

# Oakland Unified School District

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

**Monday, June 01, 2009**

**6:30 PM**

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

## Teaching and Learning Committee

*Gary Yee, Chairperson  
Jumoke Hodge, Member  
Christopher Dobbins, Member*

## A. Call to Order

*Chairperson Gary Yee called the meeting to order at 6:35 P.M.*

## B. Roll Call

**Roll Call:** Present: Christopher Dobbins, Jumoke Hodge and Gary Yee

## C. Modification(s) To Agenda

*After Item C1, Chairperson Yee called agenda items in the following order:*

*Item F. New Business*

*09-1786 High School Graduation Requirement - Adoption and  
Implementation of A-G Course Requirements  
09-1394 Gifted and Talented Education Program Presentation  
09-1803 School Portfolio Management Report on Focus Schools*

*Motion, at 9:30 p.m., to extend time of meeting indefinitely, adopted.*

*Item D. Adoption of the Committee General Consent Report -  
State Administrator*

*Item G. Public Comment*

*Item H. Introduction of New Legislative Matter*

*Item I. Adjournment*

## C1. Committee Minutes



### [09-1802](#) Minutes - Teaching and Learning Committee - May 18, 2009

Approval by Teaching and Learning Committee of its Minutes of May 18, 2009.

**Attachments:** [Document\(s\)](#)  
[09-1802 - Minutes - Teaching and Learning Committee - May 18, 2009](#)

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

**Votes:** Adv Aye: 0  
Adv Nay: 0  
Adv Abstain: 0  
Aye: 3 - Christopher Dobbins, Jumoke Hinton Hodge and Gary Yee  
Nay: 0  
Recused: 0  
Preferential Aye: 0

Preferential Abstention: 0

Preferential Nay: 0

## D. Adoption of the Committee General Consent Report



[08-2722](#)

### **Professional Services Contract - Sara Sterling - Laurel Elementary School**

Ratification by the State Administrator of Professional Services Contract between District and Sara Sterling, for the latter to provide on site library services for pupils, six hours daily, and provide others services, as described in the Scope of Work and incorporated herein by reference as though fully set forth, at Laurel Elementary School for the period August 26, 2008 through June 11, 2009 at a cost not to exceed \$23,397.50.

**Funding Source: Measure E**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



[09-0041](#)

### **Amendment No. 1 - Professional Services Contract - Tracey Marie Logan - Chief of Staff, Strategic Projects Team**

Ratification of Amendment No. 1 by the State Administrator of Professional Services Contract between District and Tracey Marie Logan, for the latter to provide ongoing support to the Strategic Projects team with the implementation of the automated pay concern tracking systems, for an additional amount of \$3,360.00, increasing the contract from \$4,000.00 to an amount not to exceed \$7,360.00, for the period October 29, 2008 through February 27, 2009. All other terms and conditions of the Contract remain in full force and effect.

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

**This Matter was Recommended Favorably on the Consent Agenda.**



[09-0874](#)

### **Professional Services Contract - Xiomara Batin - Manzanita Community Elementary School**

Ratification by the State Administrator of a Professional Services Contract between District and Xiomara Batin, for the latter to provide support to the principal, the Family Resource Center Coordinators, and other faculty to organize the space; working on calendars, sign-up sheets, projects and general organization at Manzanita Community School for the period of April 23, 2009 through June 3, 2009, in an amount not to exceed \$840.00.

**Funding Source: Making Connections**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



[09-0924](#)

### **Professional Services Contract - Jennifer Tam - Family & Community Office**

Ratification by the State Administrator of Professional Services Contract between District and Jennifer Tam, for the latter to 1) distribute, collect and enter information gathered from residency questionnaires distributed at school sites in order to identify and serve newly homeless families who are not currently aware of District services, as required by McKinney-Vento Federal Homeless Assistance Act; and 2) assist with intakes of new families and resource distribution, for the period April 30, 2009, through June 30, 2009, in an amount not to exceed \$10,020.00.

**Funding Source: McKinney-Vento Sub Grant**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1170**

**Amendment No. 1 - Professional Services Contract - James Harris - Chabot Elementary School**

Approval by the State Administrator of Amendment No. 1 of a Professional Services Contract between the District and James Harris, for the latter to provide intervention strategies for 3rd, 4th and 5th grade students by exposing them to conflict resolution strategies, ways to solve issues on the playground and ways to play on the playground; provide support in contacting families on an ongoing basis; work with student leadership-safety patrol, student council, junior coaches to help establish and reinforce core school values; provide trainings and support to Junior Coaches, and support students who are struggling with negative emotions at Chabot Elementary School, for the period of November 20, 2008 through June 30, 2009, in an additional amount of \$10,000.00, increasing contract from \$22,500.00 to an amount not to exceed \$32,500.00. All other terms and conditions of the Contract remain in full force and effect.

**Funding Source: General Purpose**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1181**

**Amendment No. 1 - Professional Services Contract - Mary Miche - Think College Now Elementary School**

Approval by the State Administrator of Amendment No. 1 of a Professional Services Contract between the District and Mary Miche, for the latter to provide classroom teachers with 180 additional hours of collaborative time to develop standard based assessments and activities; students with multicultural experiences; and with music education at Think College Now Elementary School, for the period of September 19, 2009 through June 13, 2009, in an additional amount of \$9000.00, increasing contract from \$9,000.00 to an amount not to exceed \$18,000.00. All other terms and conditions of the Contract remain in full force and effect.

**Funding Source: Title 1**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

[09-1250](#)**Amendment No. 1 - Professional Services Contract - Lori Robbins - Complementary Learning Department**

Ratification by the State Administrator of Amendment No. 1 of a Professional Services Contract between the District and Lori Robbins, for the latter to provide support for new After School Programs Coordinator and ongoing technical support for department planning for the Complementary Learning Department for the period of October 1, 2008 through June 30, 2009, in the additional amount of \$1,400.00, increasing the Agreement from \$8,000.00 to a not-to-exceed amount of \$9,400.00. All other terms and conditions of the Contract remain in full force and effect.

**Funding Source: 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Grant**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

[09-1251](#)**Amendment No. 1 - Professional Services Contract - Lamont Ali Francies - Complementary Learning**

Ratification by the State Administrator Amendment No. 1 of Professional Services Contract between District and Lamont Francies, for the latter to provide site based development of family resource centers incorporating a broad range of family support services including but not limited to parent education, tax preparation clinics, legal services, case management, mental health, child care and translation services for the period of August 15, 2008 through June 30, 2009 in the additional amount of \$6,250.00 increasing the Agreement from \$50,000.00 to not exceed \$56,250.00. All other terms and conditions of the Contract remain in full force and effect.

**Funding Source: Atlantic Philanthropies Initiative Grant**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

[09-1307](#)**Professional Services Contract - Cityspan Technologies, Inc. - Complementary Learning Department**

Ratification by the State Administrator of a Professional Services Contract between the District and Cityspan Technologies, Inc., for the latter to provide software, licensing, project management, and training for capturing student information, defining after school activities, taking attendance and generating reports that are required of the After School Education and Safety (ASES) Grant and the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Grant programs for the period of April 15, 2009 through June 30, 2010 in an amount not to exceed \$55,125.00.

**Funding Source: After School Education and Safety (ASES) Grants and the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Grant**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

[09-1308](#)**Professional Services Contract - Laila Jenkins-Perez - Complementary Learning Department**

Ratification by the State Administrator of Professional Services Contract between District and Laila Jenkins-Perez, for the latter to provide training on after school program recruitment with focus on identifying promising middle school recruitment and development strategies and support sites in the District's eighteen middle school afterschool programs for the period of March 26, 2009 through June 30, 2009 in an amount not to exceed \$2,000.00.

**Funding Source: Middle School Mini Grant**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

[09-1310](#)**Professional Services Contract - Gina Roberti - Complementary Learning Department**

Ratification by the State Administrator of Professional Services Contract between District and Gina Roberti, for the latter to provide training on after school program recruitment with focus on identifying promising middle school recruitment and development strategies and support sites in the District's eighteen middle school afterschool programs for the period of March 26, 2009 through June 30, 2009 in an amount not to exceed \$2,000.00.

**Funding Source: Middle School Mini Grant**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

[09-1311](#)**Professional Services Contract - Sacia Stiles de Andrade - Complementary Learning Department**

Ratification by the State Administrator of Professional Services Contract between District and Sacia Stiles de Andrade, for the latter to provide early crisis intervention services for at-risk youth including assisting teachers with behavior management plans, individual and small group counseling, academic support and training and consultation for school staff, parent outreach and advocacy for the period of April 2, 2009 through June 30, 2009 in an amount not to exceed \$3,000.00.

**Funding Source: AB113-Integrated Support**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

[09-1314](#)**Professional Service Contract - Robin Kobrin - Complementary Learning Department**

Ratification by the State Administrator of Professional Services Contract between District and Robin Kobrin, for the latter to provide early crisis intervention services for at-risk youth including assisting teachers with behavior management plans, individual and small group counseling, academic support and training and consultation for school staff, parent outreach and advocacy for the period of April 2, 2009 through June 30, 2009, in an amount not to exceed \$3,000.00.

