



APPLICANT
FOR
THE BOARD OF EDUCATION
OF
OAKLAND UNIFIED SCHOOL DISTRICT
PROVISIONAL APPOINTMENT TO DISTRICT 4 TRUSTEE SEAT FOR THE TERM
ENDING JANUARY 5, 2015

PRELIMINARY—ELIGIBLE CANDIDATES



APPLICANT
FOR
THE BOARD OF EDUCATION
OF
OAKLAND UNIFIED SCHOOL DISTRICT
PROVISIONAL APPOINTMENT TO DISTRICT 4 TRUSTEE SEAT FOR THE TERM
ENDING JANUARY 5, 2015

BALFE, CAROL A.

OAKLAND UNIFIED SCHOOL DISTRICT
 APPLICATION TO FILL BOARD OF EDUCATION VACANCY
 DISTRICT 4 FOR THE TERM ENDING JANUARY 5, 2015
 DEADLINE: FRIDAY MAY 17, 2013 AT 5:00 P.M.

2013 MAY 17 A 9:13
AS
o.s.

(Please Print Name & Address)

Name: Balfe, Carol A
Last First Initial
 Business Address: 5025 Werner Ct City: Oakland State: CA Zip: 94602 Phone: 510-388-2108
 Home Address: 5025 Werner Ct City: Oakland State: CA Zip: 94602 Phone: 510-388-2108
 Email: cabalfe@me.com

Occupation & Employer: Science Teacher – Emery Unified School District

Number of Years Residing in Oakland: 24

Number of Years Residing in District 4: 24

Do you have children in the District's schools? Yes _____ No X

If yes, which schools: _____

EDUCATIONAL BACKGROUND: (Voluntary; Not Required)

High School College/University	State	Degree/Units	Year Issued	Major/Minor
Columbia HS	NY	HS Diploma	1960	
College of St. Rose	NY	BA	1965	Chemistry/Education
San Francisco State University	CA	MS	1977	Chemistry/Biochemistry
UC Berkeley	CA	PhD	1984	Inorganic Chemistry

LANGUAGE COMPETENCIES:

List language competencies, other than English: French, a little German, a little Hungarian, a little Russian

(Please Use Additional Paper, If Needed)

1. Why do you want to be a school Board Member?

I will retire from my position as Science Resource Teacher in the Emery Unified School District this summer.

During most of my adult life, I have been deeply dedicated to working to improve education in the community where I lived and in our country. In my early years, I served as a teacher in New York, Illinois and (mostly) California. My experiences teaching in Continuation High School in Vallejo – starting in 1968 - developed awareness in me of the extent of inequity that exists in the education system in the United States – and a resulting passion to make a meaningful contribution towards eliminating those inequities.

My career has taken many twists and turns – in and out of the world of education. However, even when working as a research scientist, I stayed connected to education through a variety of volunteer efforts. As an educator, I have served in a wide range of roles: including as a classroom teacher, a college instructor, a consultant to districts (including OUSD), a curriculum developer, a teacher coach, and mentor.

As I contemplate retirement, it is hard to imagine myself NOT being involved with education. Moreover, I find myself realizing that my experiences both in and outside of education would allow me to serve the Oakland Unified School District well if I were to become a member of the Board. When circumstances occurred that led to the present opening for District 4, I found myself compelled to apply.

2. Please discuss your interest in and commitment to the Oakland Unified School District.

My husband and I moved to Oakland (where I now live in District 4) in April 1989. At the time, I was a research scientist at Raychem Corporation in Menlo Park. During those years I volunteered primarily near my work in East Palo Alto and East Menlo Park. Shortly after I was widowed in 1994, I left my job as a research scientist with the intention of leveraging my background and experiences to make a difference in education – especially for students of color and for females. As a resident of Oakland, my primary focus was on OUSD. I became involved first as a volunteer and later as consultant – working with a variety of programs in Oakland. (I did also do some volunteering in San Francisco where my grandchildren were in school.)

In the late 1990's I chaired the League of Women Voters Oakland (LWVO) Juvenile Justice Study and the Education Committee. I also trained and placed many east bay scientists to work in classrooms in OUSD as an outreach of the Teachers Alliance Institute under the umbrella of the National Research Council and the Smithsonian. I also led the Association for Women in Science Education Outreach Committee to bring women scientists to Grass Valley Elementary School. I wrote grants for a variety of professional development opportunities, worked with many OUSD science teachers to develop middle school science curriculum (Curriculum in Focus), as well as with elementary teachers and district administrators to develop a long-term strategic science plan for OUSD. A part of that strategic science plan was to create and open the science materials center – at first at the old Chabot Space and Science Center on Mountain Blvd and later at High St. I also taught elementary science methods to several cadres of OUSD elementary teachers in the OUSD/CSU Hayward Partnership.

When I went to work fulltime as a science resource teacher in Emery USD in 2002, my direct involvement with OUSD diminished, but my interest did not. As I have contemplated retirement during the past year, I have looked forward to finding ways to reconnect directly with OUSD.

3. Identify the most significant issues confronting public education, in general, and the Oakland Unified School District, in particular, and include your position on each. Please also discuss the ways you feel the District should respond to these issues.

The issues – there are so many!!! Here are the ones that “hit me in the face”:

1. Inadequate funding and inequitable distribution of funding and related issues:
 - a. Declining enrollment in urban schools – especially in OUSD – adding to the funding challenges
 - b. Large class sizes
 - c. Facilities that need upgrading
2. Difficulties of teacher recruitment and retention – excessive turnover in urban districts – especially

acute in OUSD. Related issues:

- a. High quality pre-service training.
 - b. Complexities of teacher certification
 - c. Strong, high quality professional development and support for teachers – especially for teachers who are relatively new to the profession and/or those teaching in the most challenging school settings.
3. Complexity of Education Code – both state and federal – often outdated/outmoded – convoluted, often internally contradictory, and/or redundant regulations.
 4. Public perceptions of urban schools – the flight of the “middle class” when students reach middle or high school age.

My positions on these issues –

1. **FUNDING:** Largely this is tied in with public perceptions of urban schools. There are no panaceas – but we do need to find ways to convince voters – in Oakland and in the State of California – that strong funding of education is – at the very least – benevolent self-interest for EVERY citizen. Children and youth are our greatest resource! Not to fund our education system adequately is self-destructive. Having said that, I realize fully that it is a never-ending uphill battle. A few of the roles school board members can play in trying to address this need include:
 - a. Lobbying in Sacramento (or Washington),
 - b. Thorough and open discussions of all issues facing the school district – but especially of budgeting processes that are transparent (and hopefully) credible to members of the public. Credibility with the public is more likely to lead to public support for necessary funding.
 - c. Develop and maintain strong, respectful relationships with teachers and employee organizations – seeking their input in an authentic and meaningful way. Teachers in particular – both collectively and individually - are creative and resourceful – are “on the ground” with students, parents and community and have constructive ideas for the effective use of funds.
 - d. “Ditto” 1.c for parents. Parents are less likely to take their children out of the district – whether to put them in charter or private schools – if they feel that their children are safe, well-cared for and that their own voice is respectfully hear.
 2. **TEACHER RECRUITMENT AND RETENTION:**
 - a. It is critical to develop partnerships with local teacher credentialing programs that will strengthen the possibility (move it to a probability) that newly credentialed teachers will seek to work in OUSD and WILL STAY!!! Preference should be given – whenever humanly possible – to working with programs in which teachers become fully credentialed before being assigned responsibility for their own classrooms. If and when pre-service teachers serve in classrooms as interns, strong support systems must be provided –for example – partnering/team teaching with veteran teachers as well as providing strong mentoring and coaching.
 - b. While it is important to find ways to staff the most challenging schools with strong, experienced teachers – simply assigning veteran teachers to these positions is unlikely to be effective. It seems to this about-to- retire teacher – that the district needs to provide incentives that will motivate teachers to want to work in the most challenging schools. A place to start to figure out what those incentives might be would be conversations with teachers themselves – especially with the OEA.
 3. **COMPLEXITY OF EDUCATION CODE:**
It is hard to know where to begin. School board members do need to become familiar with ed code – and where possible – lobby in Sacramento for “cleaning it up”.
 4. **PUBLIC PERCEPTIONS OF URBAN SCHOOLS – THE FLIGHT OF THE “MIDDLE CLASS” WHEN STUDENTS REACH MIDDLE OR HIGH SCHOOL AGE.**
See FUNDING – above.
4. Please describe any positions you have held as a volunteer, employee, former employee or consultant for the Oakland Unified School District.
- 1994 – 2000 – Volunteer: Recruited scientists to volunteer to provide Science Fair assistance – to teachers
 - 1999-2001 - CSU Hayward Teacher Education Partnership - Instructor Elementary Science

- Methods and supervisor secondary science and math student teachers (OUSD teacher-interns)
- 2001 – 2003 - Chabot Space and Science Center -*Right from the Start* - Consultant/ coach for program to create and deliver professional development for Oakland USD middle school science teachers to implement standards-based science. Funded by San Francisco Foundation and PacBell Foundations;
- 1997-2000 - Teacher Scientist Alliance Institute (TSAI), American Physical Society - Organized team of scientists in Oakland and East Bay to provide training to scientists and engineers to be effective volunteers in schools and in community-based organizations. Placed many of these scientists in OUSD elementary schools.
- 1997-8 –Volunteer - Organized OUSD team of elementary science teacher leaders and district administrators to receive training form the National Science Resources Center in Washington, DC to develop and implement a district elementary science strategic plan. Served as the community scientist member of that team.

5. What do you see as the major responsibilities of a Board Member?

The school board's responsibility, as the governing body for the school district, is to set the direction for Oakland's schools. A primary responsibility towards that end entails selecting and employing the superintendent and setting policy for hiring other personnel. The board sets the long-term vision for the district that reflects the district staff and community understanding of what its students need to be successful. In carrying out the vision, the board then must set budget priorities, adopt the budget, and give direction for collective bargaining agreements and oversee facilities issues. Additionally, it must set a direction for the curriculum and its adoption.

A Board Member must educate herself first on being clear on what these responsibilities entail – doing due diligence with respect to understanding the vision, the budget, curriculum issues, collective bargaining issues, etc. in order to effectively and responsibly contribute to the Board's function.

In addition to supporting the superintendent and staff, a school board member must effectively communicate with the community regarding the direction of the district. Communication must be two-way. The school board member must be a respectful listener to the public – to staff – to fellow Board Members. S/he must make decisions with integrity and be open to many perspectives. The board member must participate in evaluation of the superintendent, must monitor student achievement, and evaluate the board's own effectiveness through honest and careful reflection.

Above all – the Board Member must always be learning as s/he seeks to provide the leadership necessary to ensure a supportive learning environment for all of Oakland's students.

6. How does the Board's role differ from that of the Superintendent?

The Board sets policy, articulates the vision, sets direction and policy. The Superintendent carries out these policies – develops the strategies for carrying out these policies. The Board selects and employs the Superintendent and gives guidance for other personnel hiring. The Superintendent and her/his staff hire personnel, make recommendations to the Board for positions needed, develop the budget, make recommendations for collective bargaining agreements, do the research, supervise district staff.

In short – the Board gives overall direction – the Superintendent uses his/her knowledge and experience to provide leadership for developing the means to carry out the policies as well as overseeing the management of the day-to-day and year-to-year operation of the district.

7. Please identify and discuss the areas of knowledge or expertise that you would bring to the Board.

In addition to my extensive background in education as a teacher, curriculum developer and professional developer, (see responses to Questions 1 and 2 above), I have learned a fair

amount about how school budgets and systems work. My work with the McKenzie Group providing technical assistance to school districts having Urban Systemic Initiative grants from the National Science Foundation, acquainted me with the challenges that urban district across the nation face as they struggle to address the challenges of providing out nation's schools.

8. Have you worked on any school committees or participated in any school activities recently? Please list them.

For the past several years (since 2004), I have worked full-time in Emeryville. I look forward to returning to participating in school activities in OUSD during my impending retirement.

9. Describe any other community or business activities in which you have participated. Describe your role, and whether your work was as a volunteer or employee.

Volunteer activities:

I served as Chair of the League of Women Voters Juvenile Justice Study and Education Committee (1997 – 2005) and on the Oakland police Department/s Women's Advisory Committee in 1997. I also served as a member of the board of A Safe Place from 1998 – 2000.

CRIMINAL BACKGROUND INVESTIGATION:

Have you ever been convicted of a felony or misdemeanor? **Yes**
[] **No**
[X]

If yes, please describe the offense(s):

ELIGIBILITY INFORMATION: If you answer **no** to any of the following questions, you are not eligible to serve as a Board Member.

- | Yes | No | |
|------------|-----------|---|
| [X] | [] | I am 18 years of age or older. |
| [X] | [] | I am a resident of the City of Oakland. |
| [X] | [] | I reside in District 4. |
| [X] | [] | I am a registered voter. |
| [X] | [] | I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6 of this application nor am I otherwise disqualified under the California Constitution or statutes from holding public office. |

CERTIFICATION OF QUALIFICATIONS AND WORK COMMITMENT

I understand that upon appointment I would be required to file a Conflict of Interest Statement and take an Oath of Office.

I certify that I am 18 years of age or older, a registered voter and that I reside within the City of Oakland and in District 4.

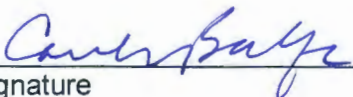
I certify I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6, and further certify I am not otherwise disqualified under the California Constitution or statutes from holding public office.

I understand a Board Member's responsibility requires attendance at: (1) twice monthly regular Board meetings; (2) frequent special meetings or study sessions; and (3) numerous school events. I understand that I will be required to read my Board packet and be prepared to make decisions on complex educational issues.

I understand that this application may be made available to the public in accordance with the Public Records Act.

I understand that my failure to complete this application and return it by May 17, 2013 by 5:00 pm will result in my ineligibility to be a candidate for provisional appointment by the Board.

I certify that the foregoing information is true and correct under penalty of perjury.


Signature

5/14/13
Date

The following is a list of crimes, conviction of which disqualifies a person from holding public office in the State of California.

