by rules, regulations, and legislation which the District has no control of citing the Education Code which governs how classified staff moves from site to site.*

*Ms. Marshall talked about the many systems her staff has to interact with just to get basic information. The Human Resources Department has a deep commitment to provide as much information as possible to school sites and departments so that the personnel action they need to support can be felt as seamlessly as possible. She said she is concerned that the error rate is negatively impacted by the ineffective systems in the department.*

*Ms. Marshall noted this presentation is in draft form and changes daily. She said what is clear to her there is a deep and heartfelt commitment to work with the employees in the District in a different way. She said for her the use of the term "Human Capital" feels more respectful defining "Capital" as something you invest in and "Human Resources" are things that you use up.*

*Board Member Discussion*

Director Yee talked about a comment Betty Olson Jones (OEA) made regarding test scores and teacher effectiveness. He said he does not believe there are no behavioral standards that can be used to assess teachers. Part of the Teacher Performance Assessment involved asking teachers to do a series of activities; use student test data to improve their own teaching performance; and identify ways they can more directly impact positive student achievement.

Director Yee said in looking at Ms. Marshall's presentation there was nothing about teacher discipline and dismissal. To be a complete Human Capital Management System the whole story needs to be told. He said the whole story is not everybody needs to be a teacher in Oakland Public Schools and not every teacher is competent and should be included.

Director Spearman said when looking at a school site you have to look at the site as a whole. If the District is going to be neighborhood a center open to everyone in terms of the Strategic Plan, the District has to pay attention to those that get thrown under the bus. Someone has to open the schools; someone has to make sure the heater is on; and somebody has to make sure elementary school students get breakfast. She said when there are budget discussions or negotiations the conversation is usually about teachers. She said teachers are important, but not the whole package.

Director Spearman said she liked Ms. Marshall's presentation. She suggested on page one of the presentation, a plan for how the District grows its administrators. It takes time for someone to become the manager of a school. Director Spearman talked about her recent experience visiting a charter school. She said the first thing she noticed when entering the classroom was the number of students in the classroom, a minimum of 32 students. She said she is still trying to understand why Oakland teachers talk about smaller classrooms and more pay.

Director Spearman commented on the "Clearing House" mentioned by Mrs. Lougin and Ms. Caporichi. She said she thinks that help principals to do their jobs more effectively.

Vice President Hinton-Hodge said there needs to be a tremendous investment in "Human Capital" helping people to feel comfortable using technology. She said there needs to be conversations around class size reduction; however, the District does have an incredible benefits package. She said when you look at what's happening across the region and the State around class size reduction, there is some truth telling that needs to happen.

Vice President Hinton-Hodge said she is concerned when everyone is not on the same page regarding expectations for children. She said the District passed a policy that every child has to be ready for college whether they decide they want to go or not. That is a standard and for some it is not a choice. She said she wants the District to look inside its culture where there is potential bias and issues that don't allow the District to raise a high bar for every child.

Director Dobbins said he likes the "Oakland Way" the idea of Student Teaching in Ms. Marshall's presentation. He said the class size issue is difficult and other school districts do have larger class sizes than Oakland. Director Dobbins talked about ASFME employees and said while he was in high school it was a privilege to be chosen by the custodian to work.

President London said she appreciates the union partners coming and participating in today's Board Study Session. She said it was good to hear everyone agree that there is a need for professional development and a career ladder. She said she takes to heart the comments



from the classified unions regarding inclusion.

#### Public Comments

Ocie Hall said everyone is somebody with hopes dreams. She said stand for something and stop just falling for anything. Your health is your wealth.

Ben Visnick said in some parts of the City truancy is out of control. He said the OEA is partnering with the Marcus Foster Institute to raise money encouraging District students to become teachers. Mr. Visnick said the District needs to look at the Certificated and Classified Annuity Plans to encourage employee retention. He said teaching conditions are the student's learning conditions.

Kei Swensen said everyone's working conditions are the student's learning condition. Ms. Swensen talked about teacher effectiveness and said there are mitigating factors and not all working conditions are the same. Some students are homeless; some don't have a bed to sleep in; and some come to school late with no breakfast and/no dinner the night before impacting whether or not a student will be able to absorb what is being taught. She said it is important to consider the effectiveness of principals.

Stephen Neat referred Board Members to page six of the Human Resources presentation and said the documents talks about staff that are not experiencing success will be supported and coached to transitions and other employment opportunities outside of the District. He said he hopes that statement remains in the final document and he plans to hold the District to its word. He said collaboration and competitive do not go together. If teacher's salaries will be based on student test scores that's what the teachers will teach.

Casey Farmer said the Community Advisory Committee, a group of parents with students in Special Education, Special Education Teachers, and community members want highly effective teachers for all Special Education Students particularly trained to support the unique needs of their students. She said the Committee feels that someone with more training and experience will be better suited to write IEPs that are in compliance.