**Funding Source: AB113-Integrated Support**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1316**

**Professional Services Contract - Megan Brenna Morris - Complementary Learning Department**

Ratification by the State Administrator of Professional Services Contract between District and Megan Brenna Morris, for the latter to provide early crisis intervention services for at-risk youth including assisting teachers with behavior management plans, individual and small group counseling, academic support and training and consultation for school staff, parent outreach and advocacy as outlined in the Measure E Fund Grant for the period of April 20, 2009 through June 30, 2009, in an amount not to exceed \$1,500.00.

**Funding Source: Measure E**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1334**

**Amendment No. 1 - Professional Services Contract - Hedy Chang - Family & Community Office**

Approval by State Administrator of Amendment No. 1 of Professional Services Contract between District and Hedy Chang, for the latter to prescribe a system for analyzing data on chronic absence at the site level and provide support to analyze data; design and deliver a briefing presentation on chronic absence for principals, family engagement staff, and other relevant school staff and site based community partners; provide a day long training for family engagement staff for the period May 1, 2009 through June 30, 2009 in an additional amount of \$8,000.00, increasing contract from not to exceed amount of \$4,000.00 to \$12,000.00. All other terms and conditions of the Agreement remain in full force and effect.

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1347**

**Amendment No. 1 - Professional Services Contract - Cesar Olivas - MetWest High School**

Ratification by the State Administrator of Amendment No. 1 of a Professional Services Contract between District and Cesar Olivas, for the latter to continue to provide small group and individual tutoring and academic coaching to students scoring below basic/far below basic (BB/FBB) at MetWest High School, in an additional amount of \$625.00, increasing the original amount from \$4,375.00 to \$5,000.00. All other terms and conditions of the contract remain in full force and effect.

**Funding Source: Economic Impact Aid/State Compensatory Education (EIA/SCE)**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1358**

**Professional Services Contract-Destiny Arts Center-Oakland Emilano Zapata Academy**

Ratification by the State Administrator of Professional Services Contract between District and Destiny Arts Center, for the latter to provide services in motivating students into becoming positive decision makers, promoting physical awareness providing cultural activities, training for instructors in supervision and program development to ensure optimum operation of their classes at Oakland Emilano Zapata Academy (Street Academy) for the period of April 29, 2009 through June 30, 2009 at a cost not to exceed \$7,553.60.

**Funding Source: TIIG--Small Schools Support**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1384**

**Amendment No. 1 - Professional Services Contract - California Youth Outreach - Instructional Services**

Approval by the State Administrator of Amendment No. 1 of Professional Services Contract between the District and California Youth Outreach for the latter to provide additional hours of parent trainings to meet the project deliverables, for an additional amount of \$18,348.00, increasing the original contract amount from \$54,167.00 to \$72,515.00 for the period March 16, 2009 to June 30, 2009. All other terms and conditions of the Contract will remain in full force and effect.

**Funding Source: Gang Prevention**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1385**

**Amendment No. 1 - Professional Services Contract - Youth in Focus - Family & Community Office**



Ratification by the State Administrator of Amendment No.1 of a Professional Services Contract between District and Youth in Focus, for the latter to contribute 240 additional hours and service not outlined in the original Scope of Work - coordinate the Meaningful Student Engagement student research team's presentation and trip to the American Education Research Association (AERA), for the period February 9, 2009 through June 30, 2009, in an additional amount of \$4,000.00, for a new total not to exceed \$24,000.00. All other terms and conditions of the Agreement remain in full force and effect.

**Funding Source: TIIG-Engagement**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1388**

**Professional Services Contract - Anne Chan - Family & Community Office**

Ratification by the State Administrator of Professional Services Contract between the District and Anne Chan, for the latter to conduct a series of workshops on cultural competency primarily for school volunteers, but open to all staff, parents and administrators. The workshop series will be a combination of a Powerpoint Presentation and group discussion for the period of April 30, 2009 through June 30, 2009 at a cost not to exceed \$2,000.00.

**Funding Source: General Purpose**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1395**

**Amendment No. 2 - Professional Services Contract - Oakland Youth Chorus - Instructional Services**

Approval by the State Administrator of Amendment No. 2 of Professional Services Contract between the District and Oakland Youth Chorus, for the latter to prepare cohesive curriculum, workshop documentation and lesson plans and deliver instruction during the 5-day Summer Arts Institute, for an additional amount of \$5,000.00, increasing the original contract amount from \$94,134.00 to \$99,134.00, for the period August 28, 2008 through June 30, 2009. All other terms and conditions of the contract remain in full force and effect.

**Funding Source: Arts Grant**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1399**

**Amendment No. 2 - Professional Services Contract - Hatchuel, Tabernik & Associates - Instructional Services**

Approval by the State Administrator of Amendment No. 2 of Professional Services Contract between the District and Hatchuel, Tabernik & Associates, for the latter to provide additional hours of grant writing, reporting and evaluation related to grants, for an additional amount of \$39,000.00, amending the original contract amount from \$51,650.00 to \$90,650.00. All other terms and conditions of the Contract will remain in full force and effect.

**Funding Source: Alternative Education Admin Support; Target Instructional Improvement Grant., Instruction Alternative Education**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1425**

**Professional Services Agreement - Robert Limon - Instructional Services, Violence Prevention**

Ratification by the State Administrator of a Professional Services Contract between the District and Robert Limon, for the latter to provide website design and production for positive climate and violence prevention programs with links to programs and resources both inside and outside the district and edit Second Step DVD and add additional content, in an amount not to exceed \$5,000.00, for the period May 15, 2009 through June 30, 2009.

**Funding Source: AB1113**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1427**

**Professional Services Contract - Alan Karras - Instructional Services**

Ratification by the State Administrator of Professional Services Contract between the District and Alan Karras, for the latter to lead a World History Book Club meeting for Grades 6,7, and 10 History teachers, for the period April 1, 2009 through June 1, 2009, in an amount not to exceed \$700.00.

**Funding Source: Title IIA**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1438**

**Amendment No 2 - Professional Services Contract Amendment - California Youth Outreach - Ralph J. Bunche High School**

Approval by the State Administrator of Amendment No. 2 of a Professional Services Contract between District and California Youth Outreach, for the latter to provide additional services such as field trips, as incentives to students who have improved their attendance, grades and overall performance in school, in an additional amount of \$770.00, increasing the original amount from \$25,800.00 to \$26,570.00. All other terms and conditions of the contract remain in full force and effect.

**Funding Source: Targeted Instructional Improvement Grant (TIIG)**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1442](#)**

**Professional Services Contract - Paragon Education Network - Urban Promise Academy**

Approval by the State Administrator of a Professional Services Contract between District and Paragon Education Network, for the latter to provide conferences and coaching to support effective teacher support for low-income and low-performing students as specified in the Scope of Work, at Urban Promise Academy, for the period June 17, 2009 through June 30, 2009, in an amount not to exceed \$8,000.00.

**Funding Source: Title I**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1516](#)**

**Amendment No. 2 - Professional Services Contract - Kagan - Middle School Networks**

Approval by the State Administrator of Amendment No. 2 of Professional Services Contract between District and Kagan, for the latter to perform additional equity of engagement strategy trainings of Day 1, 2, and 3 Cooperative Learning and Coaches training for staff at Middle School Network schools, in an additional amount of \$18,100.00, increasing the contract from \$71,522.00 to a not-to-exceed amount of \$89,622.00 for the period January 26, 2009 through June 30, 2009. All other terms and conditions of the contract remain in full force and effect.

**Funding Source: General Purpose**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1518](#)**

**Professional Services Contract - Salzman Associates - Claremont Middle School**

Approval by the State Administrator of a Professional Services Contract between District and Salzman Associates, for the latter to provide training and coaching in procedures and practices for Effective Behavior Management, for staff at Claremont Middle School, for the period June 11, 2009 through June 26, 2009, in an amount not to exceed \$11,000.00.

**Funding Source: Quality Education Investment Act**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1525](#)**

**Amendment No. 1 - Professional Services Contract - Peacemakers Inc. - Claremont Middle School**

Approval by the State Administrator of Amendment No. 1 of Professional Services Contract between District and Peacemakers Inc., for the latter to provide an additional 988 hours of safe school climate services, including a Restoration Room, to students, staff, and parents at Claremont Middle School, and extending contract period from March 18, 2009 to June 11, 2009 to June 12, 2009, in an additional amount of \$24,700.00, for a new total not to exceed \$44,700.00. All other terms and conditions of the Contract remain in full force and effect.

**Funding Source: General Purpose**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1527](#)**

**Amendment No. 1 - Professional Services Contract - Claudia Espinoza - International Community School**

Approval by the State Administrator of Amendment No. 1 of a Professional Services Contract between the District and Claudia Espinoza, for the latter to provide support for parents in scheduling Student Study Team meetings; coordinate relevant workshops and trainings; facilitate interactions with high risk families as needed at International Community School, for the period of February 2, 2009 through June 26, 2009, in an additional amount of \$5,000.00, increasing contract from \$17,000.00 to an amount not to exceed \$22,000.00. All other terms and conditions of the Contract remain in full force and effect.