- *Bribery to procure election or appointment (California Constitution Article VII, § 8 (a))*
- *Conviction of bribery, perjury, forgery, malfeasance in office, or other high crimes (California Constitution Article VII, §8 (b))*
- *Bribing executive officer (Penal Code § 67)*
- *Officer asking for or receiving bribes (Penal Code §§ 68, 88)*
- *Receiving gratuity for appointment to office (Penal Code § 74)*
- *Judicial Officer who has asked for or received emoluments, gratuities, rewards, or the fee of a stenographer (Penal Code § 94)*
- *Officers committing bribery or corruption crimes (Penal Code § 98)*
- *Giving or offering bribe to Councilman or Supervisor (Penal Code § 165)*
- *Misappropriation of public funds (Penal Code § 424)*
- *Interference with work or discipline of, or giving certain articles to prisoners (Penal Code § 2772)*

- *Interference with or giving certain articles to convicts (Penal Code § 2790)*
- *Officer making contracts in which her or she is interested (Government Code § 1097)*
- *Members of the Legislature convicted of any crime (Government Code § 9055)*
- *Legislator convicted of misdemeanor for contempt of Legislature (Government Code § 9412)*
- *Corrupting the voting process (Election Code § 18501)*

Please note that in addition to the above restrictions, Government Code § 1126 prohibits any local agency official from engaging “in any employment, activity, or enterprise for compensation which is inconsistent, incompatible, in conflict with, or inimical to his or her duties as a local agency officer or employee or with the duties, functions, or responsibilities of his or her appointing power or the agency by which he or she is employed.”

See also Board Bylaw 9270 (“Conflict of Interest/Incompatible Activities”) and Annual Statement of Economic Interest (Form 700) required by the Political Reform Act, California Government Code §§ 87200 et seq.



APPLICANT
FOR
THE BOARD OF EDUCATION
OF
OAKLAND UNIFIED SCHOOL DISTRICT
PROVISIONAL APPOINTMENT TO DISTRICT 4 TRUSTEE SEAT FOR THE TERM
ENDING JANUARY 5, 2015

BROADHURST, JILL

Jill Broadhurst

Name (Please print)

OAKLAND UNIFIED SCHOOL DISTRICT
APPLICATION TO FILL BOARD OF EDUCATION VACANCY
DISTRICT 4 FOR THE TERM ENDING JANUARY 5, 2015
DEADLINE: FRIDAY MAY 17, 2013 AT 5:00 P.M.

o.s. 12 pages
BJ

2013 MAY 17 P 12:47

(Please Print Name & Address)

Name: Broadhurst Jill
(Last) (First) (Initial)

Business Address: PO Box 13122

City: Oakland State: CA Zip: 94611 Phone: 510-701-7152

Home Address: 6708 Liggett Drive

City: Oakland State: CA Zip: 94611 Phone: 510-701-7152

Email: jill4oakland@gmail.com

Occupation & Employer: Executive Director, East Bay Rental Housing Association

Number of Years Residing in Oakland: 14 years

Number of Years Residing in District 4: 11 years

Do you have children in the District's schools? Yes No

If yes, which schools: Montclair Elementary

EDUCATIONAL BACKGROUND: (Voluntary; Not Required)

High School College/University	State	Degree/Units	Year Issued	Major/Minor
Marymount High School	CA		1990	
St. Marys College of CA	CA	Bachelor of Science	1994	Business Administration/Economics

LANGUAGE COMPETENCIES:

List language competencies, other than English: Spanish

(Please Use Additional Paper, If Needed)

1. Why do you want to be a school Board Member?

Education is the foundation of any neighborhood, community, or city. If we are able to provide our children with knowledge and opportunity through education, then our communities will thrive. Unfortunately, Oakland schools struggle to provide balance and stability, in part due to State finance issues. It is more important than ever for the local school board to make decisions that help direct resources based on the needs of the schools and students.

Schools are the cornerstone to a strong and functioning community. Oakland schools have made many strides these last few years but there is more that needs to be done in terms of meeting the needs of families.

As an OUSD mother of 2, a committed volunteer, a community leader for over 10 years, and the director of a trade organization, I have a unique perspective to contribute to the board not currently represented. Growing up as a fluent-speaking Latina, born of immigrants to the US, I was able to see firsthand what hard work and focus could achieve. I am the first in my family to graduate from college and experience the value and benefits of a higher education. The struggles my family experienced both economically and socially, while I was young, instilled an empathetic understanding for a balance in equity and opportunities for all. It also provided me with challenges, challenges that I think are fundamental to a child's success for learning and retaining knowledge.

I want to see children succeed, the board to work well with teachers, administrators and parents; and for facilities to be safe and maintained while keeping up with today's technological standards. I believe that I can be the representative that manages and partners with other board members to advance the district. I want to be an advocate for parents and believe OUSD can improve the dialogue between students, parents and teachers to develop better solutions.

2. Please discuss your interest in and commitment to the Oakland Unified School District.

I have been an OUSD parent for 5 years. Ensuring Oakland's children receive a quality education, while understanding the needs and realities of the teachers, and the financial constraints of the district, become critical to developing successful strategies. No opportunity should be denied to a child due to circumstance. I am committed to offering a fair, balanced, and realistic approach to the priorities and goals of the school district and its strategic plan.

A leader, and parent, who will speak on behalf of Oakland parents AND students- someone who will work with teachers, and the administration, to achieve the best outcome and policies for students to receive a quality education is an ideal fit. Additionally, having a member who understands real estate assets and planning is an integral piece to OUSDs capabilities for the next 5- 7 years. I have been in the real estate investment industry for over 15 years: reviewing budgets, earmarking capital projects, and authorizing and understanding contracts.

Criteria and decisions based on the success of the overall district are fundamental.

3. Identify the most significant issues confronting public education, in general, and the Oakland Unified School District, in particular, and include your position on each. Please also discuss the ways you feel the District should respond to these issues.

- 1- Considering state funds amount to almost 85% of money into OUSD, preserving that allocation is critical and constantly challenged. Working with all branches of government and the community to advocate for tangible, local solutions is essential.
- 2- Encourage and facilitate parents in taking an active role in their child's success. Parents must be allowed to participate in their child's education, while at the same time, be held accountable for every goal, whether it is truancy, an increase in achievement numbers, or graduation rates.
- 3- Oakland, due to its citywide issues, must make an honest effort in working with other government agencies by collaborating and sharing resources. Adopting a responsible and well-crafted budget is critical to the long term success and goals of OUSD.
- 4- Addressing the reduction in enrollment will be essential to the growth and success of the district. The district as a whole cannot succeed if families look outside for other options. We must address the issues that drive families away and work to keep them in their neighborhood schools. With smart planning, genuine outreach, and a curriculum that inspires and challenges students we can achieve enrollment growth.
- 5- Graduation rates: an OUSD strategy has been in place for addressing the low number of students graduating. This will continue to be a major focus for the board.
- 6- Upgrading technology platforms in the District, becoming paperless, resulting in higher efficiency and speed among the administration.
- 7- College and Career Preparation: making sure that the students who are ready to graduate have the tools and steps in place to succeed. In 2010 only 33% OF OUSD 12TH graders completed college eligibility requirements. For those students who are college bound they need to be supported; for students on a trade route, working with the community colleges to ensure there is an alternative that is viable and sustainable.

4. Please describe any positions you have held as a volunteer, employee, former employee or consultant for the Oakland Unified School District.

Parent Volunteer- Montclair Elementary, 5 years (See #8 for details)

5. What do you see as the major responsibilities of a Board Member?

- Representative of the school community
- Hire, support, and measure Superintendants effectiveness.
- Advocate on behalf of students
- Monitor and oversee the financial status at all levels of government.
- Adopt a fiscally responsible district budget with regular reviews.
- Create and adopt a complete curriculum while monitoring overall performance at each grade level.
- Create measurable strategies, goals and polices that result in improved achievement and effectiveness of student population.
- Provide opportunities for all administrators, teachers and principals to advance professionally with continuing education.
- Ensure that all campuses promote learning, are safe and orderly, and properly maintained.

6. How does the Board's role differ from that of the Superintendent?

The Superintendent is the CEO of the District and is accountable to the Board for all areas of operation under his/her authority.

The Board is the body that creates clear, long-term goals and policy direction. The board should set a strong positive relationship with the superintendent. It is critical that the superintendent focus on the success of the district. The Board member creates a roadmap and the Superintendent develops a plan to get there.

7. Please identify and discuss the areas of knowledge or expertise that you would bring to the Board.

- OUSD Active Parent of 2, Elementary School (5 years)
- Private Sector Experience working in Banking, Financial Services, and Technology (10 years)
- Community Outreach (10 years)
- Real Estate Investment and Management (15 years)
- Local Lobbying Relationships with community and trade organizations (4 years)

8. Have you worked on any school committees or participated in any school activities recently? Please list them.

- Co-Chair of Otterwalk, Montclair Elementary (formally Metrathon)
- Marketing and Publicity Chair, Metrathon, 2 years
- Safe Routes to School Parent Leader
- Montclair Variety Show, Stage Crew Parent
- Regular Attendee of PTA meetings

9. Describe any other community or business activities in which you have participated. Describe your role, and whether your work was as a volunteer or employee.

- Founding member of 13Z Neighborhood Crime Prevention Council known as Montclair Safety and Improvement Council(Vice Chair, 8years; President, 3 years)
-
- Short Line Pocket Park Visionary and Fundraiser
- Library Advisory Commission, Former Board Member and Vice Chair
- Wildfire Advisory Board, Former Board Member
- Oakland Rotary #3 Member
- Keep Oakland Beautiful, Former Board Member
- Friends of Oakland Park and Recreation, Board Member, Taste of Spring Co-Chair
- Oakland Parks Coalition , Member and Park Steward

CRIMINAL BACKGROUND INVESTIGATION:

Have you ever been convicted of a felony or misdemeanor?

Yes

No

If yes, please describe the offense(s):

ELIGIBILITY INFORMATION: If you answer **no** to any of the following questions, you are not eligible to serve as a Board Member.

Yes

No

I am 18 years of age or older.

I am a resident of the City of Oakland.

I reside in District 4.

I am a registered voter.

I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6 of this application nor am I otherwise disqualified under the California Constitution or statutes from holding public office.

CERTIFICATION OF QUALIFICATIONS AND WORK COMMITMENT

I understand that upon appointment I would be required to file a Conflict of Interest Statement and take an Oath of Office.

I certify that I am 18 years of age or older, a registered voter and that I reside within the City of Oakland and in District 4.

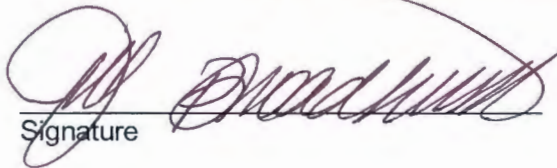
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I certify that the foregoing information is true and correct under penalty of perjury.


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5/17/13

Date

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See also Board Bylaw 9270 (“Conflict of Interest/Incompatible Activities”) and Annual Statement of Economic Interest (Form 700) required by the Political Reform Act, California Government Code §§ 87200 et seq.

Oakland Unified School District

Board of Directors

1025 Second Avenue

Oakland, CA 94606

May 17, 2013

Dear Board of Directors,

As the parent of a Sequoia Elementary School student, I am writing to express support for the appointment of Jill Broadhurst as Oakland School Board Member for District 4. Jill has been an advocate for children and residents for over 10 years. She has shown passion, dedication, and resourcefulness in the projects she has initiated and fostered.

As a staff member to multiple Oakland Councilmembers, I have had the opportunity to work with Jill on a number of projects and have always found her to be well informed, dedicated to her work, balanced in her approach, and of significant importance, she has always proven she is someone who follows through on her commitments.

As a parent, I want a representative that is going to be fully committed to the responsibilities that come with being a school board member. Jill has been an active parent in her children's school and knows first-hand the challenges that our schools face. I want someone who has experience in managing budgets and crafting legislation – Jill has both.

I feel she would serve as an open voice that would balance the needs of the District and City in the most transparent and objective way.

Please appoint Jill Broadhurst to School Board for District 4.

Thank You.

Claudia Burgos

2925 Morgan Ave

Oakland, CA 94602

May 17, 2013

I am writing to express my support for the appointment of Jill Broadhurst as Oakland School Board Member for District 4. Jill has been an advocate for children and residents for over 10 years and I have continually been impressed with the passion, dedication, and resourcefulness Jill brings to the projects she has initiated and fostered.

Jill would bring a fresh, balanced and objective perspective to the Board that would benefit the District and the City.

Please appoint Jill Broadhurst to School Board for District 4.

Thank You,

Melissa Raymond
PTA President & parent of two at Montclair Elementary

May 15, 2013

Dear Members of the Board,

Congratulations on the appointment of Gary Yee as Interim Superintendent. This will be a very good way to fill the unexpected gap during the search for our next Superintendent.

I am writing to express my full support for the appointment of Jill Broadhurst as Oakland School Board Member for District 4. Jill has been an advocate for children and residents for over 10 years and I'm sure many of you know her well. She has shown passion, dedication, and resourcefulness in the projects she has initiated and fostered. She understands our community and would be the best choice for a replacement for Gary Yee. I've seen her in action over the past several years and she is an inspiring leader in our community. She has an in-depth understanding of our city and all the complications that come with it.

I feel she would serve as an open voice that would balance the needs of the District and City in the most transparent and objective way.

Please appoint Jill Broadhurst to School Board for District 4.

Thank You.

Sincerely,



Karin Foust

Thornhill School Parent of 2

Community Leader for Masonic Ave Neighbors



OAKLAND UNIFIED
SCHOOL DISTRICT

1000 14th Street, Suite 1000
Oakland, CA 94612

May 16, 2013

To Whom It May Concern:

I am writing to express my support for the appointment of Jill Broadhurst as Oakland School Board Member for District 4. Jill has been an advocate for Oakland's children and residents for over 10 years. She has shown passion, dedication, and resourcefulness in the projects she has initiated and fostered in our community.

I have known Jill personally for over 6 years; she is a reliable and responsible community leader and representative. I feel she would serve as an open voice that would balance the needs of the District and City in the most transparent and objective way.

Please appoint Jill Broadhurst to the OUSD School Board for District 4.

Thank You.

Claire Colon-Hopkins, MS., SLP

Parent of 3/Redwood Heights School & Bret Harte Middle School, OUSD
Speech Therapist/Redwood Heights School, OUSD
School Site Council Chairperson, Bret Harte Middle School, OUSD

Kelly Blake

5630 Maxwellton Road, Oakland, California, 94618
kellydblake@gmail.com
415.254.2188

May 16, 2013

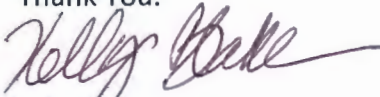
To Whom it May Concern:

I am writing to express support for the appointment of Jill Broadhurst as Oakland School Board Member for District 4. Jill has been an advocate for children and residents for over 10 years. She has shown passion, dedication, and resourcefulness in the projects she has initiated and fostered.

I feel she would serve as an open voice that would balance the needs of the District and City in the most transparent and objective way.

Please appoint Jill Broadhurst to School Board for District 4.

Thank You.