Janan Apaydin said in terms of recruitment and retention, a higher starting salary for teachers is really important. She said every teacher wants to be effective and no teacher comes into teaching to scam anybody. Having the full staff to be a part of professional development would be great. She said high expectations are good, but with support.

Manny Lopez said he was also in Canada and RBB in the District is being implemented wrong and must change. He said so many people are stressed out and leave the teaching profession. Everyone needs to be treated with respect.

Oscar Wright said this meeting is a good beginning. He said the District needs a unified course curriculum starting at kindergarten for all children to make sure schools are conducive for learning; maintain the facilities in a timely manner to avoid expensive repairs or replacement; and to bargain fairly with the unions. He said everything the District does is to give every child the opportunity to prepare themselves for the demands for life.

Benjie Achtenberg said teaching is hard and it requires a lot of support from a lot of angles. He said teachers need support so they don't just teach how to write an essay or how to be critical thinkers, but how to be counselors and how to support students. He said there must be an extra investment in supporting teachers in the diverse ways they need to be supported.

Sherman Phillips said principals can't just relate to the teachers, they must relate to all staff.

*He said putting support staff under Mutual Matching would destroy them.*

*Additional Board Member Comments*

*Director Kakishiba talked about the issue of not being a part of a staff team making decision at a school site; whether or not teachers have the ability to determine how they will use time to plan with their colleagues; and who determines if support staff is part of all the meetings, professional development, etc., at a school site?*

*Ms. Caporichi said the principal provides the leadership at the school.*

*Director Kakishiba wanted to know if what some of the union partners said was a fair characterization.*

*Mrs. Lougin said the various staffs have different work hours. She said when schools have meetings on Minimum Days all classified staff should be invited. She noted Special Education staff are often are taken away from the site for different meetings and the custodian arrives at 6:30 a.m. and you cannot expect the custodian to remain. She said it is not that principals don't invite people but there are different work hours and their responsibilities are in conflict when the meetings are scheduled.*

*Mr. Tatum said time is not a problem, if the principal wants to meet with you they can. Staff has to know they are invited and welcomed to attend the meeting. He said not every custodian, food service worker, or aide to the handicapped is needed in the meeting, just the supervisor.*

*Director Kakishiba said attention was paid to working to change the organizational culture in schools so that all employees are a part of the same team.*

*Ms. Theard said staff needs to know they are wanted at the meeting for the right reason. She said if the culture can be changed there will be more participation.*

*Director Kakishiba asked about the creation of a Residency Program for new teachers, excellent principals, peer review, and starting salaries.*

*Ms. Marshall said there is agreement that these are the right kinds of things to be working on. She hopes for the opportunity to come back to the Board with a deeper exploration of each.*

*Superintendent's Comments*

*Superintendent Smith said his commitment is to continue the conversation with the Board. He said the message he sends and the expectations he sets for principals does have an influence on the way schools operate. He said he can do a better job talking about inclusion.*

*Final Comments from Union Partners*

*SEIU, Mynette Theard said the only way is to do this is together. She said those who have stayed for the long run intend to stay in a better created world.*

*OEA, Betty Olson Jones said she has found it difficult that so much personalizing takes place in the District. She said that will be the thing that sinks the District if it can't get past it. She said when she makes statements about poverty and tests she is always misunderstood.*

*ASFME, Morris Tatum said a Board Member's job is not easy. He said they have to listen to*

*what everybody has to say. He said he has a different respect for what Board Members do.*

*UAOS, Joann Lougin said the common thread heard tonight from all union partners is also a part of the District's Strategic Plan, to improve everything for students and staff.*

*Final Remarks from President London*

*President London said she felt this was a great meeting and she would like to continue. She asked union partners to contact her and they will figure out how to move forward. She said she hopes everyone thought the meeting was successful.*

**D. President's Statement Disclosing Item(s) to be Discussed in Closed Session Today**

*President London stated the meeting will recess to Closed Session to discuss Labor Matters.*

**E. Closed Session Item(s)**

**Labor Matter(s)**

**10-0798 Conference With Labor Negotiators**

**F. Recess to Closed Session**

*President London recess the meeting to Closed Session at 8:48 P.M.*

**G. Reconvene to Public Session**

*President London reconvened the meeting to Public Session at 9:22 P.M.*

**H. Second Roll Call**

**Present** 4 - David Kakishiba, Gary Yee, Alice Spearman, and Jody London

**Absent** 5 - Isabel Montoya, Donovan Reid, Noel Gallo, Christopher Dobbins, and Jumoke Hodge

**I. President's Statement of Reportable Action Taken in Closed Session and the Vote or Abstention of Members Present, If Any**

*President London stated there was no reportable action taken in Closed Session today.*

**J. Adjournment**

*President London adjourned the meeting at 9:24 P.M.*

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

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