**Funding Source: Title 1**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1528](#)**

**Professional Services Contract - MOCHA - Ascend Elementary School**

Approval by the State Administrator of a Professional Services Contract between the District and MOCHA, for the latter to provide daily one-on-one coaching sessions to ASCEND's summer interventions teachers, for a total of 325 coaching hours; include collaborative curriculum writing, model teaching, and co-teaching of lessons, as well as after school professional development workshops at Ascend Elementary School for the period of June 15, 2009 through August 14, 2009, in an amount not to exceed \$13,000.00.

**Funding Source: Title 1**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1530](#)**

**Amendment No. 3 - Professional Services Contract - Paragon Education Network - Middle School Network I and II**

Approval by the State Administrator of Amendment No. 3 to Professional Services Contract between District and Paragon Education Network, for the latter to provide 14 additional days of coaching for on professional growth plans and learning targets using observation and descriptive feedback for principal and leadership team staff of 14 Middle School Network schools, for the period October 30, 2008 through June 30, 2009, in an additional amount of \$16,000.00, for a new total not to exceed \$148,000.00. All other terms and conditions of the Contract remain in full force and effect.

**Funding Source: Measure E Professional Development**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1534**

**Amendment No. 1 - Professional Services Contract - BAYCES - Ascend Elementary School**

Approval by the State Administrator of Amendment No. 1 of a Professional Services Contract between the District and BAYCES, for the latter to provide teacher inquiry coaching primarily to help teachers to develop the skills needed to meet the needs of English Learners; supporting teachers to reflect upon various forms of student achievement data to identify key learning gaps for students; provide coaching and technical assistance to the Instructional Leader and Instructional Leadership Team so that leaders are able to effectively meet the needs of English Learners at Ascend Elementary School, for the period of August 4, 2008 through June 30, 2009, in an additional amount of \$1,000.00, increasing contract from \$29,000.00 to an amount not to exceed \$30,000.00. All other terms and conditions of the Contract remain in full force and effect.

**Funding Source: Economic Impact Aide / Limited English Proficiency**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1553**

**Amendment No. 1 - Professional Services Contract - Oakland Small Schools Foundation - Urban Promise Academy**

Approval by the State Administrator of Amendment No. 1 of Professional Services Contract between District and Oakland Small Schools Foundation, for the latter to provide 100 additional hours coaching and curriculum development to build a comprehensive curriculum across grade levels for student success at Urban Promise Academy, for the period March 19, 2009 through June 30, 2009, in an additional amount of \$6,000.00, for a new total not to exceed \$21,000.00. All other terms and conditions of the contract remain in full force and effect.

**Funding Source: General Purpose**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1603**

**2009 -2010 Single Plan for Student Achievement - Acorn Woodland Elementary School**

Approval by the State Administrator of the 2009 - 2010 Single Plan for Student Achievement for Acorn Woodland Elementary School.

**Funding Source: Title I, SLIBG, (School and Library Improvement Block Grant) EIA-SCE, (Economic Impact Act), EIA-LEP, QEIA**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1606](#)**

**2009 - 2010 Single Plan for Student Achievement - Alliance Academy Middle School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Alliance Academy Middle School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1608](#)**

**2009 - 2010 Single Plan for Student Achievement - Claremont Middle School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Claremont Middle School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP, and QEIA (Quality Education Investment Act).**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1611](#)**

**2009 - 2010 - Single Plan for Student Achievement - East Oakland Pride Elementary School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for East Oakland Pride Elementary School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1613](#)**

**2009 - 2010 Single Plan for Student Achievement - Esperanza Elementary School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Esperanza Elementary School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant),**

**EIA-SCE )Economic Impact Act), EIA-LEP, and QEIA (Quality Education Investment Act).**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1615](#)**

**2009 - 2010 Single Plan for Student Achievement - Community United Elementary School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Community United Elementary School.

**Funding Source: Title I, SLIBG,(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1617](#)**

**2009 - 2010 Single Plan for Student Achievement - Encompass Academy**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Encompass Academy.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1620](#)**

**2009 - 2010 Single Plan for Student Achievement - Charles P. Howard Elementary School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Charles P. Howard Elementary School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1623](#)**

**2009 - 2010 Single Plan for Student Achievement - Oakland Technical High School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Oakland Technical High School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

This Matter was Recommended Favorably on the Consent Agenda.



[09-1625](#)

**2009 - 2010 Single Plan for Student Achievement - College Preparatory and Architecture Academy**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for College Preparatory and Architecture Academy.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

This Matter was Recommended Favorably on the Consent Agenda.



[09-1627](#)

**2009 - 2010 Single Plan for Student Achievement - Dewey Academy**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Dewey Academy.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

This Matter was Recommended Favorably on the Consent Agenda.



[09-1629](#)

**2009 - 2010 Single Plan for Student Achievement - Life Academy**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Life Academy.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

This Matter was Recommended Favorably on the Consent Agenda.



[09-1632](#)

**2009 - 2010 Single Plan for Student Achievement - MetWest High School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for MetWest High School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

This Matter was Recommended Favorably on the Consent Agenda.



[09-1634](#)

**2009 - 2010 Single Plan for Student Achievement - Coliseum College Preparatory Academy**



Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Coliseum College Preparatory Academy.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP, and QEIA (Quality Education Investment Act).**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1637](#)**

**2009 - 2010 Single Plan for Student Achievement - Elmhurst Community Preparatory Middle School**

Approval by the State Administrator of the 2009 - 2010 Single Plan for Student Achievement - Elmhurst Community Preparatory Middle School

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1639](#)**

**2009 - 2010 Single Plan for Student Achievement - Roosevelt Middle School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Roosevelt Middle School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1641](#)**

**2009 - 2010 Single Plan for Student Achievement - Edna Brewer Middle School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Edna Brewer Middle School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1643](#)**

**2009 - 2010 Single Plan for Student Achievement - Barack Obama Academy**

Approval by the State Administrator of the 2009 - 2010 Single Plan for Student Achievement for Barack Obama Academy.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

 **[09-1646](#)** **2009 - 2010 Single Plan for Student Achievement - Futures Elementary School**

Approval by the State Administrator of the 2009 -2010 Single Plan for Student Achievement for Futures Elementary School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

 **[09-1648](#)** **2009 - 2010 Single Plan for Student Achievement - Frick Middle School**

Approval by the State Administrator of the 2009 -2010 Single Plan for Student Achievement for Frick Middle School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP, and QEIA (Quality Education Investment Act).**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

 **[09-1650](#)** **2009 - 2010 Single Plan for Student Achievement - Bret Harte Middle School**

Approval by the State Administrator of the 2009 -2010 Single Plan for Student Achievement for Bret Harte Middle School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**


 **[09-1652](#)** **2009 - 2010 Single Plan for Student Achievement - James Madison Middle School**

Approval by the State Administrator of the 2009 -2010 Single Plan for Student Achievement for James Madison Middle School.


**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP, and QEIA (Quality Education Investment Act).**

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


**This Matter was Recommended Favorably on the Consent Agenda.**

-  [09-1654](#) **2009 -2010 Single Plan for Student Achievement - Melrose Leadership Academy**  
Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Melrose Leadership Academy.  
**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**  
**Attachments:** [Document\(s\)](#)


**This Matter was Recommended Favorably on the Consent Agenda.**

-  [09-1656](#) **2009 - 2010 Single Plan for Student Achievement for Westlake Middle School**  
Approval by the State Administrator of the 2009 -2010 Single Plan for Student Achievement for Westlake Middle School.  
**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**  
**Attachments:** [Document\(s\)](#)

**This Matter was Recommended Favorably on the Consent Agenda.**

-  [09-1658](#) **2009 - 2010 Single Plan for Student Achievement - United for Success Middle School**  
Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for United for Success Middle School.  
**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**  
**Attachments:** [Document\(s\)](#)

**This Matter was Recommended Favorably on the Consent Agenda.**

-  [09-1660](#) **2009 - 2010 Single Plan for Student Achievement - Roots International Middle School**  
Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Roots International Middle School.  
**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**  
**Attachments:** [Document\(s\)](#)

**This Matter was Recommended Favorably on the Consent Agenda.**

-  [09-1662](#) **2009 - 2010 Single Plan for Student Achievement - West Oakland Middle School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for West Oakland Middle School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1665](#)**

**2009 - 2010 Single Plan for Student Achievement - Urban Promise Middle School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Urban Promise Middle School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP, and QEIA (Quality Education Investment Act).**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1668](#)**

**2009 - 2010 Single Plan for Student Achievement - Fred T. Korematsu Discovery Elementary School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Fred T. Korematsu Discovery Elementary School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1670](#)**

**2009 - 2010 Single Plan for Student Achievement - Leadership Preparatory High School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Leadership Preparatory High School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP, HPSG (High Priority Schools Grant)**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1672](#)**

**2009 - 2010 Single Plan for Student Achievement - Far West High School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Far West High School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant),**

**EIA-SCE )Economic Impact Act), EIA-LEP****Attachments:** [Document\(s\)](#)**This Matter was Recommended Favorably on the Consent Agenda.****[09-1674](#)****2009 - 2010 Single Plan for Student Achievement - Mandela High School**