Kelly Blake

Parent of two kids at Hillcrest and Co PTA President



To Whom it May Concern,

I am writing on behalf of Montera Middle School Parent Teacher Organization, as President for the last three years. I would like to express support for the appointment of Jill Broadhurst as Oakland School Board Member for District 4. Jill has been an advocate for children and residents for over 10 years. We believe she has the vision and tireless dedication to make an impact on Oakland Public Schools . Jill demonstrates passion, dedication, and resourcefulness in the projects she has initiated and fostered.

We believe she would serve as an open voice that would balance the needs of the District and City in the most transparent and objective way.

Please appoint Jill Broadhurst to School Board for District 4.

Thank You.


Debe Rapson
President
Parent Teacher Organization
Montera Middle School



APPLICANT
FOR
THE BOARD OF EDUCATION
OF
OAKLAND UNIFIED SCHOOL DISTRICT
PROVISIONAL APPOINTMENT TO DISTRICT 4 TRUSTEE SEAT FOR THE TERM
ENDING JANUARY 5, 2015

CAMPBELL-WASHINGTON, ANNE C.

Anne Campbell Washington
Name (Please print)

OAKLAND UNIFIED SCHOOL DISTRICT
APPLICATION TO FILL BOARD OF EDUCATION VACANCY
DISTRICT 4 FOR THE TERM ENDING JANUARY 5, 2015
DEADLINE: FRIDAY MAY 17, 2013 AT 5:00 P.M.

2013 MAY 17 P 4:35
Ar
o.s.

(Please Print Name & Address)

Name: Campbell Washington Anne C
(Last) (First) (Initial)

Business Address: Office of the Mayor, City of Oakland, 1 Frank H. Ogawa Plaza, 3rd Floor

City: Oakland State: CA Zip: 94612 Phone: 510-238-7157

Home Address: 5608 Colton Blvd.

City: Oakland State: CA Zip: 94611 Phone: 510-599-8610

Email: acampbell-washington@oaklandnet.com or anniewashington@gmail.com

Occupation & Employer: Chief of Staff to the Mayor, City of Oakland

Number of Years Residing in Oakland: 13

Number of Years Residing in District 4: 6

Do you have children in the District's schools? Yes No

If yes, which schools: Montclair Elementary School

EDUCATIONAL BACKGROUND: (Voluntary; Not Required)

High School College/University	State	Degree/Units	Year Issued	Major/Minor
Butler Area Senior High School	PA	High School Diploma	1989	
Carnegie Mellon University	PA	Bachelor of Science	1993	Industrial Management/Business Administration
University of California, Berkeley	CA	Master of Public Policy	2000	

LANGUAGE COMPETENCIES:

List language competencies, other than English: _____

(Please Use Additional Paper, If Needed)

1. Why do you want to be a school Board Member?

As a mother of two children who attend public schools in Oakland, I am acutely aware of the importance of public schools to the families living in Oakland. My children's teachers are among the most important people in their lives. Our Principal makes decisions that affect our family's life on a daily basis and I have great respect for the job she performs.

For the past thirteen years I have served in a variety of leadership roles in the City of Oakland and I believe there is much more that can be done to align the goals and resources of the City and the School District. I welcome the opportunity to use my knowledge of the City of Oakland to leverage resources at a City and County level to more effectively serve students. Most Oaklanders feel that public safety and public schools are the two most important issues facing Oakland. These two issues are inextricably linked and by working together, the City and the School District can make positive impacts on both. The quality of our schools directly affects the well-being of our city and our economy. Ensuring that our schools continue to improve and thrive is one of the most critical things we can do to help Oakland reach its true potential.

As a product of public schools, I know the value of public education. It would be an honor to serve as the District 4 School Board member to work collaboratively to ensure that all of Oakland's children graduate from high school prepared to succeed in college and career and to be inspired, engaged and productive citizens.

2. Please discuss your interest in and commitment to the Oakland Unified School District.

My career began as an Executive Director of an education program where I had the unique opportunity to nurture 95 middle schoolers. From then on, my volunteer work has always focused on my passion for young people, especially those most in need. I also have a deep love for Oakland. As a public servant in the City of Oakland, I have dedicated the last 13 years of my life to making Oakland a better place for all of us to live, work and play. The positions I have held in the Mayor's Office, the City Administrator's Office, and the Budget Office have afforded me insights into the strengths and challenges of our city. My interest in and commitment to the Oakland Unified School District stems from my longstanding focus and dedication to young people and to the City of Oakland.

Additionally, I have a very personal interest and commitment to Oakland Unified School District as both my children attend a District 4 public school. As District 4 Board Member, I would welcome the opportunity to learn about all of the District 4 schools to better understand their strengths and challenges.

OUSD has been making great strides. As we know, it is California's most improved urban school district over the past eight years. But we also know that our success has not been equally shared. We still have huge disparities in our outcomes for African American and Latino youth, those who are English Language Learners and those living in poverty. Oakland should and can be a model for how to provide excellent education to all young people as long as we stay focused on the outcomes we are seeking. Until every child in the Oakland Unified School District has equal access to great schools and excellent instruction, regardless of the neighborhood in which they live, our work is not complete.

3. Identify the most significant issues confronting public education, in general, and the Oakland Unified School District, in particular, and include your position on each. Please also discuss the ways you feel the District should respond to these issues.

I believe the most significant issues confronting public education in general and the Oakland Unified School District specifically, fall into the following categories:

•Providing Schools that Support the Whole Child – Children and young people reach critical milestones in their development while they are students in OUSD. Our job is to nurture each child and recognize their personal strengths and challenges and provide the necessary supports to allow them to reach their greatest potential – especially as they hit these critical milestones. To do this, we need better data and analysis at the individual level so that young people are identified and provided access to resources that will sustain them on a positive pathway. In addition to data analysis and data sharing, we need to leverage resources outside of the school district. I would welcome the opportunity to work collaboratively with the Board and Superintendent to find ways to implement better data sharing and technology innovations at the classroom level to empower teachers to assess each child individually and to create opportunities for more student-centered learning.

I would also work on building stronger ties with our City and County partners to provide services needed by young people at school sites. The Full Service Community School model has pointed the District in this direction and there are many opportunities to build on these partnerships and leverage resources.

•Ensuring Equity in Learning and Achievement for All Students – We still struggle to provide educational opportunities to African American students, Latino students, English Language Learners and students living in poverty that ensure equitable outcomes with their peers. I believe OUSD has taken great strides to achieve better outcomes for these students, including the creation of the Office of African American Male Achievement, but there is still much to be done. Until every child in the Oakland Unified School District has equal opportunity to great schools and excellent instruction regardless of the neighborhood in which they live, our work is not complete.

One of the first steps toward addressing these critical issues is building capacity to understand them. We need better data collection, data analysis and data sharing to understand why and how our students and schools are performing and to provide more of what is best. I believe we also need to provide more opportunities for teachers to learn from one another and for school leaders to share and learn from other school leaders. Teachers need to have the opportunity to learn about new innovations in student-centered learning and technology and the proper support to adopt new teaching methods in their classrooms.

•Innovations in Education through Student-Centered Learning and Technology – Successful public schools are imperative for our community to thrive. Oakland public schools should be attractive and inspiring to all Oakland families. The more Oakland students who attend our public schools, the more efficient and effective each school will be. I am very interested in sharing data and building capacity at the school level so that teachers can learn from one another, school leaders can share information and best practices and students can learn in environments that are personalized to their needs.

•Sustainable Funding to Create a Strong System – Education funding is an ongoing issue that affects the entire system. My roles in creating and evaluating budgets in the public and non-profit sectors provide me the depth of understanding to analyze the District's budget and avoid fiscal mishaps. Additionally, it is critically important as more funding becomes available that the Board invests these resources wisely to have the greatest positive impact for students.

•District Leadership – This moment in time is critical for OUSD because we are faced with the search for a new Superintendent who will lead the District. This search provides a unique challenge and an excellent opportunity for the District to continue the progress that has been made and to build upon it.

4. Please describe any positions you have held as a volunteer, employee, former employee or consultant for the Oakland Unified School District.

I am a parent volunteer in the classroom for my Kindergartner and have chaperoned field trips in classrooms for both my Kindergartner and my third grader. I am a member of the Montclair Elementary School PTA and have served as a volunteer for the MES fundraising events – the Otter Walk and the Otter Ball.

5. What do you see as the major responsibilities of a Board Member?

The role of the School Board is to ensure that the District is responsive to the values and priorities of the Oakland community.

The Board:

- Sets direction through the strategic plan which includes input from the Board, Superintendent, staff and community.
- Hires and evaluates the performance of the Superintendent
- Adopts policy and curriculum
- Adopts the budget and oversees facilities issues
- Provides direction for and adopts collective bargaining agreements
- Provides support to the Superintendent and staff as they carry out the direction of the Board.
- Provides community leadership as advocates for children, the school district and public schools and involve the community in appropriate, meaningful ways.

6. How does the Board's role differ from that of the Superintendent?

The School Board is a legislative and policy making body. The Board hires and provides an evaluation of the Superintendent.

The Superintendent is not a member of the Board but serves as a professional education advisor to the Board. It is the Superintendent's responsibility to implement the policies set by the Board and to provide general supervision for the school system.

7. Please identify and discuss the areas of knowledge or expertise that you would bring to the Board.

With over sixteen years of experience in municipal government administration and non-profit management, I bring knowledge, skills and expertise in the following:

- Working with key contacts in public agencies in the City of Oakland, Alameda County and also at the state and federal levels;
- Analyzing budgets for public agencies and non-profit organizations;
- Getting things done in a complex, public bureaucracy;
- Understanding public policy issues centered on topics of education, economic development, public finance and public safety, particularly in Oakland;
- Working through the Oakland City Council legislative process, which is similar to that of the School Board;
- Managing complex projects and implementing programs that serve people in need;
- Working toward common solutions through the labor relations and labor negotiations processes;
- Communicating with respect and integrity to stakeholders on a variety of issues and projects.

I have served in many leadership positions in the City of Oakland over the past 13 years – Chief of Staff to Oakland Mayor Jerry Brown, Chief of Staff to Oakland Mayor Jean Quan, Assistant to the City Administrator, and Budget and Operations Analyst in the Budget Office.

In addition, I served as education and child welfare policy at the Stuart Foundation in San Francisco for two years. I began my career as Executive Director of the I Have A Dream Foundation, working with low-income elementary and middle school youth and their families, mentors, tutors, school leaders, teachers and business leaders to improve the educational outcomes for the children we served.

I hold a Master of Public Policy degree from the Goldman School of Public Policy at the University of California, Berkeley and a Bachelor of Science degree in Business Administration from Carnegie Mellon University in Pittsburgh, Pennsylvania.

8. Have you worked on any school committees or participated in any school activities recently? Please list them.

I am a parent volunteer in the classroom for my Kindergartner and have chaperoned field trips in classrooms for both my Kindergartner and my third grader. I am a member of the Montclair Elementary School PTA and have served as a volunteer for the MES fundraising events – the Otter Walk and the Otter Ball.

9. Describe any other community or business activities in which you have participated. Describe your role, and whether your work was as a volunteer or employee.

I serve as a member of the Board of Directors of Children's Fairyland. Other volunteer positions include: Member of the Board of Directors of the East Bay Agency for Children, Founding Member and Member of Board of Directors for Oakland Unwrapped and volunteer for the Oakland Indie Awards.

CRIMINAL BACKGROUND INVESTIGATION:

Have you ever been convicted of a felony or misdemeanor?

Yes

No

If yes, please describe the offense(s):

ELIGIBILITY INFORMATION: If you answer **no** to any of the following questions, you are not eligible to serve as a Board Member.

Yes

No

I am 18 years of age or older.

I am a resident of the City of Oakland.

I reside in District 4.

I am a registered voter.

I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6 of this application nor am I otherwise disqualified under the California Constitution or statutes from holding public office.

CERTIFICATION OF QUALIFICATIONS AND WORK COMMITMENT

I understand that upon appointment I would be required to file a Conflict of Interest Statement and take an Oath of Office.

I certify that I am 18 years of age or older, a registered voter and that I reside within the City of Oakland and in District 4.

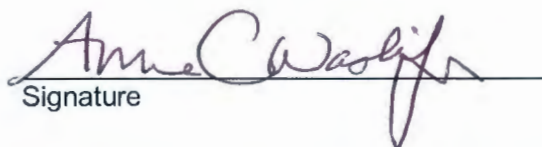
I certify I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6, and further certify I am not otherwise disqualified under the California Constitution or statutes from holding public office.

I understand a Board Member's responsibility requires attendance at: (1) twice monthly regular Board meetings; (2) frequent special meetings or study sessions; and (3) numerous school events. I understand that I will be required to read my Board packet and be prepared to make decisions on complex educational issues.

I understand that this application may be made available to the public in accordance with the Public Records Act.

I understand that my failure to complete this application and return it by May 17, 2013 by 5:00 pm will result in my ineligibility to be a candidate for provisional appointment by the Board.

I certify that the foregoing information is true and correct under penalty of perjury.


Signature

May 17, 2013

Date

The following is a list of crimes, conviction of which disqualifies a person from holding public office in the State of California.

- *Bribery to procure election or appointment (California Constitution Article VII, § 8 (a))*
- *Conviction of bribery, perjury, forgery, malfeasance in office, or other high crimes (California Constitution Article VII, §8 (b))*
- *Bribing executive officer (Penal Code § 67)*
- *Officer asking for or receiving bribes (Penal Code §§ 68, 88)*
- *Receiving gratuity for appointment to office (Penal Code § 74)*
- *Judicial Officer who has asked for or received emoluments, gratuities, rewards, or the fee of a stenographer (Penal Code § 94)*
- *Officers committing bribery or corruption crimes (Penal Code § 98)*
- *Giving or offering bribe to Councilman or Supervisor (Penal Code § 165)*
- *Misappropriation of public funds (Penal Code § 424)*
- *Interference with work or discipline of, or giving certain articles to prisoners (Penal Code § 2772)*

- *Interference with or giving certain articles to convicts (Penal Code § 2790)*
- *Officer making contracts in which her or she is interested (Government Code § 1097)*
- *Members of the Legislature convicted of any crime (Government Code § 9055)*
- *Legislator convicted of misdemeanor for contempt of Legislature (Government Code § 9412)*
- *Corrupting the voting process (Election Code § 18501)*

Please note that in addition to the above restrictions, Government Code § 1126 prohibits any local agency official from engaging "in any employment, activity, or enterprise for compensation which is inconsistent, incompatible, in conflict with, or inimical to his or her duties as a local agency officer or employee or with the duties, functions, or responsibilities of his or her appointing power or the agency by which he or she is employed."