Approval by the State Administrator of the 2009 -2010 Single Plan for Student Achievement for Mandela High School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP, and HPSG (High Priority Schools Grant)****Attachments:** [Document\(s\)](#)**This Matter was Recommended Favorably on the Consent Agenda.****[09-1676](#)****2009 - 2010 Single Plan for Student Achievement - Oakland International High School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Oakland International High School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP****Attachments:** [Document\(s\)](#)**This Matter was Recommended Favorably on the Consent Agenda.****[09-1678](#)****2009 - 2010 Single Plan for Student Achievement - Media Academy**

Approval by the State Administrator of the 2009 -2010 Single Plan for Student Achievement for Media Academy.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP, and HPSG (High Priority School Grant)****Attachments:** [Document\(s\)](#)**This Matter was Recommended Favorably on the Consent Agenda.****[09-1680](#)****2009 - 2010 Single Plan for Student Achievement - Burckhalter Elementary School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Burckhalter Elementary School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP****Attachments:** [Document\(s\)](#)**This Matter was Recommended Favorably on the Consent Agenda.**

[09-1682](#)**2009 - 2010 Single Plan for Student Achievement - Bridges Academy**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Bridges Academy.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP, and OEIA (Quality Education Investment Act).**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

[09-1684](#)**2009 - 2010 Single Plan for Student Achievement - Allendale Elementary School**

Approval by the State Administrator of the 2009 -2010 Single Plan for Student Achievement for Allendale Elementary School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

[09-1685](#)**2009 -2010 Single Plan for Student Achievement - Markham Elementary School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Markham Elementary School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP, and OEIA (Quality Education Investment Act).**

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

**This Matter was Recommended Favorably on the Consent Agenda.**


[09-1689](#)**2009 - 2010 Single Plan for Student Achievement - Greenleaf Elementary School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Greenleaf Elementary School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

 [09-1691](#) **2009 - 2010 Single Plan for Student Achievement - Fruitvale Elementary School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Fruitvale Elementary School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**


 [09-1697](#) **2009 - 2010 Single Plan for Student Achievement - Ruidsdale Continuation School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Ruidsdale Continuation School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

 [09-1699](#) **2009 - 2010 Single Plan for Student Achievement - East Oakland School of the Arts High School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for East Oakland School of the Arts High School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP, and HPSG (High Priority Schools Grant)**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

 [09-1702](#) **2009 - 2010 Single Plan for Student Achievement - Sojourner Truth Independent Study**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Sojourner Truth Independent Study.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

 [09-1704](#) **2009 - 2010 Single Plan for Student Achievement - Paul Robeson High School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Paul Robeson High School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP, and HPSG (High Priority Schools Grant)**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1707](#)**

**2009 - 2010 Single Plan for Student Achievement - Oakland Community Day School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Oakland Community Day School.

**Funding Source: Title I, SLIBG(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1710](#)**

**2009 - 2010 Single Plan for Student Achievement - Youth Empowerment High School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Youth Empowerment High School.

**Funding Source: Title I, SLIBG,(School and Library Improvement Block Grant), EIA-SCE )Economic Impact Act), EIA-LEP, and HPSG (High Priority Schools Grant)**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1723](#)**

**2009 - 2010 Single Plan for Student Achievement - Parker Elementary School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Parker Elementary School.

**Funding Source: Title I, SLIBG, (School and Library Improvement Block Grant), EIA/SCE, (Economic Impact Act), EIA/LEP,**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**[09-1727](#)**

**2009 - 2010 Single Plan for Student Achievement - Reach Academy**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Reach Academy.

**Funding Source: Title I, SLIBG, (School and Library Improvement Block Grant,**



**EIA/SCE, (Economic Impact Act), EIA/LEP****Attachments:** [Document\(s\)](#)

This Matter was Recommended Favorably on the Consent Agenda.

**09-1729****2009 - 2010 Single Plan for Student Achievement for Sobrante Park Elementary School**

Approval by the State Administrator of the 2009-2010 Single Plan for Student Achievement for Sobrante Park Elementary School.

**Funding Source: Title I, SLIBG, (School and Library Improvement Block Grant), EIA/SCE, (Economic Impact Act), EIA/LEP****Attachments:** [Document\(s\)](#)

This Matter was Recommended Favorably on the Consent Agenda.

**09-1749****Partnership Program Contract Agreement - California State Department of Rehabilitation - Programs for Exceptional Children**

Approval by the State Administrator of Contract Agreement Number 27366 between the District and California Department of Rehabilitation, for the latter to provide support of students enrolled in the Transition Partnership Program, for the period of July 1, 2009 through June 30, 2012, granting up to \$877,182.00 in cost reimbursement to District.

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

This Matter was Recommended Favorably on the Consent Agenda.

**09-1787****Master Memorandum of Understanding - Aspiranet - Oakland Unified School District**

Approval by the State Administrator of a Master Memorandum of Understanding (MOU) between District and Aspiranet, for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at school sites to be determined, for the period July 1, 2009 through June 30, 2010, in an amount not to exceed \$2,297,158.00, pursuant to the terms and conditions as specified in the MOU.

**Funding Source: After School Education and Safety (ASES) Grant and the 21st Century Community Learning (21st CCLC) Grant****Attachments:** [Document\(s\)](#)

This Matter was Recommended Favorably on the Consent Agenda.

**09-1788****Master Memorandum of Understanding - Bay Area Community Resources - Oakland Unified School District**

Approval by the State Administrator of a Master Memorandum of Understanding (MOU) between District and Bay Area Community Resources, for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at school sites to be determined, for the period July 1, 2009 through June 30, 2010, in an amount not to exceed \$3,564,606.00, pursuant to the terms and conditions as specified in the MOU.

**Funding Source: After School Education and Safety (ASES), 21st Century Community Learning (21st CCLC) Grant, and the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Grant**

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

**This Matter was Recommended Favorably on the Consent Agenda.**



**09-1789**

**Master Memorandum of Understanding - San Francisco Bay Area Council, Learning for Life - Oakland Unified School District**

Approval by the State Administrator of a Master Memorandum of Understanding (MOU) between District and San Francisco Bay Area Council, Learning for Life, for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at school sites to be determined, for the period July 1, 2009 through June 30, 2010, in an amount not to exceed \$1,155,189.00, pursuant to the terms and conditions as specified in the MOU.

**Funding Source: After School Education and Safety (ASES) and the 21st Century Community Learning (21st CCLC) Grant**

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

*Joel Ross, Contract Administrator, stated the dollar amount listed as \$3,564,606.00 on the agenda should be corrected to read \$1,155,189.00. The Committee accepted the requested change.*

**This Matter was Recommended Favorably as Amended on the Consent Agenda.**



**09-1790**

**Master Memorandum of Understanding - Sports4Kids - Oakland Unified School District**

Approval by the State Administrator of a Master Memorandum of Understanding (MOU) between District and Sports4Kids, for the latter to provide Arts, Recreation, Leadership, Physical Activities and comprehensive after school programs at school sites to be determined, for the period July 1, 2009 through June 30, 2010, in an amount not to exceed \$727,500.00, pursuant to the terms and conditions as specified in the MOU.

**Funding Source: After School Education and Safety (ASES) and the 21st Century Community Learning (21st CCLC) Grant**

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

*Joel Ross, Contract Administrator, requested that the agenda wording be revised to reflect the vendor, among other services, is providing "Physical Activities and comprehensive after school programs" rather than "Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency." The Committee accept the requested change.*

**This Matter was Recommended Favorably as Amended on the Consent Agenda.**



**[09-1795](#)**

**Master Memorandum of Understanding - YMCA of the East Bay - Oakland Unified School District**

Approval by the State Administrator of a Master Memorandum of Understanding (MOU) between District and YMCA of the East Bay, for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at school sites to be determined, for the period July 1, 2009 through June 30, 2010, in an amount not to exceed \$1,383,010.00, pursuant to the terms and conditions as specified in the MOU.

**Funding Source: After School Education and Safety (ASES), 21st Century Community Learning (21st CCLC) Grant, and the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Grant**

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

**This Matter was Recommended Favorably on the Consent Agenda.**

## **Passed The Committee General Consent Report - State Administrator**

**A motion was made by Jumoke Hinton Hodge, seconded by Gary Yee, including all the preceding items marked as having been adopted on the Consent Agenda. The motion carried by the following vote:**

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

## **E. Unfinished Business**

## **F. New Business**



**[09-1394](#)**

**Gifted and Talented Education Program (GATE)**

Presentation on Gifted and Talented Education Program.

**Attachments:** [09-1394 - Gifted and Talented Education Program \(GATE\).ppt](#)  
[09-1394 GATE Powerpoint presentation v3.ppt](#)  
[09-1394 - Gifted and Talented Education Program \(GATE\).ppt](#)

*Brad Stam, Chief Academic Officer, used a PowerPoint Presentation for an overview of the Gifted and Talented Education Program (GATE). Mr. Stam said that the GATE program, within the context of college and career readiness for all, that there are three main areas goals: High quality instruction and curriculum in every classroom every day; safety net; monitoring and support systems to keep all students on track to graduate; and a system of multiple pathways to graduation. There are sub-buckets including the strengthening of Advanced Math and Science Pathways and Pathways to Advanced Placement. The District is firmly committed to the belief that throughout Oakland's diverse cultural groups, there exists gifted and talented students whose continued development requires special services. We have worked hard in the District to ensure that there is full participation of all students across cultural, economic, and linguistic backgrounds. We have significantly increased our GATE assessment in the third grade. GATE is a pipeline to Advanced Placement, college-going readiness and successful post-secondary options. He said PL-142 provides that all students are entitled to a free and appropriate education. The legislation states that administrative groupings and structures appropriate for gifted education may include cluster groupings. The program provides services that are an integral part of the school day. It provides for continuous progress and intellectual peer interaction. It provides for flexible grouping in the classroom to meet student needs and abilities.*

*Yvonne Allara, Director, Professional Development, said the areas of underrepresentation of students of color, teaching training and parent involvement have been addressed since 2004. Ms. Allara reviewed efforts of an Advisory Committee, including a pilot program that tested all third grade students where there had been no referrals for GATE. Since 2004-05, the number of students enrolled in GATE has increased from 2,732 students to 4,125 students. There has been a 4% increase of African American and Latino students identified for GATE. The results of the pilot have meant that every elementary and middle school have GATE-identified students and a GATE program. Mr. Stam said we still have an underrepresentation of color, but it is not as severe as it once was. Ms. Allara reviewed slide information on Teacher Training. A district GATE Parent Advisory Committee has been formed and meets regularly. Presentations about the GATE program have been made to DAC and DELAC. The first GATE parent Conference was held in February 2008.*

*Ms. Allara said information on 2008-09 data will be forwarded to committee members. It does show that we have made the five percent at the majority of elementary schools and that all schools have a program. In alignment with the District critical practices, we believe that quality education supports all students to achieve. Through our parent engagement efforts we have heard the concerns and ideas of the middle school parents of GATE parents. At the middle school level there is a focus on Assessment for learning; equity of Engagement; a pilot of differentiation in six schools as a response to supporting GATE students. We will provide, starting tomorrow, 7th and 8th grade language arts teachers with 24 hours of training. The goal is to train teachers in differentiated instruction and in the general parameters of the GATE program. The teachers will be offered an opportunity to work for a week in the summer to develop differentiated curriculum to use in their classes in the fall. Upon completion of the pilot training, the teachers will receive a GATE certificate. Teachers will receive follow-up training and support throughout the 2009-10 school year. All 7th and 8th grade students in the pilot schools will be put into language arts classrooms with teachers who have received a GATE*

*certificate. GATE students will be intentionally clustered into groups of 6-10 in language arts classrooms. Students will have the opportunity to earn an Honors grade in the language arts class.*

*Ms. Allara said it has also been suggested that college prep starts in the elementary and middle school grades, besides having a teacher trained well in differentiation and the nuances of addressing the needs of GATE students. It has been recommended that we offer an Honors Grade in English Language Arts to the students in the pilot and that it will become institutionalized in Oakland and spread to other core classes, as well.*

*Mr. Stam said the idea behind the Honors Grade is that we have seen racial stratification in many of our secondary schools where primarily White and Asian students tend to be overrepresented in Honors and Advanced Placement courses. African American and Latino students tend to be underrepresented. One of the equity strategies that we are pursuing to address this inequity is to look at the idea of Honors Grades, as opposed to exclusively Honors Classes. By doing a challenge project or an extension to coursework that addresses particular standards, students can push themselves. It can be recognized within the transcript as well, without contributing to this racial inequity and stratification that we see in too many of the secondary schools around the United States.*

*Ms Allara said the six pilot schools are Bret Harte, Roosevelt, Claremont, Brewer, and Montera Middle Schools.*

*Celia Davis, parent, Bret Harte Middle School, commented on the implementation of the pilot program, saying that not all teachers are being trained. In some schools there is turnover in staffing and all 7th and 8th grade students will be receiving this instruction from teachers who have received GATE training. She is hoping there will be a second opportunity for teachers to receive the training. It needs to be very clear about metrics to evaluate the program. When is that going to happen and who is going to determine the next steps? Will it be expanded to sixth grade? Will it be extended to other middle schools? How will success be determined? She supports time set aside for implementation for helping the teachers use it in the classroom.*

*Karen Ohlson, Parent, Bret Harte Middle School, thanked GATE staff for expanding the testing and for identifying a more diverse group of GATE students. The pilot program focuses on one of the possible strategies for meeting the needs of GATE students which is differentiated instruction. It is important to know if the extra training and extra teacher support will allow the strategy of differentiated instruction to work effectively in our middle schools? If there are difficulties with it, what does that say for the implementation across the District?*

*Julie Mills, parent, Edna Brewer Middle School, said she is concerned about the lack of appropriate services for GATE students, especially in middle school. The pilot program might not be enough. She said GATE students have special needs and special learning styles that need to be addressed.*

*Director Dobbins asked about the number of GATE kids in an Honors Class. Ms. Allara said the GATE California State Department of Education recommendation is that students be clustered and six to ten students is recommended. It could be four to seven students depending on the size of the school. The reason is that GATE students need to interact with*

other GATE students. Director Dobbins asked about the 31% increase of GATE students from 2006-07 to 2007-08. Ms. Allara said the increase was due to expansion of testing. Director Dobbins said we need to know how to implement the differentiated instruction so that every kid gets a chance to get more advanced work.

Director Hodge spoke in support of putting more kids into that place where there is a higher expectation. She asked what is our readying of principals to support teachers? She would support evaluation and follow up. She asked for clarification on "differentiated instruction". Ms. Allara said differentiation of instruction means that we have the same standard for all students that we are working on for a certain amount of time in a classroom and that every student learns in a different way and has to be taught in a different way in order for the child to master a standard. Our goal is to help teachers develop a toolkit of strategies that they can rely on at all times in order to meet the needs of all kids to help them achieve a standard. Mr. Stam said that good differentiation requires careful planning. Teacher collaboration can produce a better, well planned unit lesson design that can be fine tuned over time.

Director Hodge said this type of teaching needs to happen for every child. She asked about supports at the teaching level and at the OEA level? This feels like the District is pushing the work force to do something really different. In our contract negotiations, there is always going to be a question of whether or not the conditions are correct in order for the teachers to do those particular kinds of things. How is it being embraced? A contract is required which allows planning learning communities to thrive.

Jamie Marantz, Middle School Network Officer, said she understands the tension between the concept of "we are mandating" and teachers saying "Here's another mandate" versus concept of appreciating instruction for all. If teachers are taught how to differentiate well in the classroom and the classroom is mixed, then everyone in the classroom is benefiting from that differentiation.

Gia Tran, Middle School Network Officer, said we have been very successful in engaging our principals through our middle school initiative. With assessment for learning, it is all about differentiation. The strengths and weaknesses for each student has to be assessed. Teachers need to assess who is getting a lesson and who is not. Groups can be pulled out that did not get it and groups can be pulled out that need the enrichment. We model the lessons and the strategies within our network meeting. We support them by going to their site and doing walk-throughs with them. We are supporting them through observation. We hold them accountable because we have them turn in their observations to us. We talk to them about their data and their observation. Our emphasis is around quality instruction in the classroom every day.

Chairperson Yee said one of the parents talked about evaluating and assessing the pilot. Are we talking about CST scores for the pilot? Ms. Allara said we have different groups that have given us recommended criteria. The teachers by the third full day of the training are going to have input into what they think the criteria should be. We will take a look at that and Brad Stam will ultimately define the final criteria. Chairperson Yee spoke of an expectation in the end and that differentiated instruction is an effective instrument for them in their language arts. He is encouraging us to develop some kind of assessment whether it is a product or performance standard. The District will need it for the Honors Grades. He asked about 7th graders in the pilot schools. It does not sound as if there are enough

*GATE students to go around. Ms. Allara said the groups would include 7th and 8th grade. The training starts tomorrow and will be offered again in the fall.*

*Mr. Stam said the indicators of success needs to be part of the professional development itself. If the teachers do not have a common vision as to what successful implementation looks like, there is not going to be any calibration among the teachers.*

*Oscar Wright stated the Office of Civil Rights said this is what the Board had to do in 1998. He read portion of the Voluntary Desegregation Resolution from 1998 regarding course offerings and curriculum content and that each school is required to effectively distribute information to all parents regarding course offerings.*

*Committee members said they would follow up on the Pilot Program in the Teaching and Learning Committee.*

#### **Discussed and Closed**



#### **09-1700**

#### **Operational Expectation 11: Instructional Program**

Adoption by Board of Education of Superintendent of Schools Monitoring Report - Policy Type: Operational Expectation (OE) 11 - Instructional Program as in compliance with exceptions as noted in said Monitoring Report.

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

**Tabled to a Date Certain**



#### **09-1786**

#### **High School Graduation Requirement - Adoption and Implementation of A-G Course Requirements**

Adoption by Board of Education of Resolution No. 0809-0228 - High School Graduation Requirement - Adoption and Implementation of A-G Course Requirements As Recommended by the University of California and California State University, Respectfully.