See also Board Bylaw 9270 ("Conflict of Interest/Incompatible Activities") and Annual Statement of Economic Interest (Form 700) required by the Political Reform Act, California Government Code §§ 87200 et seq.

1. Why do you want to be a School Board Member?

As a mother of two children who attend public schools in Oakland, I am acutely aware of the importance of public schools to the families living in Oakland. My children's teachers are among the most important people in their lives. Our Principal makes decisions that affect our family's life on a daily basis and I have great respect for the job she performs.

For the past thirteen years I have served in a variety of leadership roles in the City of Oakland and I believe there is much more that can be done to align the goals and resources of the City and the School District. I welcome the opportunity to use my knowledge of the City of Oakland to leverage resources at a City and County level to more effectively serve students. Most Oaklanders feel that public safety and public schools are the two most important issues facing Oakland. These two issues are inextricably linked and by working together, the City and the School District can make positive impacts on both. The quality of our schools directly affects the well-being of our city and our economy. Ensuring that our schools continue to improve and thrive is one of the most critical things we can do to help Oakland reach its true potential.

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2. Please discuss your interest in and commitment to the Oakland Unified School District.

My career began as an Executive Director of an education program where I had the unique opportunity to nurture 95 middle schoolers. From then on, my volunteer work has always focused on my passion for young people, especially those most in need. I also have a deep love for Oakland. As a public servant in the City of Oakland, I have dedicated the last 13 years of my life to making Oakland a better place for all of us to live, work and play. The positions I have held in the Mayor's Office, the City Administrator's Office, and the Budget Office have afforded me insights into the strengths and challenges of our city. My interest in and commitment to the Oakland Unified School District stems from my longstanding focus and dedication to young people and to the City of Oakland.

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District Leadership

This moment in time is critical for OUSD because we are faced with the search for a new Superintendent who will lead the District. This search provides a unique challenge and an excellent opportunity for the District to continue the progress that has been made and to build upon it.

4. Please describe any positions you have held as a volunteer, employee, former employee or consultant for the Oakland Unified School District.

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I have served in many leadership positions in the City of Oakland over the past thirteen years – Chief of Staff to Oakland Mayor Jerry Brown, Chief of Staff to Oakland Mayor Jean Quan, Assistant to the City Administrator, and Budget and Operations Analyst in the Budget Office.

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**APPLICANT
FOR
THE BOARD OF EDUCATION
OF
OAKLAND UNIFIED SCHOOL DISTRICT
PROVISIONAL APPOINTMENT TO DISTRICT 4 TRUSTEE SEAT FOR THE TERM
ENDING JANUARY 5, 2015**

DEBRO, KARL G.

Karl Debro

Name (Please print)

OAKLAND UNIFIED SCHOOL DISTRICT
APPLICATION TO FILL BOARD OF EDUCATION VACANCY
DISTRICT 4 FOR THE TERM ENDING JANUARY 5, 2015
DEADLINE: FRIDAY MAY 17, 2013 AT 5:00 P.M.

2013 MAY 17 A 8:55
Handwritten initials and date

(Please Print Name & Address)

Name: Debro Karl G.
 (Last) (First) (Initial)

Business Address: 2600 Mission Bell Drive

City: San Pablo State: CA Zip: 94806 Phone: (510) 235-7800 ext 4304

Home Address: 3880 Brown Avenue

City: Oakland State: CA Zip: 94619 Phone: (510) 325-3128

Email: kdebro@contracosta.edu

Occupation & Employer: Educator, Contra Costa College

Number of Years Residing in Oakland: 30

Number of Years Residing in District 4: 28

Do you have children in the District's schools? Yes No

If yes, which schools: _____

EDUCATIONAL BACKGROUND: (Voluntary; Not Required)

High School College/University	State	Degree/Units	Year Issued	Major/Minor
Mills College	CA	Ed. D.	2012	Educational Leadership
Mills College	CA	M.A.	2012	Educational Leadership
CSUEB	CA	Single Subject English	1983	
U.C. Berkeley	CA	B.A.	1981	Philosophy, Rhetoric

LANGUAGE COMPETENCIES:

List language competencies, other than English: some Spanish

(Please Use Additional Paper, If Needed)

1. Why do you want to be a school Board Member?

After more than 20 years in the classroom I went back to school to earn my Doctorate in Educational Leadership, and my Administrative Services Credential because I wanted to lead. I want to do more to help create and broaden accessible pathways to gainful, meaningful employment and for higher education certificates and degrees for all students, but particularly for those students that are historically marginalized by our schools and our society. The position of District 4 Director represents a wonderful and unexpected opportunity to do just that.

I can make a significant contribution because I am uniquely qualified for the Board, even among highly experienced educators. I am a master teacher that has taught successfully at middle school, high school, community college, and graduate school. I have trained tutors, teachers, counselors, and administrators. My work has given me a deep, broad, and rich understanding of education.

2. Please discuss your interest in and commitment to the Oakland Unified School District.

OUSD is in my blood. My mother went to Prescott Elementary and graduated from Tech. She was a 20-some year veteran kindergarten teacher in Oakland at Allendale, among other schools. My father is a graduate of McClyonds. My brother has taught at Lincoln and Tech for more than twenty years.

More importantly, I believe that education is our most promising means to bring about a better community, society, world. OUSD is, by far, the most important and the most capable organization in the struggle to improve the lives of the people of Oakland. My interest in the District lies completely in my faith that we are poised right now to make a significant impact in this struggle to improve the lives of the people of Oakland. My commitment professionally and personally is to work tirelessly to push the District to go faster and further in this direction. My commitment is to work with anyone and everyone that expresses an interest in how we can continue to improve our schools to accomplish this goal.

3. Identify the most significant issues confronting public education, in general, and the Oakland Unified School District, in particular, and include your position on each. Please also discuss the ways you feel the District should respond to these issues.

American public schools are more segregated now than before Brown v. Board of Education. Less a racial issue than it was in 1954, this segregation allows resources to be partitioned away from those that need them most and toward the most privileged in our society. You can look at suburban schools generally or you can look at Piedmont schools. All are a good examples of how segregation allows those with means to partition funds away from everyone else so that they can pay for incredible facilities and opportunities for their kids. In Oakland, this issue plays out a little differently. In elementary schools, the school boundaries can fortify race and class divides that, in turn, have significant impact on student success over time. Thornhill is a good example. Boundaries secure, the wealthier schools hold private fund raisers to pay for cool stuff like librarians and after school programs that others cannot afford. In middle and high school, segregation is played out through tracking. The kids that get algebra in the seventh grade are far more likely to go to college than the kids that don't. From Thornhill to Paidea Academy segregation is about getting the lion's share of limited resources and opportunities so that your kids' chances are improved over others. A starting point for OUSD would be to meet with communities like Thornhill, using data to open dialog about fairness and equity. It could lead to a more collective effort to spread opportunity further. Paidea could be made more diverse with a focus on better supporting students students of color from about fourth grade on. Also, ~~the faculty~~ OUSD should present data to Paidea faculty and help them think through ways to improve diversity in their excellent program.

4. Please describe any positions you have held as a volunteer, employee, former employee or consultant for the Oakland Unified School District.

I served for three years on the school site council at Kaiser Elementary. I also helped OUSD win a \$300,000 grant from Wachovia Bank to implement AVID as the AVID program that I ran at San Leandro High School was the model or Demonstration AVID School that Wachovia visited to determine to grant OUSD, SFUD and other districts seed money for AVID. I coached AVID programs at Oakland Tech, Oakland High, and Claremont Middle, working out of the Contra Costa County Office of Education.

Karl Debro

Name (Please print)

5. **What do you see as the major responsibilities of a Board Member?**

Board Members should make sure that every OUSD student gets the best education possible, remembering that student needs for support are enormously varied. It's also important, in a time of limited resources, to critically interrogate all relevant data from an equity-minded perspective. Board Members should be accountable, transparent, and available to the community that they serve. They should engage community genuinely in dialog around critical issues. They should listen. They should show the courage of their convictions. They should get the best available training on becoming more effective as Board Members. They should hold the District accountable to Board expectations. They should collaborate with each other, the District, and the community. They should be effective policy-makers that facilitate the work of the Superintendent and the District to fulfill Board expectations.

6. **How does the Board's role differ from that of the Superintendent?**

Though ideally there is a collaborative partnership between the Board and the Superintendent, the Superintendent is hired by the Board to carry out Board policy, to make sure that the entire District carries out Board policy. The Board serves the public. The public, in effect, hires the Board. The Board strives to serve the public's interest in providing the best education possible for all OUSD students. The Superintendent strives to execute Board policies effectively.

7. **Please identify and discuss the areas of knowledge or expertise that you would bring to the Board.**

The work that I have done in education, both in K-12 and in higher education, has been innovative, sustainable, and highly productive in terms of student success particularly for students that have been historically marginalized in schools and in society. One area of expertise is schools. I bring a deep understanding of students, teachers, administrators, counselors, support staff; of how these folks function, of the kind of support they need, of the kinds of policy limit or facilitate their success, of what we can do to improve our outcomes.

My work with AVID (I ran a National Demonstration School and piloted the first AVID program for college students) and with Gateway to College (GtC) have given me expertise in the achievement gap as well. AVID national student success data speaks for itself. I direct a GtC program at Contra Costa College (CCC). In essence this program is a school for high school dropouts set on the CCC campus. Unlike the program at Laney, my program (implemented in 2012) is already drawing national attention for student success. These experiences give me deep knowledge, as well, how best to prepare students for college, of the gaps between high school and college and how to bridge them effectively, of reducing drop out rates, of curriculum, worthwhile professional development, mentoring, data analysis, and school culture. In addition, I have expertise in LGBTQ issues, instructional leadership, race, racism, and equity, AVID, Gateway to College, ELD/ESL (I am CLAD certified) and effective teaching.

8. **Have you worked on any school committees or participated in any school activities recently? Please list them.**

Yes, many. Planning Committee, College Council, Management Committee, Student Success Committee, IDEA (Institutional Development for Equity and Access) Committee, GE (General Education) Committee, AVID Site Team, Districtwide Equity Committee, Districtwide LGBTQ Committee, School Site Council, Accreditation Committee.

Karl Debro

Name (Please print)

9. Describe any other community or business activities in which you have participated. Describe your role, and whether your work was as a volunteer or employee.

N/A

CRIMINAL BACKGROUND INVESTIGATION:

Have you ever been convicted of a felony or misdemeanor?

Yes

No

If yes, please describe the offense(s):

ELIGIBILITY INFORMATION: If you answer no to any of the following questions, you are not eligible to serve as a Board Member.

Yes

No

I am 18 years of age or older.

I am a resident of the City of Oakland.

I reside in District 4.

I am a registered voter.

I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6 of this application nor am I otherwise disqualified under the California Constitution or statutes from holding public office.

Karl Debro

Name (Please print)

CERTIFICATION OF QUALIFICATIONS AND WORK COMMITMENT

I understand that upon appointment I would be required to file a Conflict of Interest Statement and take an Oath of Office.

I certify that I am 18 years of age or older, a registered voter and that I reside within the City of Oakland and in District 4.


I certify I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6, and further certify I am not otherwise disqualified under the California Constitution or statutes from holding public office.

I understand a Board Member's responsibility requires attendance at: (1) twice monthly regular Board meetings; (2) frequent special meetings or study sessions; and (3) numerous school events. I understand that I will be required to read my Board packet and be prepared to make decisions on complex educational issues.

I understand that this application may be made available to the public in accordance with the Public Records Act.

I understand that my failure to complete this application and return it by May 17, 2013 by 5:00 pm will result in my ineligibility to be a candidate for provisional appointment by the Board.

I certify that the foregoing information is true and correct under penalty of perjury.


Signature

5/16/13
Date

The following is a list of crimes, conviction of which disqualifies a person from holding public office in the State of California.

- *Bribery to procure election or appointment (California Constitution Article VII, § 8 (a))*
- *Conviction of bribery, perjury, forgery, malfeasance in office, or other high crimes (California Constitution Article VII, §8 (b))*
- *Bribing executive officer (Penal Code § 67)*
- *Officer asking for or receiving bribes (Penal Code §§ 68, 88)*
- *Receiving gratuity for appointment to office (Penal Code § 74)*
- *Judicial Officer who has asked for or received emoluments, gratuities, rewards, or the fee of a stenographer (Penal Code § 94)*
- *Officers committing bribery or corruption crimes (Penal Code § 98)*
- *Giving or offering bribe to Councilman or Supervisor (Penal Code § 165)*
- *Misappropriation of public funds (Penal Code § 424)*
- *Interference with work or discipline of, or giving certain articles to prisoners (Penal Code § 2772)*

Karl Debro

Name (Please print)

- *Interference with or giving certain articles to convicts (Penal Code § 2790)*
- *Officer making contracts in which her or she is interested (Government Code § 1097)*
- *Members of the Legislature convicted of any crime (Government Code § 9055)*
- *Legislator convicted of misdemeanor for contempt of Legislature (Government Code § 9412)*
- *Corrupting the voting process (Election Code § 18501)*

Please note that in addition to the above restrictions, Government Code § 1126 prohibits any local agency official from engaging "in any employment, activity, or enterprise for compensation which is inconsistent, incompatible, in conflict with, or inimical to his or her duties as a local agency officer or employee or with the duties, functions, or responsibilities of his or her appointing power or the agency by which he or she is employed."

See also Board Bylaw 9270 ("Conflict of Interest/Incompatible Activities") and Annual Statement of Economic Interest (Form 700) required by the Political Reform Act, California Government Code §§ 87200 et seq.



APPLICANT
FOR
THE BOARD OF EDUCATION
OF
OAKLAND UNIFIED SCHOOL DISTRICT
PROVISIONAL APPOINTMENT TO DISTRICT 4 TRUSTEE SEAT FOR THE TERM
ENDING JANUARY 5, 2015

DEFREECE, DAREK ALAN



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THE BOARD OF EDUCATION
OF
THE OAKLAND UNIFIED SCHOOL DISTRICT INVITES APPLICANTS FOR
THE PROVISIONAL APPOINTMENT TO BOARD OF EDUCATION
REPRESENTING DISTRICT 4 FOR THE TERM ENDING JANUARY 5, 2015

The Oakland Unified School District Board of Education intends to make a provisional appointment to the Board of Education to fill the vacancy for District 4.

The Oakland Unified School District is accepting applications from persons interested in applying for the provisional appointment to the Board for District 4. The application is available on line in

English Spanish Chinese

or by contacting Edgar Rakestraw, Jr., Board Secretary at

**Oakland Unified School District
Office of the Board of Education
La Escuelita Education Center
1050 2nd Avenue, Workspace B-237
Oakland, CA 94606-2212
Phone 510 273-3238
Fax 510 273-3235
Email - Edgar.Rakestraw@ousd.k12.ca.us**

Do not fax or email applications. Applications must be received no later than 5 PM on Friday, May 17, 2013. No late applications will be accepted.