**Attachments:** [09-1786\\_ A-G Requirements Resolution.pdf](#)

*Chairperson Yee said Resolution 0809-0228 intends to create educational equity in Oakland through the implementation of the University of California and California State University A-G Course Sequence as part of our high school graduation requirements. The item was introduced at the last board meeting by the All City Council. The issue was referred to this committee and Brad Stam was asked to review the resolution for recommendation.*

*Brad Stam, Chief Academic Officer, said it is staff recommendation to approve the resolution. It represents the collaboration of many different community groups, teachers, staff and student leadership. It is well crafted and represents many points of similar resolutions from other districts that have gone to an A-G sequence for part of their graduation requirements. Staff is being directed to pay special attention to the needs of English Language Learners, Immigrant Students, Special Education Students, and Alternative Education students, in that we identify a variety of means for the completion of the prescribed course sequence in order to accommodate the needs of all of these students.*

*It also calls upon staff to identify where resources need to be realigned and rededicated to ensure that all students are prepared to successfully complete the course sequence; and have a clear recognition for professional development and the realignment and reimagining of counseling services; and that the connection to a strong career technical education component are all part of the package to create a successful implementation of this resolution. It also calls upon the Superintendent to establish an A-G Implementation Committee to collaborate with all of the stakeholder groups, as well as post-secondary institutions to develop a strategic plan blueprint that will guide our implementation steps, paying specific attention to student supports and safety nets, facilities, finance, personnel, school climate, teacher professional development, curriculum and career and technical education; that this action will begin immediately after the adoption of this resolution and progress so that the A-G graduation requirements will be fully implemented beginning with students entering Ninth Grade in the fall of 2011, unless otherwise directed by the Implementation Committee. It also resolves that the Superintendent shall report on or before November 10 and annually thereafter, on the progress of the implementation with respect to student outcomes and district resource allocation.*

*Oscar Wright read Title VI of the Civil Rights Act of 1964. He also read an article from today's newspaper regarding math and reading standards. He said we have delayed this too long referring to the California State framework for reading and language arts.*

*Sheilagh Polk, Education Trust West, spoke in support of the resolution and the A-G Requirements.*

*Wandra Boyd talked about the implementation of A-G which has been discussed for several years. She said elementary school parents need to be informed about A-G so that children will get pre-requisite course work. She asked for clarification about parents who have children retaking algebra in the ninth grade. Colleges will ask why the class was retaken when the student successfully passed the class in an earlier grade.*

*Craig Gordon, Teacher, Paul Robeson High School, said OEA teachers were notified about this very recently. He is concerned that the end result could be more high school students dropping out without providing the resources to make it real. He said Robeson has had its resources for A-G cut over the last couple of years. They have had their Performing Arts and Visual Arts courses cut. Next year, as they are being phased out, they will have a counselor one day a week; yet they will still have 10th, 11th, and 12th grade students who will need counseling.*

*Director Hodge commented on the timing of implementation and that we need to be well prepared in terms of where our resources are going, how our teachers are trained, and if there is teacher support. She sees implementation starting at 2009-10 through the third year 2010-11. What are the benchmarks? What are the things that we are trying to accomplish, even in the two-year period? One of her priorities is the counseling piece on the front end. There are community-based organizations that have tried to partner in high schools to do a better job of getting to families about A-G requirements. The first year benchmarks should include the English Language Learners and Special Education Learners as a top priority. We need to be specific when talking about Alternative Education and Continuation Schools. The Student Directors have reported that there are students in those schools that wish to be eligible for college.*



*Mr. Stam said the Network Officers, Career College Readiness Office, Instructional Services, Research and Assessment, and Special Education Offices have been developing a comprehensive analysis to get us there and that will be organized into a plan in conjunction with the teachers and the community groups. We can be ready to present to the Board in preliminary form either at the next Teaching and Learning Committee or at the first meeting in August.*

*Director Dobbins said we have to look to staff leadership for proper implementation. How are we going to implement this at our small schools? Where will the students at Robeson enroll for the A-G classes? Mr. Stam said we would have to guarantee that the course sequence would be available at every school which might mean taking a shared course on a shared campus or taking a course at a community college or another venue. We are using the two years of implementation to ensure that we have everything we need in place.*

*Chairperson Yee said the broad question for most of us is A-G is not the same as AP. A-G is the core of courses that are in different subject areas and the courses are approved for their content by the California State University system. What are the non-compliant A-G courses that students take at the schools? Wendy Gudalewicz, High School Network Officer, said the small schools are closer to compliance than the large schools and there is less ability to track kids in the small schools.*

*Chairperson Yee asked about students from other countries taking ESL classes at the International School which are not generally A-G compliant. Alison McDonald, High School Network Officer, said we need to take a close look at ELD classes and Special Education courses, International High School is working closely with UC/Berkeley and they have a commitment to make their courses A-G as much as possible. We will be working on that over the next two years.*

*Chairperson Yee asked about the Math courses for A-G and what happens to Algebra in Grade 9 when the course is taken in the eighth grade? Ms. McDonald said three years of high school math is required. Students would not get credit for Algebra in the ninth grade if they successfully passed the course in the eighth grade. Chairperson Yee said our general thrust should be that every student will be at the algebra level at least in the ninth grade. There will be no basic arithmetic and no pre-algebra courses.*

*Interim Superintendent Mayor said some of the supports have to be at the middle school level. There has to be a different mindset at the middle school, as well as at the high school.*

*Chairperson Yee asked about the relationship between the frameworks, the contents standards and the A-G classes? Mr. Stam said content standards at each grade level comprise the backbone of the courses. Those have to be demonstrated in order to be approved by the UC/CSU systems. Chairperson Yee said as we put together high school English teachers and college English teachers, there is a big difference between the academic content standards in the high school curriculum and what the colleges expect in their introductory composition English 1A class. There has been discussion about whether or not high school English should be less literature and more expository writing and critical thinking. Ms. Gudalewicz said if the outcome is to teach the book, then we are in trouble. If the outcome is to use the book to teach the standards, we are good to go. Regarding the expository writing piece, we have a course that was piloted at Skyline and is*

expanding to the English Department outside of Ninth Grade. Ms. McDonald said there are 30 English teachers signed up for it in June and it is a CSU English course that teaches expository writing to ramp up students for college work.

Chairperson Yee stated it is alleged that counselors are not necessarily scheduling students into the A-G classes. Is it a matter of having enough counselors or having the counselors schedule the students properly? Ms. Gudalewicz said if we narrow the courses that we allow students to be scheduled into, we solve the problem. We have course offerings and course codes in the District which need to be eliminated.

Staff was asked when a course audit could be presented to the committee. Mr. Stam said the actual changes have been completed and they are being implemented for the fall. We can provide a list. The catalog itself will be on line. We will need to add sections of World Language and make changes to Mathematics. We will have address the complex issues of Special Education and late entry English Learners.

Director Hodge noted it is important to note that we are embracing teachers. The OEA President has been involved in the process and has attended numerous meetings. It is important to think about the implementation piece. She requested staff to address the issue of institutional racism in the District for the Year 1 benchmarks. She said that could be a barrier to the process.

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

**Votes:** Adv Aye: 3 - Christopher Dobbins, Jumoke Hinton Hodge and Gary Yee  
Adv Nay: 0  
Adv Abstain: 0  
Aye: 0  
Nay: 0  
Recused: 0  
Preferential Aye: 0  
Preferential Abstention: 0  
Preferential Nay: 0

## Roll Call (Secretary's Observation)

*Director Dobbins absent at 8:40 P.M.*

**Roll Call:** Present: Jumoke Hodge and Gary Yee  
Absent: Christopher Dobbins



### [09-1803](#)

## School Portfolio Management Report - Focused Schools Update

Presentation of School Portfolio Management Report - Focused Schools Update.

**Attachments:** [09-1803 - School Portfolio Management Report - Focused Schools Update.ppt](#)

*Brad Stam, Chief Academic Officer, used a PowerPoint for report on focus schools with restructuring plans, a summary of the closing campuses for June 2009, and planned phase*

outs for next year. Mr. Stam said this presentation focuses on the Red schools which require restructuring, as well as schools with academic issues that were red tier schools. The factors that became incorporated into recommendations were academic factors, quantitative achievement data, evaluation of leadership capacities, school monitoring and observation, survey data, programmatic sustainability, long-term enrollment trends, attendance boundaries, and MegaBoundary impact.

Mr. Stam said we originally presented data analysis on October 29, 2008. We have had ongoing community engagements with Board Members and Network Officers to identify and discuss regional solutions. In October-November 2009, staff will evaluate appropriate solutions for each focus school and recommendations will be presented to the Board in December 2009.

Mr. Stam reviewed the 2008-2009 Restructuring Plan:

- The District's plan for addressing schools in P.I.4 or P.I.5 is as required by Federal No Child Left Behind legislation and determined by the California Department of Education:

1. Reopen school as a charter
2. Replace all or most staff, including principal
3. Contract with outside entity to manage school
4. State takeover (not an option in California)
5. Any other major restructuring

The District chose Option 5 from the list. It was our assessment that it made more sense to identify individual schools without the most effective intervention. We needed to focus on restructuring of the new wave of schools that were going into Program Improvement 4 and 5.