Darek DeFreece

Name (Please print)

**OAKLAND UNIFIED SCHOOL DISTRICT
 APPLICATION TO FILL BOARD OF EDUCATION VACANCY
 DISTRICT 4 FOR THE TERM ENDING JANUARY 5, 2015
 DEADLINE: FRIDAY MAY 17, 2013 AT 5:00 P.M.**

09
 2013 MAY 17 P 2:22

(Please Print Name & Address)

Name: DeFreece Darek Alan
 (Last) (First) (Initial)

Business Address: 45 Fremont Street, 27th Floor

City: San Francisco State: CA Zip: 94105 Phone: 415-396-4364

Home Address: 10025 Broadway Terrace

City: Oakland State: CA Zip: 94611 Phone: 415-505-6525

Email: defreece@wellsfargo.com

Occupation & Employer: Attorney with Wells Fargo Bank

Number of Years Residing in Oakland: 6

Number of Years Residing in District 4: 6

Do you have children in the District's schools? Yes No

If yes, which schools: Thornhill Elementary

EDUCATIONAL BACKGROUND: (Voluntary; Not Required)

High School College/University	State	Degree/Units	Year Issued	Major/Minor
Boston College Law School	MA	JD	1997	law
UC Berkeley	CA	BA	1993	Political Science
Red Bluff High School	CA	high school	1989	

LANGUAGE COMPETENCIES:

List language competencies, other than English: read/write Spanish

(Please Use Additional Paper, If Needed)

1. Why do you want to be a school Board Member?

First, thank you for the opportunity to submit this application. I have been interested in education issues for many years, since graduating from the University of California at Berkeley. I was an active alumni volunteer for many years, before becoming president of the California Alumni Association, and then Regent of the University of California system. I think that overall this experience has prepared me for the incredible challenges faced by the K-12 system. I have in-depth knowledge of the California funding model for K-12 and higher education and feel I can deploy those skills at a local level.

I'm interested in being on the Board to support my community and support my children who will be in the Oakland Unified School District for years to come.

2. Please discuss your interest in and commitment to the Oakland Unified School District.

My partner and I moved to Oakland because of its schools. We realized that while being a same-sex couple with children in San Francisco would be more comfortable for us, we knew that schools in District 4 offered a greater opportunity to raise our children in a supportive environment and where we could become actively engaged. We are committed to the Oakland Unified School District and are now very active volunteers at Thornhill Elementary School where our twins attend kindergarten.

We intend to stay in this community for a very long time and will remain engaged in maintaining and supporting the excellence of OUSD. On a larger scale, a community can often be defined by its education system. Oakland has incredible challenges but also awesome opportunities. I want to be a part of the team that takes OUSD into its future.

3. Identify the most significant issues confronting public education, in general, and the Oakland Unified School District, in particular, and include your position on each. Please also discuss the ways you feel the District should respond to these issues.

One of the most significant issues, and one which I dealt with constantly as a UC Regent, is funding. Notwithstanding the wonderful news regarding the California budget mid-year revise and potential funding increases spurred by Propositions 30 and 98, increases in funding by the State of California will only return K-12 funding to 2007-2008 levels in 2015-16. That represents a significant issue for districts such as OUSD which has additional challenges related to a depressed socio-economic area with matriculation and resource issues. OUSD should be extremely communicative with its civic leaders, partners and constituents (staff, parents, students) about the effect of the May revise on funding for the next couple of years. How it responds, and where it puts the funds (if ultimately made available) will signal where the district is headed in the near future.

I should note that I'm highly supportive of OUSD's efforts to address, head-on, issues related to physical assets (schools and school locations and performance issues related to the same), staffing (putting in place the best leadership for each school). I admire the Board and former Superintendent Tony Smith's efforts to tackle difficult issues with certainty and purpose. Under Gary Yee's leadership I'm certain that OUSD will continue to improve.

4. Please describe any positions you have held as a volunteer, employee, former employee or consultant for the Oakland Unified School District.

I am an active donor and volunteer with Thornhill Elementary School, both in my children's classrooms and chaperoning field trips. In addition, my partner, Alan, volunteers every week and coincidentally, as I write out this application, he is chaperoning a field trip to Crab Cove in Alameda, CA. Our school is so incredibly lucky because of the parental involvement.

5. What do you see as the major responsibilities of a Board Member?

The highest responsibility is active engagement. It is important that a Board Member execute his/her fiduciary responsibility by being prepared, actively engaged in discourse, and attending all committee and general meetings. Active engagement means also reviewing, promoting and executing board and district policy, perhaps challenging status quo, but always speaking with one voice when a uniform decision is made by the Board. Another major responsibility is supervising the Superintendent so that he/she may execute their responsibilities with oversight of the district.

6. How does the Board's role differ from that of the Superintendent?

Too often I have seen Board Members go beyond their stated role of setting the policy parameters of the district. It is the responsibility of the Board Members to set policy but allow the staff (up to and including the Superintendent) to execute the policy as they see fit defining the means to achieve the ends (e.g., using the Carver model of Board governance) results. It would be a mistake if the Board Members attempt to try to involve themselves in "doing the work" of the Superintendent or overstep. The Board holds the Superintendent accountable to the policy. In turn, the Superintendent holds his/her staff accountable to means by which the policy is executed (and the results achieved).

7. Please identify and discuss the areas of knowledge or expertise that you would bring to the Board.

I have strong leadership experience and significant board experience centered on education, including as a Regent for the University of California, setting and executing policy for the UC system. While on a different scale, the issues faced by OUSD and the UC system are strikingly similar. While a Regent, I served on committees related to campus climate (bullying), grounds and buildings, national laboratories, finance and long range planning. I am strongly familiar with a governance model that involves a Board setting policy while staff implementing such policy.

I have served on other boards as well, including serving as President of the Cal Alumni Association (representing 450,000 living alumni of Cal). I serve currently on two board committees (finance and audit) of the Trevor Project - a national non-profit organization dedicated to addressing bullying issues, especially for LGBT youth.

I am a parent of two children in the OUSD.

8. Have you worked on any school committees or participated in any school activities recently? Please list them.

My children are new to the OUSD, attending kindergarten this year. I have used this year to explore involvement in the school, and have actively volunteered in the classroom. I have attended PFC (PTA) meetings and have stayed abreast of current issues being faced by Thornhill and by the district overall. I do not presently serve on any school committees but attend numerous after school events (including a very cool fall fund-raiser that did some damage to my pocketbook). I owe it to my community and to my parents to be an active donor, volunteer, parent, and voter.

9. Describe any other community or business activities in which you have participated. Describe your role, and whether your work was as a volunteer or employee.

Volunteer. In addition to the UC Regent experience highlighted above, I will note that I'm an active member of a number of LGBT organizations, including Equality California, Lambda Legal, the Trevor Project, and the National LGBT Bar Association. I'm still an active alumni volunteer for UC Berkeley, as a Regent Emeritus, President Emeritus of the Cal Alumni. Under my watch I launched a new scholarship program targeting underrepresented minorities. I serve as the Chair of my Reunion Class Campaign which is in process and has raised over \$400,000 for Cal so far this year. Employee. I have worked as an international/foreign exchange attorney for Wells Fargo Bank for ten years. I'm a strong believer in my employer's involvement in the communities in which it resides, and have participated in a number of civic opportunities through my employer.

CRIMINAL BACKGROUND INVESTIGATION:

Have you ever been convicted of a felony or misdemeanor?

Yes

No

If yes, please describe the offense(s):

ELIGIBILITY INFORMATION: If you answer **no** to any of the following questions, you are not eligible to serve as a Board Member.

Yes

No

I am 18 years of age or older.

I am a resident of the City of Oakland.

I reside in District 4.

I am a registered voter.

I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6 of this application nor am I otherwise disqualified under the California Constitution or statutes from holding public office.

CERTIFICATION OF QUALIFICATIONS AND WORK COMMITMENT

I understand that upon appointment I would be required to file a Conflict of Interest Statement and take an Oath of Office.

I certify that I am 18 years of age or older, a registered voter and that I reside within the City of Oakland and in District 4.

I certify I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6, and further certify I am not otherwise disqualified under the California Constitution or statues from holding public office.


I understand a Board Member's responsibility requires attendance at: (1) twice monthly regular Board meetings; (2) frequent special meetings or study sessions; and (3) numerous school events. I understand that I will be required to read my Board packet and be prepared to make decisions on complex educational issues.

I understand that this application may be made available to the public in accordance with the Public Records Act.

I understand that my failure to complete this application and return it by May 17, 2013 by 5:00 pm will result in my ineligibility to be a candidate for provisional appointment by the Board.

I certify that the foregoing information is true and correct under penalty of perjury.


Signature


Date

The following is a list of crimes, conviction of which disqualifies a person from holding public office in the State of California.

- *Bribery to procure election or appointment (California Constitution Article VII, § 8 (a))*
- *Conviction of bribery, perjury, forgery, malfeasance in office, or other high crimes (California Constitution Article VII, §8 (b))*
- *Bribing executive officer (Penal Code § 67)*
- *Officer asking for or receiving bribes (Penal Code §§ 68, 88)*
- *Receiving gratuity for appointment to office (Penal Code § 74)*
- *Judicial Officer who has asked for or received emoluments, gratuities, rewards, or the fee of a stenographer (Penal Code § 94)*
- *Officers committing bribery or corruption crimes (Penal Code § 98)*
- *Giving or offering bribe to Councilman or Supervisor (Penal Code § 165)*
- *Misappropriation of public funds (Penal Code § 424)*
- *Interference with work or discipline of, or giving certain articles to prisoners (Penal Code § 2772)*

- *Interference with or giving certain articles to convicts (Penal Code § 2790)*
- *Officer making contracts in which her or she is interested (Government Code § 1097)*
- *Members of the Legislature convicted of any crime (Government Code § 9055)*
- *Legislator convicted of misdemeanor for contempt of Legislature (Government Code § 9412)*
- *Corrupting the voting process (Election Code § 18501)*

Please note that in addition to the above restrictions, Government Code § 1126 prohibits any local agency official from engaging "in any employment, activity, or enterprise for compensation which is inconsistent, incompatible, in conflict with, or inimical to his or her duties as a local agency officer or employee or with the duties, functions, or responsibilities of his or her appointing power or the agency by which he or she is employed."

See also Board Bylaw 9270 ("Conflict of Interest/Incompatible Activities") and Annual Statement of Economic Interest (Form 700) required by the Political Reform Act, California Government Code §§ 87200 et seq.



APPLICANT
FOR
THE BOARD OF EDUCATION
OF
OAKLAND UNIFIED SCHOOL DISTRICT
PROVISIONAL APPOINTMENT TO DISTRICT 4 TRUSTEE SEAT FOR THE TERM
ENDING JANUARY 5, 2015

GIPSON, TIFFANY A.

Tiffany Gipson

Name (Please print)

OAKLAND UNIFIED SCHOOL DISTRICT
APPLICATION TO FILL BOARD OF EDUCATION VACANCY
DISTRICT 4 FOR THE TERM ENDING JANUARY 5, 2015
DEADLINE: FRIDAY MAY 17, 2013 AT 5:00 P.M.

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(Please Print Name & Address)

Name: Gipson Tiffany A
(Last) (First) (Initial)

Business Address: 6441 Herzog St

City: Oakland State: CA Zip: 94608 Phone: (510) 658-6454

Home Address: 3826 Midvale Avenue

City: Oakland State: CA Zip: 94602 Phone: 510-530-3525

Email: tiffany4progress@yahoo.com

Occupation & Employer: Technical Assistance Director, Higher Ground Neighborhood Development Corp

Number of Years Residing in Oakland: 20 years

Number of Years Residing in District 4: 20 years

Do you have children in the District's schools? Yes No

If yes, which schools: _____

EDUCATIONAL BACKGROUND: (Voluntary; Not Required)

High School College/University	State	Degree/Units	Year Issued	Major/Minor

LANGUAGE COMPETENCIES:

List language competencies, other than English: N/A

(Please Use Additional Paper, If Needed)

1. Why do you want to be a school Board Member?

During the 2011-12 school year, one of the school's my organization supports, went through a very challenging merger process. The process was not transparent, nor consistent with the information that was released from the District office. The level of confusion and misinformation led to an entire community feeling betrayed by one of the core systems that was created to protect their interests. This process made it clear to me that if I didn't want any other community in Oakland to experience that kind of trauma or become disheartened and not participate in a system that needed them now more than ever, then I needed to get involved. And I also feel my work directly with schools and families, including dealing with all levels of staffing on a school site, would ensure any policy or fiscal decisions I made were rooted in practical application and consequences versus theory. And most importantly, by sitting on the School Board, I could help hold our families and teachers in the esteem they deserve.

2. Please discuss your interest in and commitment to the Oakland Unified School District.

I have tirelessly supported and collaborated with the children and families that attend the Oakland public schools for the last 16 years. I have done this work in a myriad of ways but mainly through community based organizations whose whole focus was to support the growth, health and well being of the whole child as a method to foster their academic and intellectual growth. My work has been grounded in Youth Development practices and principles and I feel has been instrumental in helping children and families in typically underserved communities grow, and in the best of circumstances, thrive. My dedication to the success of all Oakland schools was highlighted by my participation in the FSCS Taskforce to help frame the new Strategic Plan for the District, as well as I am currently one of the co-leads for the District Community Partnership Workgroup through the Family, Schools and Community Partnerships Department.

3. Identify the most significant issues confronting public education, in general, and the Oakland Unified School District, in particular, and include your position on each. Please also discuss the ways you feel the District should respond to these issues.

Education is something that I grew up with and around my entire life. My Father retired as a school administrator, my Godfather taught for over 30 years and my Godmother was a department head at a Louisiana University, so I respect what it takes to educate young people. However, I am also clear that families and times have changed and if the systems built to support these changing populations don't change and grow with them, they are destined to be unsuccessful. Overall, there are more issues that impact and effect public education in this Country than I could cover in this short paragraph; however, over the last 10 years, 4 issues have truly resonated with me as core issues that are impacting the education system throughout this Country, but specifically in Oakland: 1.) lack of funding, resources and partnerships that inspire and reward comprehensive and innovative programming alternatives; 2.) divergence of students from the public schools to the charter schools; 3.) meaningful partnerships and alignment between District management's vision and the various unions that support the schools; 4.) and closing the achievement gap for African American boys and other children of color.

I think Oakland's response should be the same as my position on each of these issues. Start at home. If we have programs, teachers, partners that are doing great work and the results are more successful, happy and healthy children and young people, let's study those. Let's collect the data, not just quantitative but qualitative. Let's acknowledge the great minds and great work that happens here everyday! Then compare that to best practice strategies that may be happening in similar urban areas. But definitely, we need to engage our greater Oakland community in our problem-solving efforts. Our collective knowledge is stronger than anything one person, group or organization can contribute.

1.) Let's look at leveraging the resources of some of our partner agencies to get non-traditional funding and supports into all of our schools. There are great examples of this with the afterschool programs in several schools. There is also some very creative programming happening in our alternative education programs. Let's see how are they reaching our most disenfranchised students and how can we align their work at the elementary and middle school level to ensure we engage students early on, so that we can keep them. Also, work more strategically and expansively with the City and County to align comprehensive family supports so that services like case management that families may already receive, can include support on the school campus.

2.) Stop looking at the end result of students leaving, and start looking at the root causes. At most Charter Schools, some things are very common: Mandatory Parent Engagement; Innovative Classroom practices; Partners for every aspect of the school day; Incentives for achievement; etc. Let's learn from them. But also, Charter Schools should be held to the same standards as our Public Schools. No EXCEPTIONS.

3.) The Unions are here to fight for the rights of some of the most under-appreciated yet most influential positions in our District when it comes to direct access to our children and families. We have to find ways to guarantee them certain protections in what we know to be underpaid positions, while ensuring that good teachers get rewarded, struggling teachers get training, professional development and proactive supervision, and best teachers are shown that their gifts and talents can best be used in some other capacity or profession.

4.) This of course is a huge challenge and will be one that we struggle with for years to come, because we have let it get this far. I think the approach needs to be comprehensive but there have to be accountability methods put in place. I think partnering with non-traditional programs and services is key as well as providing targeted interventions to the families of these children will be critical in seeing any real changes in this area. The phrase "it takes a village" is true.

4. Please describe any positions you have held as a volunteer, employee, former employee or consultant for the Oakland Unified School District.

Over the last 16 years, I have worked with different non-profits that partner with OUSD. My roles have always been either Program Director or Agency Director for non-profits that provide mental health, professional development and after school programming at various school sites. I have worked directly with over 10 different schools. My role included fiscal, administrative and programmatic support with a focus on compliance with funding parameters, alignment with school day vision, practices and expectations, and community engagement.

5. What do you see as the major responsibilities of a Board Member?

Some major responsibilities that I think are critical to the role of a Board Member are:
Jointly establish and hold the vision of the District;
Speak the truths of the children, families and residents we represent;
Provide a clear focus for District policies, programs, activities and operations;
Annual approval of the District's budget;
Approving Bylaws;
Authorizing large contracts/MOUs; and
Helping create meaningful partnerships that expand the capacity of our District.

6. How does the Board's role differ from that of the Superintendent?

Simply stated, I feel that the Superintendent should handle daily operational issues using the Board policies and directives as guidelines while the Board Board provides oversight and guidance.

7. Please identify and discuss the areas of knowledge or expertise that you would bring to the Board.

As the Director of an organization, I have extensive fiscal and administrative experience both internally within our organization and within the OUSD system. I also have incredible partnership development and collaboration experience. I have worked to bring funders into both the organizations I work for and the schools we support as well as leveraged current resources to build and expand programming.

My greatest asset, is my ability to assess a situation, identify the strengths, needs and greatest areas for growth and create a plan and partnerships that get the job done. I feel I always act and move with honesty and integrity, even when it is not the easy road. But I am very diplomatic and I work hard to make sure people dealing with me feel valued, respected and heard, even if I can't always give them what they want.

8. Have you worked on any school committees or participated in any school activities recently? Please list them.

I have facilitated several different school- and district-based committees that include but are not limited to:
COST Teams at various school sites;
Site-Based Community Collaboratives;
District Community Partnerships Workgroup; and
FSCS Taskforce.

9. Describe any other community or business activities in which you have participated. Describe your role, and whether your work was as a volunteer or employee.

I have sat on the African American Advisory Committee on Crime as well as the Executive Board for the Oakland, NAACP. Through our organization, I currently sit on the Steering Committee for East Oakland Building Healthy Communities. All of these positions are volunteer based. I am also working on a Community Capacity Building project in East Oakland that is a direct partnership with the City of Oakland, Alameda County Public Health Department and the residents of East Oakland. In this work I am the Project Manager for the expansion of the Time Banking project.

CRIMINAL BACKGROUND INVESTIGATION:

Have you ever been convicted of a felony or misdemeanor?

Yes

No

If yes, please describe the offense(s):

ELIGIBILITY INFORMATION: If you answer no to any of the following questions, you are not eligible to serve as a Board Member.

Yes

No

I am 18 years of age or older.

I am a resident of the City of Oakland.

I reside in District 4.

I am a registered voter.

I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6 of this application nor am I otherwise disqualified under the California Constitution or statutes from holding public office.

CERTIFICATION OF QUALIFICATIONS AND WORK COMMITMENT

I understand that upon appointment I would be required to file a Conflict of Interest Statement and take an Oath of Office.

I certify that I am 18 years of age or older, a registered voter and that I reside within the City of Oakland and in District 4.

I certify I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6, and further certify I am not otherwise disqualified under the California Constitution or statutes from holding public office.

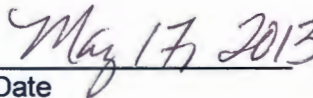
I understand a Board Member's responsibility requires attendance at: (1) twice monthly regular Board meetings; (2) frequent special meetings or study sessions; and (3) numerous school events. I understand that I will be required to read my Board packet and be prepared to make decisions on complex educational issues.

I understand that this application may be made available to the public in accordance with the Public Records Act.

I understand that my failure to complete this application and return it by May 17, 2013 by 5:00 pm will result in my ineligibility to be a candidate for provisional appointment by the Board.

I certify that the foregoing information is true and correct under penalty of perjury.


Signature


Date

The following is a list of crimes, conviction of which disqualifies a person from holding public office in the State of California.

- *Bribery to procure election or appointment (California Constitution Article VII, § 8 (a))*
- *Conviction of bribery, perjury, forgery, malfeasance in office, or other high crimes (California Constitution Article VII, §8 (b))*
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- *Officer asking for or receiving bribes (Penal Code §§ 68, 88)*
- *Receiving gratuity for appointment to office (Penal Code § 74)*
- *Judicial Officer who has asked for or received emoluments, gratuities, rewards, or the fee of a stenographer (Penal Code § 94)*
- *Officers committing bribery or corruption crimes (Penal Code § 98)*
- *Giving or offering bribe to Councilman or Supervisor (Penal Code § 165)*
- *Misappropriation of public funds (Penal Code § 424)*
- *Interference with work or discipline of, or giving certain articles to prisoners (Penal Code § 2772)*

- *Interference with or giving certain articles to convicts (Penal Code § 2790)*
- *Officer making contracts in which her or she is interested (Government Code § 1097)*
- *Members of the Legislature convicted of any crime (Government Code § 9055)*
- *Legislator convicted of misdemeanor for contempt of Legislature (Government Code § 9412)*
- *Corrupting the voting process (Election Code § 18501)*

Please note that in addition to the above restrictions, Government Code § 1126 prohibits any local agency official from engaging "in any employment, activity, or enterprise for compensation which is inconsistent, incompatible, in conflict with, or inimical to his or her duties as a local agency officer or employee or with the duties, functions, or responsibilities of his or her appointing power or the agency by which he or she is employed."

See also Board Bylaw 9270 ("Conflict of Interest/Incompatible Activities") and Annual Statement of Economic Interest (Form 700) required by the Political Reform Act, California Government Code §§ 87200 et seq.



APPLICANT
FOR
THE BOARD OF EDUCATION
OF
OAKLAND UNIFIED SCHOOL DISTRICT
PROVISIONAL APPOINTMENT TO DISTRICT 4 TRUSTEE SEAT FOR THE TERM
ENDING JANUARY 5, 2015

LABAUVE, CARRIE



Carrie LaBauve

2554 Fern Street,
Oakland, CA 94601

(510) 261-2101
labauvec@aol.com

May 16, 2013

Office of the Board-of-Education
La Escuelita Education Center
1050 Second Avenue
Oakland, CA 94606

Board Members:

Enclosed for your review and consideration is the School
Board Application for District 4, Oakland Unified
School District.

Thank you!

**OAKLAND UNIFIED SCHOOL DISTRICT
APPLICATION TO FILL BOARD OF EDUCATION VACANCY
DISTRICT 4 FOR THE TERM ENDING JANUARY 5, 2015
DEADLINE: FRIDAY MAY 17, 2013 AT 5:00 P.M.**

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AS
2013 MAY 16 P 3:23

(Please Print Name & Address)

Name: LaBauve, Carrie
(Last) (First) (Initial)

Business Address: N/A

City: _____ State: _____ Zip: _____ Phone: _____

Home Address: 2554 Fern Street

City: Oakland, State: CA Zip: 94601 Phone: 510-261-2101

Email: labauvec@aol.com

Occupation & Employer: Retired

Number of Years Residing in Oakland: 37 Years

Number of Years Residing in District 4: 37 Years

Do you have children in the District's schools? Yes No

If yes, which schools: Carl B. Munck Elementary School

EDUCATIONAL BACKGROUND: (Voluntary; Not Required)

High School College/University	State	Degree/Units	Year Issued	Major/Minor
Manual Arts	CA	Grad	1965	Legal
LA Jr. College	CA	3 Sem	N/A	"
Lanley	CA	2 Sem	N/A	"
Merritt	CA	1 Sem	N/A	"

LANGUAGE COMPETENCIES:

List language competencies, other than English: None

(Please Use Additional Paper, If Needed)

1. Why do you want to be a school Board Member?

Wanting to be a school Board Member will give me the opportunity to voice, listen and become more active in approaching an effective and productive line of communication within the OUSD educational system with parents, students and the community.

2. Please discuss your interest in and commitment to the Oakland Unified School District.

My interest and commitment to OUSD is to be vigilant and continuously boost current district policies in place to meet student and parent needs when frustration is apparent and evident; to learn positively, to evaluate, employ and develop in the community the awareness that all children are affected when there is a limited understanding of the educational system and its process; thus, make every effort to enlighten with respect all parents, schools and communities with the knowledge that at any level there is the capacity to achieve and move forward and to further generate a better understanding of success through education which is one of the utmost factor(s) to achieve.

3. Identify the most significant issues confronting public education, in general, and the Oakland Unified School District, in particular, and include your position on each. Please also discuss the ways you feel the District should respond to these issues.

One of the most significant issues confronting public education and OUSD is that they do not respond to parents but make mention that the parents voice(s) and involvement counts. Revise, re-view policies that are poorly written and in play. The District should respond to all parents on any significant/insignificant issue which it does not currently do. Public education in Oakland is failing the city's population by not holding anyone accountable for activities that leads to the ruins of a school or destruction of our young people. My position is to follow-up, respond to what seems to be minor and not select issues. Hold administrative staff accountable and not neglect the parent community when issues need to be addressed; develop a check and balance mechanism that allows parents to know there is a support system between the school superintendent; school principal; teacher/staff; students and the community.

4. Please describe any positions you have held as a volunteer, employee, former employee or consultant for the Oakland Unified School District.

Volunteer Positions: PTA volunteer at Carl B. Munck; Manzanita; Mc Chesney (Edna Brewer); and Skyline; involved multitude of activities at each school; i.e., worked with Carl B. Munck's library scholastic program; assist with school testing; science project; arranged and set up Teacher/Staff Appreciation (reorganization) Week program. Planned school fund raisers and student miscellaneous activities; planned International Night Social function.

5. What do you see as the major responsibilities of a Board Member?

Major responsibility that I see is to follow-up on issues that comes before the Board. To listen, hear, act, employ and at the same time maintain a decorum between the Board and District to keep educational programs where the community know they can be heard and receive acknowledgment.

6. How does the Board's role differ from that of the Superintendent?

The Board's role would be that of support and overseer rather than direct hands on. Works cohesively with the superintendent to ensure favorable community programs, goals, and obligations to meet required needs. The Board's role would take a stance once the true value of occurring problems in district(s) are recognized and could become an OUSD threat. Should the need exist to meet State and/or Federal guidelines, review and work with the Superintendent to make correction or modifications. Become an active community sounding Board should the Superintendent fall short.

7. Please identify and discuss the areas of knowledge or expertise that you would bring to the Board.

A strong knowledge and expertise of business; the protocol of handling complaints; Human Resources. All knowledge and expertise cover more than a 30 year background in business through Alameda County; i.e., Health Care Services, Highland Hospital, Public Health, Emergency Medical Services (EMS); some legal knowledge, departmental budgeting, human resources. A strong awareness of OUSD Special Needs Program and how it operates; OUSD Administration, its staff and operation.

8. Have you worked on any school committees or participated in any school activities recently? Please list them.

From 2011-2012 participated with Skyline Programs: 1) Peers Advising Students to Succeed (senior speaking to the younger grade students); 2) Future Leaders Institute (a senior project where students develop and create a presentation to the public); and 3) the Skyline's leadership program. See number 4 also.

9. Describe any other community or business activities in which you have participated. Describe your role, and whether your work was as a volunteer or employee.

Business activities covered a wide-range of duties, responsibilities with Alameda County Highland Hospital over 17 years; Public Health 10 years; and EMS 6 years. Did and performed office manager duties, the overseer for rebuilding programs; evaluated and carry out program status, reports and progress; managed billing inquires; patient care; human resources; supervised staff; implemented new media systems.

CRIMINAL BACKGROUND INVESTIGATION:

Have you ever been convicted of a felony or misdemeanor?

Yes

No

If yes, please describe the offense(s):

ELIGIBILITY INFORMATION: If you answer **no** to any of the following questions, you are not eligible to serve as a Board Member.

Yes

No

I am 18 years of age or older.

I am a resident of the City of Oakland.

I reside in District 4.

I am a registered voter.

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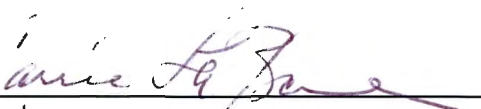
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Signature

May 16, 2013
Date

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- *Corrupting the voting process (Election Code § 18501)*

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APPLICANT
FOR
THE BOARD OF EDUCATION
OF
OAKLAND UNIFIED SCHOOL DISTRICT
PROVISIONAL APPOINTMENT TO DISTRICT 4 TRUSTEE SEAT FOR THE TERM
ENDING JANUARY 5, 2015

MCLANE, CATHERINE H.