- The Tiered Accountability and Support System (TASS) is designed to meet Program Improvement requirements and implement alternative governance through increased district involvement and oversight at Yellow, Orange and Red Tier schools.

- Under Restructuring, the Network Officer is primarily responsible for increased district involvement and oversight at the Focus Schools. Their Responsibilities include:

- Approval and close oversight of implementation of Single Plan for Student Achievement (SPSA) objectives and strategic activities to meet targets;
- Mandating changes in site plan and budget allocations as needed to maximize accelerated achievement;
- Meeting with Chief Academic Officer regularly to discuss school's plan and its implementation;
- Identifying and securing additional resources to support plan;
- Facilitating team based walk-throughs tied to the school's instructional focus; and

- *Conducting Focus School engagement sessions for community feedback on school improvement;*
- *Every school has to submit a single plan for Student Achievement on annual basis. The RBB process incorporates the plan for alternative governance with input from school staff, parents, and community members through School Site Council and SSC meetings.*
- *Network Officers work with school site leadership to draft the school's three-year plan to include:*
  - *One to three priority areas focused on instruction, leadership and organizational practices,*
  - *Measurable outcomes and progress indicators to monitor results of school restructuring efforts, and*
  - *Aligned resources, including needed additional funds, to effectively implement restructuring plan.*
- *School leadership presents draft plan to Chief Academic Officer and central office staff for feedback for further revisions. Revised plan is then reviewed by Network Officer and Chief Academic Officer for final recommendation for approval by board.*

*Mr. Stam said Brookfield, Garfield and Horace Mann were the first group of schools that did a restructuring plan and their current focus is Accelerated Improvement which includes:*

*Disciplined implementation of "Achievement and Restructuring Acceleration" plan*

- *Accelerate learning through standards-based instruction to include Intensive professional development and site based coaching in core content areas; site base coaching in English Language Arts, Mathematics, and English Language development; and tiered intervention programs for struggling students.:*
- *Collaborative planning and data based inquiry (Professional Learning Communities)*
- *Smaller class sizes as part of the Quality Education Investment Act (QEIA) grant*

*Mr. Stam said the next group is middle schools with Restructuring Plans: Claremont, Frick, Roosevelt, Madison, Urban Promise, and Westlake. They have a very specific focus to build the capacity of teachers and the instructional leaders through teacher professional development, in classroom coaching, administrator observation and feedback, and planning, analysis of student results and assessment development in professional learning communities.*

*We are implementing Si Swun Math for all of the sixth grade math classrooms in the District and piloting it in 7th grade. Our algebra teachers in the 8th grade are receiving additional professional development support through the algebra initiative.*

*Mr. Stam reviewed the Restructuring plans for Oakland High, Skyline and Oakland*

*Technical High Schools who are in PI4 and PI5 status. The 2008-2010 focus is Accelerated Improvement and involves the creation of 9th grades houses or families.*

*Alison McDonald and Wendy Gudalowicz, High School Network Officers, spoke about the engagement process used with staff, parents and students at those schools, starting with the Cambridge Education reviews.*

*Ms. McDonald said Oakland Tech and Oakland High had Cambridge reviews in November. We spent two full days at the school establishing strengths and weaknesses. They both had WASC accreditation reviews. In the fall, we involved administrators at both schools around the need for more attention to the ninth grade. We did this primarily through data, looking at what happens to students who start to fail in the ninth grade, looking at drop-out trends, and creating an urgency around their ninth graders. We evolved into a situation where we have an assistant principal at Oakland Tech and Oakland High. The AP is responsible for organizing teachers into ninth grade small learning communities. At Oakland Tech, all ninth graders will be in small learning communities. Students do better with personalization. The ninth grade teachers are actively involved in making plans together around common procedures, agreements, and lesson planning. There is a dedicated counselor to the ninth graders. There has been much work done around grading practices. All students will be in A-G courses. Oakland High School is very similar. It will have an advisory class taught within their computer health classes. They are looking at improving engagement and communication with parents. The teachers and administrators are very invigorated by this process and they recognize ninth graders need to start right.*

*Mr. Stam said early interventions will be used for students who are showing low attendance or moving toward a "D" or "F" grade within the first few weeks of school. Ms. McDonald said both schools are working carefully on the professional learning community work we have done in the District.*

*Ms. Gudalowicz said Skyline is similar to the other two. A Cambridge visit occurred in October and they had a WASC review. Both of the findings from Cambridge and the WASC review paralleled each other, focusing on instruction, personalization, and equity. Students were not all getting A-G. The process for restructuring at Skyline began in November. They met every week from November through March. There was a committee consisting of teachers, administrators, parents and students that came together to do the work. We also supplied them with a facilitator. Their restructuring plan includes six ninth grade houses at Skyline next year. Each house will have 100 students. Students will be in classes in the house for English, Math. All ninth graders will take Biology and World History. Additional minutes will be added every day or three days a week to one period during the day. The students will have contiguous time and space. They will also be given space on the Skyline campus so that they will not have to move around the campuses as much. The teams will be heterogeneous by placing a Geometry section in each house to accommodate the more advanced learners. There will be a counselor dedicated to the ninth grade house, as well as an assistant principal. Each of the houses has a lead teacher and an additional prep to help facilitate and manage professional development in the professional learning communities. All of the teams at Skyline have now been formed.*

*Chairperson Yee asked for clarity about the fiscal impact, planning time, and teacher leaders. Ms. Gudalowicz said Skyline will have an additional prep period to help*

*coordinate and facilitate the work. All of the other teachers in the house teach five periods. New teachers teach four in house. There is an additional cost. Skyline traditionally starts with 650 students. This year it will start with 600. The graduating classes generally ranges from 260 to 320 students, which means one-half of the students do not make it to graduation from Skyline. It is cost effective to spend a little money up front in order to maintain the ninth graders as they move forward and to better prepare them. Right now, categorical funds will be used because of class size reduction. Ninth grade teachers will not have more than 25 students and we can use categorical funds to offset and that is in the site plan. Other additional costs involve planning and additional pay for the teachers.*

*Chairperson Yee asked if career technical education is built into the ninth grade. Ms. McDonald said we have academies at both schools. Tech was awarded a grant academy. The plan is to give ninth graders a good introduction to their choices so that they can move into one of the academies in the tenth grade. We do not have a technical education ninth grade course. They are taking A-G courses.*

*Director Hodge asked if this was going to help parents make better choices. There is a sense in the community that students can do well at the academies at Oakland and 98% of the academy students go on to college. In the general population, there are achievement gap issues and violence issues. What is the proposed outcome? Ms. McDonald said the outcome is to decrease ninth grade failure and drop out, and to heighten student academic A-G success. We are losing too many of our ninth graders from the comprehensive high schools.*

*Wandra Boyd, member of the Redesign Team at Skyline, said the team met every week and she attended every meeting. It looks great, but she does not know what happened after the March meeting. They were supposed to hold follow-up meetings with teachers and team meetings. One of the teachers opted out. We have no restructure and we need something to work at Skyline. We need to go forward with a plan that will be successful. She does not know how it is going to work.*

*David Orphal, said he was not at any of the restructuring meetings, but he was recruited to be one of the lead teachers. It is going to work and the highlight is the 25:1 class size ratio and the advisory program. He has had a few teachers ask him to opt out of the program. This year he has 150 students compared to the 25 he will have in the new structure. He and the other three teachers on his team are dedicated that none of their 100 kids will not slip through the cracks. Each of the other six teams have made the same commitment and if all 24 teachers stay true to that commitment, every freshman will stay on track.*

*Mr. Orphal was asked about the rationale for teachers opting out. He was told the issue involved OEA contract language. The contract states that the prep shall be limited to two, except for emergency situations and when appropriate to the educational program. Some teachers balked at the idea of moving their classroom or being in small collaborative teaching teams because they do not wish to see their practices scrutinized or challenged. Mr. Orphal said there are legitimate concerns about FTEs. We should listen to the suggestions of the teachers*

*Mr. Stam reviewed powerpoint slides for Sankofa. He said Sankofa has academic enrollment issues and a potential impact on neighboring schools. While the number of elementary residents are increasing, Sankofa as a low projected enrollment of 98 for 2009.*

*We must examine the possibility of mergers, school closure due to the low enrollment of the school, fiscal liability, as well as continue efforts to support the program in the coming year. We have continued meetings with the Board Director, Network Officer, and the principals of the two schools to discuss options for Sankofa. We are continuing to do our analysis of the financial implications and other issues, i.e., Prop 39, that the Board will need to include in any decision going forward, as well as reassignment of students and staff.*

*Mr. Stam reviewed slide information for Martin Luther King, Jr., and Lafayette Elementary Schools. Both schools are underutilized in terms of facility space and are in close proximity. The recommended focus for both is to continue to examine different scenarios in order to increase program options, increase enrollment by offering desired programs and reducing costs. We are working with Director Hodge and the Network Officer to identify a process for engaging the school communities as well as the broader West Oakland community to identify innovative options that would attract increased enrollment at these two schools.*