OAKLAND UNIFIED SCHOOL DISTRICT
APPLICATION TO FILL BOARD OF EDUCATION VACANCY
DISTRICT 4 FOR THE TERM ENDING JANUARY 5, 2015
DEADLINE: FRIDAY MAY 17, 2013 AT 5:00 P.M.

2013 MAY 17 A 9:26
[Handwritten initials]

(Please Print Name & Address)

Name: McLane Catherine H.
(Last) (First) (Initial)

Business Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

Home Address: 6400 Ascot Drive

City: Oakland State: CA Zip: 94611 Phone: 510-530-0613

Email: katiemclane13@gmail.com

Occupation & Employer: Retired Administrator; Adjunct professor, Holy Names University

Number of Years Residing in Oakland: 32

Number of Years Residing in District 4: 32

Do you have children in the District's schools? Yes No

If yes, which schools: Sons are graduates of Joaquin Miller, Montera and Skyline

EDUCATIONAL BACKGROUND: (Voluntary; Not Required)

High School College/University	State	Degree/Units	Year Issued	Major/Minor
Occidental College	CA	BA	1963	Education K-8
San Jose State	CA	MS	1966	Counseling K-14
Cal State Hayward	CA		1992	Administration

LANGUAGE COMPETENCIES:

List language competencies, other than English: Working on Spanish comprehension

(Please Use Additional Paper, If Needed)

1. Why do you want to be a School Board Member?

I have considerable experience in the Oakland Unified School District and I have the personal qualities that are necessary to be a strong board member:

I am an effective communicator and a good listener, so I can describe what others want. I am a consensus builder and can work toward reaching decisions that all can support. I enjoy working with a variety of people and love to do outreach and engage in community activities. I also am one who is fascinated by group decision-making and am sensitive to others' decision-making styles.

In my role as a principal, I learned to multi-task and prioritize both written and verbal information. As a leader and team player, I had to be willing to take risks and to be supportive of my colleagues and the district staff- qualities needed by a school board member to promote the board's goals and visions which ultimately must focus on the success of our children.

From years of direct experience, I am acutely aware of the challenges facing OUSD and I know I can make a significant contribution toward solutions.

2. Please discuss your interest in and commitment to the Oakland Unified School District.

I have been a life-long advocate for public schools and my priorities have always been focused on Oakland students. I have made a commitment to support not only the schools my children attended (as PTA President at Montera and Skyline), but have helped to empower parents in schools where I have worked, throughout Oakland. Our local schools must provide a sense of community for a neighborhood, and be the embodiment of the values and hopes we have for the next generation. Valuing our parents and their opinions, welcoming and encouraging our new teachers and striving to seek educational equity for our children, are all goals we must share.

My experience ranges from working as a teacher, counselor and administrator in numerous Oakland schools in all parts of our city, supporting new teachers entering the profession and coaching new administrators. I believe that public schools have made our country great and that they are the great equalizers. We must support them! I support the goals of the Strategic Plan, which is the result of careful work on the part of so many stakeholders. That is why I am committed to the O.U.S.D.

3. Identify the most significant issues confronting public education, in general, and the Oakland Unified School District, in particular, and include your position on each. Please also discuss the ways you feel the District should respond to these issues.

1. Recruiting, hiring and retaining educators- This is a nation-wide concern and we need a more developed support system for beginning teachers. Oakland's Strategic Plan calls for setting up new teacher support teams with specific

McLane, Catherine "Katie"

strategies that should be in place. We should also re-instate the training program for "aspiring administrators" in Oakland. More teachers leave education due to lack of support, rather than their low pay commensurate with formal education. Following their preliminary evaluations, I feel it is incumbent upon the administrator and staff to collaborate to find ways to support the new teachers and help them succeed. Every classroom I step into, I thank the teacher for serving the children of Oakland.

2. Fiscal Priorities- On the national, state and local levels, we need to prioritize investment in early childhood education and redirect some funds back to parent education- in the long-term, more bang for bucks! In every way possible, we need to strengthen parental involvement by helping them support their children (early grades as a teachers and tutors, middle grades and high school as a coaches, mentors and supporters). Oakland's Family and Community Engagement goals, as contained in the Strategic Plan, provide excellent strategies.

3. Public perception of education is becoming alarmingly negative, and some inappropriately target teachers to the exclusion of other aspects of the problems facing our schools. Test scores should be used for diagnostic purposes, not to determine merit pay. In Oakland, we have incredibly hard-working teachers throughout the system who need to be honored and acknowledged for the challenges they face to equitably provide a meaningful education for our increasingly diverse population with a range of educational needs, abilities and goals. This is where staff development on best practices should be targeted.

To improve the morale, we need to set a tone to promote a positive climate for all personnel, which in turn provides a nurturing and safe environment for our students. Such programs as Restorative Justice, the Bully Project, African American Male Achievement and the Positive Behavioral Intervention are support strategies that are contained in the Strategic Plan are all making a significant impact on the our schools.

I feel that building coalitions with the community at large to support their local schools is possible. We can invite our community to school open houses and encourage volunteerism by facilitating and streamlining the volunteer screening process. The Community and Family Engagement Department, along with the school sites, are working to ensure that families and school staff are equal partners in decisions that affect our students' education and well-being.

4. Reading is still a major issue nation-wide and educators must feel that reading instruction is the responsibility of all teachers, regardless of grade level. The Common Core standards are focused on reading more non-fiction, primary source materials, and deepening the understanding of the materials being read. The saying that from Pre-K through 3rd grade students are learning to read and then 4th through 12th and beyond, they are reading to learn is still true, but if a child has not learned to read, we must teach him/her at whatever grade level. We need more collaborative reading intervention throughout the grades to help students be successful. It has been found that the number of books in a home has a direct correlation to the achievement levels of children, so we can continue to provide

McLane, Catherine "Katie"

books to the students and parents whose home libraries need to be expanded. This can be accomplished through grants and donations and work by volunteer organizations such as Friends of the Oakland Public School Libraries (FOPSL).

4. Please describe any positions you have held as a volunteer, employee, former employee or consultant for the Oakland Unified School District.

I served in many capacities as a teacher, counselor and administrator for 32 years, 25 years in Oakland. (See #7.) Since retiring from the OUSD, I have provided coaching to Oakland principals through U.C. Berkeley's Principals' Leadership Institute (PLI) program, worked with a variety of departments within the district (Complementary Learning, Human Resources, Family, Community, School Partnerships, facilitated community matching selection teams to select principals for various schools (Lazear, Lincoln) and substituted as a retired administrator at Emerson, CUES, Crocker, New Highland, Horace Mann, East Oakland PRIDE as well as providing support at Met West and Global Family.

5. What do you see as the major responsibilities of a Board Member?

In addition to attending board meetings twice a month, being involved in special sub-committees, and being present at many school activities, focused time is necessary to review the board packets and to seek answers to questions that are unclear from the documents presented.

Further, we will be hiring a new superintendent, so that will be a high priority.

In addition, the board members need to ratify collective bargaining agreements, create a healthy environment for work and learning, adopt an annual budget, align the district resources to improve achievement, and support the shared vision of the Strategic Plan, as well as the Board goals.

6. How does the Board's role differ from that of the Superintendent?

The Board hires the Superintendent, but does not implement policies or programs. The Board can help oversee the development and adoption of policies. The Board supports the District's Strategic Plan and empowers the professional staff to carry out their assigned duties. The Board does not get involved in personnel decisions, other than the selection of the Superintendent.

The Board, as well as the Superintendent, must be responsive to the values, beliefs and priorities of its community, and be guided by the implementation steps of our Board-adopted Strategic Plan.

McLane, Catherine "Katie"

7. Please identify and discuss the areas of knowledge or expertise that you would bring to the Board.

With degrees in General Education, an M.A. in Guidance and Counseling and an Administrative Services credential, I have worked in all levels of education, teaching Pre-K (known then as Developmental K) through 8th grades, counseling in middle and high schools, and being an administrator at each level. Currently I am also working as an adjunct professor at Holy Names University, involved in the training and supervision of Teach Tomorrow in Oakland and student teachers working in Oakland. Since retiring, I have had a chance to work with a number of departments (Complementary Learning, Human Resources, New Teacher Support and Special Education). I am an expert in helping teachers become "highly qualified" per NCLB rulings and am very familiar with the credentialing process. I also am a life-member of the Association of California School Administrators and have attended ACSA trainings throughout the years.

I know the schools in each part of Oakland and am familiar with both their challenges and successes. I moved to Oakland in 1982 and worked at Thornhill, Garfield, and Grass Valley, then taught at Montera, counseled at Edna Brewer and Skyline High, was an administrator at Calvin Simmons, King Estates and Kaiser Elementary. In addition, in the summers I worked as a teacher at Havenscourt, and an administrator at Fremont High and Oakland Tech and Emerson Elementary. After retiring, I did long-term administrative assignments at Crocker, New Highlands and Lakeview, as well as shorter assignments at East Oakland PRIDE, Emerson, and CUES.

8. Have you worked on any school committees or participated in any school activities recently? Please list them.

During the 2011-2012 school year, I served on the joint committee for College, Career and Workforce with a focus on linked learning and ways to support the challenges of small high schools.

As a substitute principal at many schools during the past few years, I have participated in all the on-site activities, and have been a part of the training provided by the district on numerous occasions, thereby helping to keep abreast of the current trends and the implementation of the School Quality Review procedures and our Strategic Plan.

9. Describe any other community or business activities in that you have participated.

Describe your role, and whether your work was as a volunteer or employee.

I volunteer with the Oakland East Bay Symphony giving pre-concert student programs.

I also serve on the steering committee of Volunteer for Oakland, which has been sponsoring start-of-school Volunteer Fairs for our community since 2008, bringing hundreds of potential volunteers together with agencies that support our students.

As a volunteer, I organized a small group to help with our district's registration process (working with Sue Woehrle and Curtiss Sarikey) helping new families to fill out forms, learn about schools, and keep them happy while waiting in long lines!!

Also, I regularly volunteer at city activities, often staffing information booths or helping host events.

9. Describe any other community or business activities in which you have participated. Describe your role, and whether your work was as a volunteer or employee.

I am a member of the Volunteer for Oakland steering committee and we have sponsored five "Volunteer Fairs" for our community, bringing together agencies that support our students and potential volunteers.

As a volunteer, I organized a small group to help with our district's registration process (working with Sue Woehrle and Curtiss Sarikey) basically helping new families to fill out forms, learn about schools, and keep them happy while waiting in long lines!!

Also, I have supported the city's activities, sometimes staffing the Mayor's information booth or being available to help with events as a hostess.

CRIMINAL BACKGROUND INVESTIGATION:

Have you ever been convicted of a felony or misdemeanor?

Yes

No

If yes, please describe the offense(s):

I took one of my former husband's clinic patients to Sears to buy her winter clothes, and as we left the store, she slipped in a pair of pants to one of the bags I was holding. We were stopped, and I assumed the responsibility for shoplifting because I didn't want her to be put back in jail. My record was expunged in 1977.

ELIGIBILITY INFORMATION: If you answer **no** to any of the following questions, you are not eligible to serve as a Board Member.

Yes

No

I am 18 years of age or older.

I am a resident of the City of Oakland.

I reside in District 4.

I am a registered voter.

I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6 of this application nor am I otherwise disqualified under the California Constitution or statutes from holding public office.

CERTIFICATION OF QUALIFICATIONS AND WORK COMMITMENT

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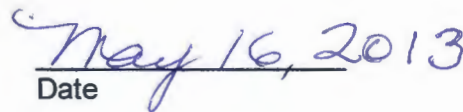
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APPLICANT
FOR
THE BOARD OF EDUCATION
OF
OAKLAND UNIFIED SCHOOL DISTRICT
PROVISIONAL APPOINTMENT TO DISTRICT 4 TRUSTEE SEAT FOR THE TERM
ENDING JANUARY 5, 2015

SCHWARTZ, ANGIE C.

AS
er

Angie Schwartz

Name (Please print)

2013 MAY 17 P 3:33

**OAKLAND UNIFIED SCHOOL DISTRICT
APPLICATION TO FILL BOARD OF EDUCATION VACANCY
DISTRICT 4 FOR THE TERM ENDING JANUARY 5, 2015
DEADLINE: FRIDAY MAY 17, 2013 AT 5:00 P.M.**

(Please Print Name & Address)

Name: Schwartz Angie C
(Last) (First) (Initial)

Business Address: 200 Pine Street, Suite 300

City: San Francisco State: CA Zip: 94104 Phone: 415-694-7394

Home Address: 5915 Thornhill Drive

City: Oakland State: CA Zip: 94611 Phone: 510-350-8831

Email: schwartz.angie@gmail.com

Occupation & Employer: Policy Director, The Alliance for Children's Rights

Number of Years Residing in Oakland: 6 years, 9 months

Number of Years Residing in District 4: 6 years, 9 months

Do you have children in the District's schools? Yes No

If yes, which schools: Thornhill Elementary (beginning Fall 2013)

EDUCATIONAL BACKGROUND: (Voluntary; Not Required)

High School College/University	State	Degree/Units	Year Issued	Major/Minor
St. Mary's Academy	OR	Diploma	1994	
American University	DC	BA	1998	Law & Policy/Literature
Stanford Law School	CA	JD	2004	Law

LANGUAGE COMPETENCIES:

List language competencies, other than English: _____

(Please Use Additional Paper, If Needed)

1. Why do you want to be a school Board Member?

Serving on the Board furthers my interest in protecting children and youth and would allow me to use my skills and experience to benefit the entire district. I have dedicated my career to helping disadvantaged children get the benefits and services they need to thrive. I have fought for children in many settings including the courts, the California legislature, United States Congressional committees, and administrative agencies. My central aim has been both to ensure children receive supports to which they are entitled and to expand the services available to meet their needs. My extensive knowledge of California's child welfare system, proven track record in developing and implementing successful reforms, management skills, and ability to be effective in a variety of settings and coalitions will be a great benefit to the school board.

Finally, I have personal reasons for wanting to serve on the board. First, I am a parent. Additionally, I am dismayed that Oakland's children are not afforded an equal opportunity to reach their greatest potential. While I feel very fortunate to live in a community with a strong elementary school where my daughter will start this fall, I feel equally compelled to ensure that every child in Oakland has the same opportunities for success. I believe Oakland is on this path, and am excited about the opportunity to serve with the Board and assist in moving forward with the community vision it adopted when it created Thriving Students.

2. Please discuss your interest in and commitment to the Oakland Unified School District.

Two years after moving to Oakland, I became a new parent and began thinking about my daughter's future and the opportunities available to her through our public schools. I am anxious that our public schools will not be able to provide the education she and others need, particularly in middle school and beyond. And, it is this fear that compels me to make a difference.