*Mr. Stam reviewed slide information for Youth Empowerment School (YES). Very few incoming ninth graders choose YES. It is on a campus that is underutilized while the nearby Castlemont campus has the capacity to accommodate additional students. We are exploring multiple scenarios in order to increase program options, enrollment and reduce costs. The Network Officer is working with Director Spearman to identify a process. The current principal has resigned and we are currently in the process of selecting a new principal. The projected enrollment for 2009-10 is 242 students. He noted the very low proficiency rate and the negative change in the Mathematics. The API is at 537.*

*Mr. Stam reviewed the slide information on the Castlemont site. There are three schools and one charter school on the site. All three schools are increasing their focus on standard mastery of individual student progress across multiple measures. Leadership is working on developing distinctive academies within its program. EOSA has the highest proficiency of African American students on the CAHSEE and saw some growth in its ELA. Its CAHSEE proficiency was at 30 percent and it went up across the board. We are still experiencing enrollment declines at all three schools, predicted at 17% for Leadership; 11% for EOSA; and 12% for CBITS.*

*Mr. Stam reviewed the slide information on schools slated for closure and phase out. AT the end of 2008-09, five elementary schools will be phased out: Cole, Jefferson, Webster, Lockwood and Whittier. Their fifth graders are being promoted out. Peralta Creek and Cole will be phasing out at the end of this year as well. Their eighth graders are being promoted out.*

*Staff is engaging in monthly community meetings at Tilden Elementary School to effect closure at the end of the 2009-10 school year and we anticipate beginning concrete move discussions in this December and January 2010 so that we can do a strategic and orderly transfer of the class of rooms from that campus. Robeson School is on a planned phase out. A significant subsidy is required to ensure equity and access to all required A-G courses. Staff is reviewing a possible recommendation of an accelerated closure to Robeson at the end of June 2010 because of the serious financial and programmatic needs.*

*BEST will be an 11th and 12th grade for next year. A significant financial subsidy is*

*required to ensure access to all required A-G courses and to subsidize staffing. We are recommending accelerated closure at the end of next year with a diploma option for seniors in the class of 2011.*

*Mr. Stam said the appendix includes a calendar of spring community engagements, the tiering and enrollment criteria for focus schools, as well as an overview of all the Yellow, Red, and Orange tiered schools with Program Improvement status.*

*Cintya Mollina, parent, Tilden, said Tilden is not considered an underperforming school. They are waiting to see how success is measured at Tilden. They mourn the fact that they are not allowed to implement the incubation plan. They are entering an impasse in the community engagement process around (1) resistance to establish a measuring tool related to academics and school culture criteria and (2) substantial difference in language and vision.*

*Maria Isaac, parent of autistic child at Tilden, spoke about the process used so far, which does not include closure or relocation. Their goal is to maintain the spirit of the school. They are requesting information on cost to maintain Tiden.*

*Interim Superintendent Mayor said the Board has taken action to close Tilden School. We are trying to make the process as painless as possible and engage the community to determine where the community would be pleased to send their children. We are progressing with the identification of possible sites. Mr. Stam said there is staff commitment to continue the engagement per the Board instruction. We still stand by our initial analysis of the compliance and programmatic criteria that we are using with which we forwarded the initial recommendation for closure, along with the facilities issues.*

*Chairperson Yee said he considers parental participation an important part. The community cannot veto the decision to relocate or close a school. It is fundamentally a Board decision and he stands by the decision.*

*Ms. Mollina said the District has to define what "inclusive" and "readiness" means before the District starts proposing sites to this group. They wish to agree on the criteria first.*

*Sharon Casanares, Elementary Network Officer, said parents and facilitator of the committee co-developed the agenda. The issues brought up by the two speakers are included in the discussions held at the subcommittee meetings. We will continue to meet and to work with parents.*

*Director Hodge said she attended many of the subcommittee meetings and she was very clear about the engagement process. She has a problem there is no impartial facilitation going on. This is about the issue of staff's ability to facilitate. She needs to see the minutes from those community engagement meetings. She said Facility Committee members and Teaching and Learning Committee Members have said the special population at Tilden needs to be moved with care and there needed to be a careful dialogue. It is not happening.*

*Juwen Lam, Coordinator, said staff has been engaged in finding a third party mediator, but we did not wish to select a mediator without community feedback. The agenda has been agreed upon at the previous meeting. The facilitation came up with a separate meeting*



*with Lisa Cole and her staff with the teachers around program language.*

*Mr. Stam said in our original presentation we had a variety of criteria that we believe are programmatically appropriate for the placement for some of the elements of Tilden to create a continuity of program for individual students. We understand the attachment and belief in the community and the power of the community that exists at Tilden as is. We do not believe that it is of long-term benefit to children to not have access to a large number of developing peers. We stand by that and will continue to stand by that and will not adjust our perspective on that. The suggestion of a neutral facilitator is an excellent suggestion. In term of constructing a rubric the original impetus to ask the parents to develop what they believe were important was met with the best of intentions to get a better understanding of parents vision for their school and community. It is important to bring the expert knowledge to bear the special education staff in this regard so that we can bring in legal parameters that may exist, as well as their perspective on what is the programmatic optimal options for the students. We all share the same goals for the Tilden students to have the best possible opportunity in the least restrictive environment.*

*Director Hodge requested clarification on YES and the focus period. What went well at the school? Ms. Gudalowicz said of the small schools, YES struggled the most. They moved a couple of times before ending at the current site of King Estates. The staff itself and the principal have leaned toward closure. They did not feel they had the will to make it happen. They were very much struggling with the youth.*

*Director Hodge asked about CBITS and EOSA. What is going on? Regarding the Red Schools, she wishes to understand more about the focus schools process. We need to do better about evaluating. She asked why these three small schools are not doing well.*

*Chairperson Yee said the original criteria around focus schools which was academics first and size second gets turned around in the current fiscal crisis. When we first developed a focus school methodology we were not also considering possibilities of unsuitable sites or declining enrollment and the challenges of a fiscal subsidy. Are we talking about improving those schools or a possibility of YES going off the chart?*

*Ms. Gudalowicz said the Castlemont area has declining enrollment and is playing into all four schools. The other issue is the academic performance. When the schools were made small, initially there were issues that were dealt with immediately and there were structural and safety issues. The schools are cleaner and safer. In that process, there was not as much attention paid to the instructional side. Over the last couple of years, that has been the focus. CBITS is in transition because of the new principal. They also showed growth on both parts of CAHSEE proficiency. The only school that has not showed growth was Leadership. We are waiting for CST. Last year, they did not have any ninth or tenth grade English teachers.*

*Director Hodge commented on BEST and Robeson. If the District is going to provide quality instruction for the phase out schools for the next two years, we might as well keep it open. Chairperson Yee said Mr. Stam was asked to provide an analysis about what happens to the kids, what happens to the staff, what happens to the facility, and how much money do we ultimately save? The decision to do anything relates to acceleration, but we have another problem coming up which is the budget. We are going to have to use the best possible information in September and make that decision. His big fear for next year is*

*that we will box ourselves into a situation that we cannot afford.*

*Mr. Stam said the financial calculus is a serious part of consideration, but we also had to think about the programmatic and psychological components from kids and teachers.*

*State Administrator Matthews said one of the things for him is for the students who are there--the Robeson drop out rate is 61 percent and the quality of instruction that has led to some of the things that has happened-- it is about creating options for those students that are there.*

*Chairperson Yee and Director Hodge agreed to keep the issue of focus schools at the Teaching and Learning committee level. Committee members would do a report at the Board Meeting and foreshadow the more serious analysis in September after we get information on API and AYP.*

*Chairperson Yee suggested the committee authorize Brad and staff to look at the advantages and disadvantages and doing a cost benefit analysis of the acceleration and coming back to the committee first before we put it out there.*

**Discussed and Closed**

#### **09-1901 Extension of Meeting Time - Teaching and Learning Committee - June 1, 2009**

Adoption of motion by Teaching and Learning Committee at 9:30 p.m. to extend 3 hour meeting time limit indefinitely.

**A motion was made by Jumoke Hinton Hodge, seconded by Gary Yee, 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 Gary Yee  
 Nay: 0  
 Recused: 0  
 Absent: 1 - Christopher Dobbins  
 Preferential Aye: 0  
 Preferential Abstention: 0  
 Preferential Nay: 0



#### **09-1824 Monitoring Report - Policy Type: Operational Expectations (OE) - 12 - Portfolio Management of Schools (30 Minutes)**

Adoption by Board of Education of Superintendent of Schools Monitoring Report - Policy Type: Operational Expectation (OE) 12 - Portfolio Management of Schools.

**Attachments:** [Document\(s\)](#)  
[09-1824 - Monitoring Report - Policy Type: Operational Expectations \(OE\) - 12 - Portfolio Management of Schools.pdf](#)

**Tabled**

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

*Wandra Boyd asked about Algebra for the incoming ninth graders. She is concerned about students repeating a course they have already passed. Mr. Stam said with the Algebra placement, we are moving away from grades as a criteria. We are using benchmarks; teacher recommendations still play a role and it is confirmed, or not, with the August CST scores. Mr. Stam said there are questions about how the process is going to be communicated and he would ensure someone gets back to jWandra Boyd.*

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

*None.*

## **I. Adjournment**

*Chairperson Yee adjourned the meeting at 10:00 P.M.*

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

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