As a lifelong advocate for children, I know that our public policies and the strong administration of our public agencies can result in lasting change that benefits all. I have been a part of these changes, and am committed to applying my skills to better our schools. In my work as an advocate for children in the foster care system, I have seen first hand how state-level policy decisions have harmed the systems designed to care for the most vulnerable among us. Unfortunately, this is true in the education arena as well. Many fiscal and policy decisions made over the last several years have threatened and eroded our public education system's foundation. However, in the coming years, schools will likely have access to increased funding and local control over how those funds are used. How Oakland responds to these challenges and opportunities will determine the fate of our schools for a generation to come. I am committed to helping the District navigate these waters to best support all of our young people.

3. Identify the most significant issues confronting public education, in general, and the Oakland Unified School District, in particular, and include your position on each. Please also discuss the ways you feel the District should respond to these issues.

One of the most significant issues confronting our public education system is effectively serving children in our most disadvantaged communities in order to give them the opportunities they need to thrive. Our schools must acknowledge and address the inequalities that lead to African-American, Latino, English Language Learners, and students living in poverty falling significant behind their peers and, all too often, dropping out altogether. Oakland's development of Full Service Community Schools is a promising step in the right direction. However, the key to the ongoing success of this initiative will be in the implementation. While the strategic planning documents that have been developed are promising, these plans are not self-implementing. There needs to be dedicated time and resources invested in bringing the vision to practice. My own experiences in implementing sweeping reforms, like California's groundbreaking legislation that extends foster care to age 21, will be an asset in this regard. I believe a similar approach to the one we adopted with Fostering Connections is needed to bring the reforms envisioned in Thriving Students into reality.

The other major issue confronting our schools is the Governor's proposed Local Control Funding Formula. While there are some real opportunities in the LCFF, there are also inherent risks. For example, under the Governor's current proposal, a number of categorical programs will lose their dedicated funding and be rolled into the LCFF base grant. This places certain vulnerable populations, like foster youth, at risk of losing vital educational services. If the Governor's proposal passes as drafted, it will be incumbent on school districts to develop policies that continue to support our most marginalized students. Further, it is essential that our school board members and district staff be tuned into the proposals being advanced at the state level to ensure that funding decisions that may adversely impact our students are addressed.

4. Please describe any positions you have held as a volunteer, employee, former employee or consultant for the Oakland Unified School District.

To date, I have not held any positions within the Oakland Unified School District. However, I am an active community volunteer and advocate for children and youth. In my current role, I am the Policy Director at the Alliance for Children's Rights and serve as a board member on Building Futures for Women and Children.

5. What do you see as the major responsibilities of a Board Member?

In general, I agree with the responsibilities outlined in the application materials and applaud the Board's efforts in developing the Balanced Scorecard as a means of aligning resources, setting clear goals, and increasing transparency. I believe the essential priorities of the board to be:

- 1) Providing oversight of the district's educational policies and programs;
- 2) Helping to establish systems and processes to ensure fiscal, programmatic, and outcome accountability;
- 3) Serving as a community leader and working to establish and carry out a unified vision and mission for the school district;
- 4) Advocating for the educational needs and priorities of all of the district's children and ensuring that all decisions are made in the best interest of the children;
- 5) Providing a forum for community input and engagement and ensuring that community feedback is fully taken into account and valued by the district;
- 6) Promoting accountability, oversight, strong fiscal management, and transparency;
- 7) Reviewing and approving the school district's annual budget.

6. How does the Board's role differ from that of the Superintendent?

The Superintendent is an advisor to the Board charged with executing the day-to-day operations of the District. She is hired to support the Board by providing advice, policy recommendations, and leadership. The Superintendent—with the guidance of the Board—also helps to set the vision for the district and to carry out the Board's policies. In this case, Supt. Smith and the Board have already set the District on strong course with the adoption of Thriving Students. The Board is responsible to the students, the city of Oakland and its voters for ensuring that each child receives a quality education and opportunities for success. While the roles are distinct, it is essential that the Board and the Superintendent work in concert to develop a unified vision and agenda for the district.

7. Please identify and discuss the areas of knowledge or expertise that you would bring to the Board.

In my role as the Policy Director at the Alliance for Children's Rights, I have spent a great deal of time ensuring that legislation that we have succeeded in getting passed is fully and thoroughly implemented for the benefit of our youth. I have great attention to detail, am skilled at forming and building coalitions and working across diverse communities in order to ensure that the laws are fully carried out.

More broadly, I am skilled at navigating our public systems and understand the interplay between federal, state and local laws and financing systems. I am creative in my approach to law and policy, and skilled at developing approaches to problems that take advantage of the greatest number of available resources and opportunities to support children and families.

Finally, I have extensive knowledge of our child welfare laws, including those areas of law that relate to the educational rights of children who are living outside of a parent's home as well as children with disabilities. I have advocated for policies and laws to improve our public education system for children in out-of-home care, who are among the hardest population to serve.

8. Have you worked on any school committees or participated in any school activities recently? Please list them.

No, not within the Oakland Unified.

9. Describe any other community or business activities in which you have participated. Describe your role, and whether your work was as a volunteer or employee.

I am on the Board of Building Futures for Women and Children, where I serve on the Governance Committee and help to set the strategic direction for the organization and provide support to the Executive Director.

In addition, in my day-to-day work I am an advocate for children and families as the Policy Director for the Alliance for Children's Rights. In that role, I advocate for reforms that improve the services, benefits and supports available to youth living in out-of-home care. I have been involved in many statewide and local reforms to ensure that children in foster care have access to necessary services and resources.

Prior to my work with the Alliance for Children's Rights, I worked at the Public Interest Law Project and the National Center for Youth Law. In both of these roles, I worked to develop and implement systemic reforms to help disadvantaged children and youth.

CRIMINAL BACKGROUND INVESTIGATION:

Have you ever been convicted of a felony or misdemeanor?

Yes

No

If yes, please describe the offense(s):

ELIGIBILITY INFORMATION: If you answer no to any of the following questions, you are not eligible to serve as a Board Member.

Yes

No

I am 18 years of age or older.

I am a resident of the City of Oakland.

I reside in District 4.

I am a registered voter.

I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6 of this application nor am I otherwise disqualified under the California Constitution or statutes from holding public office.

CERTIFICATION OF QUALIFICATIONS AND WORK COMMITMENT

I understand that upon appointment I would be required to file a Conflict of Interest Statement and take an Oath of Office.

I certify that I am 18 years of age or older, a registered voter and that I reside within the City of Oakland and in District 4.

I certify I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6, and further certify I am not otherwise disqualified under the California Constitution or statutes from holding public office.

I understand a Board Member's responsibility requires attendance at: (1) twice monthly regular Board meetings; (2) frequent special meetings or study sessions; and (3) numerous school events. I understand that I will be required to read my Board packet and be prepared to make decisions on complex educational issues.

I understand that this application may be made available to the public in accordance with the Public Records Act.

I understand that my failure to complete this application and return it by May 17, 2013 by 5:00 pm will result in my ineligibility to be a candidate for provisional appointment by the Board.

I certify that the foregoing information is true and correct under penalty of perjury.



Signature

5-17-13

Date

The following is a list of crimes, conviction of which disqualifies a person from holding public office in the State of California.

- *Bribery to procure election or appointment (California Constitution Article VII, § 8 (a))*
- *Conviction of bribery, perjury, forgery, malfeasance in office, or other high crimes (California Constitution Article VII, §8 (b))*
- *Bribing executive officer (Penal Code § 67)*
- *Officer asking for or receiving bribes (Penal Code §§ 68, 88)*
- *Receiving gratuity for appointment to office (Penal Code § 74)*
- *Judicial Officer who has asked for or received emoluments, gratuities, rewards, or the fee of a stenographer (Penal Code § 94)*
- *Officers committing bribery or corruption crimes (Penal Code § 98)*
- *Giving or offering bribe to Councilman or Supervisor (Penal Code § 165)*
- *Misappropriation of public funds (Penal Code § 424)*
- *Interference with work or discipline of, or giving certain articles to prisoners (Penal Code § 2772)*

- *Interference with or giving certain articles to convicts (Penal Code § 2790)*
- *Officer making contracts in which her or she is interested (Government Code § 1097)*
- *Members of the Legislature convicted of any crime (Government Code § 9055)*
- *Legislator convicted of misdemeanor for contempt of Legislature (Government Code § 9412)*
- *Corrupting the voting process (Election Code § 18501)*

Please note that in addition to the above restrictions, Government Code § 1126 prohibits any local agency official from engaging "in any employment, activity, or enterprise for compensation which is inconsistent, incompatible, in conflict with, or inimical to his or her duties as a local agency officer or employee or with the duties, functions, or responsibilities of his or her appointing power or the agency by which he or she is employed."

See also Board Bylaw 9270 ("Conflict of Interest/Incompatible Activities") and Annual Statement of Economic Interest (Form 700) required by the Political Reform Act, California Government Code §§ 87200 et seq.

EDUCATION

STANFORD LAW SCHOOL, Palo Alto, CA, Juris Doctor Degree, May 2004

AWARDS: Graduation with Distinction (top 1/3 of class); Graduation with Pro Bono Distinction (more than 50 hours of pro bono service); Rhode Fellowship (outstanding work with underrepresented groups); Exceptional Merit Scholarship, Foundation of the State Bar of California (superior academic achievement and public service); Lisa M. Schnitzer Memorial Scholarship (commitment to helping the disadvantaged)

JOURNAL: Stanford Law & Policy Review (Executive Editor, 2001-02)

CLINICAL EXPERIENCE: Education Advocacy Clinic, Advanced Education Advocacy Clinic

AMERICAN UNIVERSITY, Washington, D.C., Bachelor of Arts, Law & Society, May 1998

AWARDS: Magna Cum Laude, Phi Beta Kappa, Golden Key, University Honors, Dean's Scholarship

LEGAL EXPERIENCE

THE ALLIANCE FOR CHILDREN'S RIGHTS

SAN FRANCISCO, CA

Policy Director

April 2010 – Present

- Establish and implement the Alliance's legislative program and policy priorities on an annual basis, including drafting bill language, securing author(s) and co-sponsor(s), drafting support letters, drafting and providing testimony at legislative hearings, and reviewing and commenting on other legislative proposals
- Supervise policy staff, project staff, law clerks, undergraduate and graduate interns, and pro bono counsel including conducting annual evaluations, developing and overseeing work plans and annual goals, and supervising individual projects
- Coordinate policy activities with other key Alliance staff including preparing materials for and chairing monthly Policy Committee meetings and preparing reports and presentations for the Alliance's Board of Directors
- Represent Alliance positions in meetings with the California Department of Social Services, the Governor's Office, the Legislature, the Department of Children and Family Services, and the Los Angeles County Board of Supervisors
- Testify on legislation before state and federal committees, including testimony before the Congressional Caucus on Foster Youth
- Co-sponsor California's *Fostering Connections to Success Act* (AB 12), which extends foster care benefits for youth up to the age of 21, including conceptualizing and drafting statutory provisions, drafting testimony and support letters, and building coalition of support
- Co-chair workgroups with the California Department of Social Services (CDSS) and the Los Angeles Department of Child and Family Services (DCFS) to implement AB 12 including (1) the CDSS Program and Placement Focus Area Team, charged with developing all the program criteria, rules governing the Transitional Housing Plus-Foster Care Placement, and the new licensing and approval standards for providers serving youth between 18 – 21; and (2) the Los Angeles County Steering Committee, which is charged with implementing AB 12 in Los Angeles County and ensuring effective communication and policy decisions between the various county departments and state agencies
- Lead coordinator and presenter at regional stakeholder meetings aimed at engaging community members, providers and caregivers, agency staff, and judicial officers in policy discussions
- Develop and conduct trainings on wide range of benefits and child welfare issues. Conduct more than 50 trainings reaching over 3,000 individuals annually
- Work with the Development Director to develop funding prospects and proposals to advance the policy and program agenda. Successful in cultivating 4 new foundations to support our policy work

LEGAL EXPERIENCE (CON'T)

PUBLIC INTEREST LAW PROJECT

OAKLAND, CA

Staff Attorney

September 2006 - Present

- Participate in all aspects of PILP's public benefits litigation in state and federal court, including researching innovative legal theories, developing and pursuing cases from their inception, drafting and filing of complaints and motions at all levels of the litigation, discovery, oral argument, and appeal
- Serve as lead counsel and briefed and argued a case in San Francisco Superior Court and the California Court of Appeal alleging violations of the Americans with Disability Act by denying foster care benefits to youth with disabilities beyond the age of 18 because they could not graduate by the age 19 due to their disabilities.
- Successfully briefed and argued a case in Los Angeles Superior Court challenging the denial of Kin-GAP benefits to youth receiving federal Supplemental Security Income
- Serve as co-counsel in a nationwide class action against the Federal Emergency Management Agency in the wakes of hurricanes Katrina and Rita challenging FEMA's failure to provide due process protections prior to terminating rental assistance to survivors
- Conceptualized, drafted, and successfully advocated for the passage of AB 1331, which mandates that county child welfare agencies screen foster youth for SSI eligibility and assist youth in applying
- Design and conduct over a dozen trainings annually and provide advice and counseling to advocates, agency staff, and case workers on various aspects of public benefits law
- Oversee the SSI Transition Project with partners in Alameda and Los Angeles counties in order to ensure California's foster youth with disabilities make a successful transition from foster care, improve local practices in transition planning for foster youth with disabilities, and develop a comprehensive state and federal policy agenda to address systemic issues in transition planning

NATIONAL CENTER FOR YOUTH LAW

OAKLAND, CA

Attorney/Skadden Fellow

August 2004 - August 2006

- Participated in NCYL's public benefits litigation, including drafting complaints and motions, developing facts, and representing clients at hearings and in writ proceedings
- Successfully briefed and argued case in Sacramento Superior Court to restore Adoption Assistance to special needs youth in Humboldt County
- Advocated for legislation to improve access to public benefits, including drafting language, meeting with members of the Legislature, providing technical support, and preparing and providing testimony
- Conceptualized, drafted, and succeeded in getting AB 1633, legislation to improve foster children's access to social security benefits, signed into law
- Served on legislatively-mandated statewide working group charged with developing Best Practice Guidelines for counties to use to screen youth for SSI eligibility and make successful applications for SSI benefits on behalf of the foster youth in the county's care; took lead role in drafting the Guidelines

OTHER LEGAL EXPERIENCE

- Bay Area Legal Aid (Law Clerk, San Francisco, CA, May - October 2003)
- Equal Rights Advocates (Law Clerk, San Francisco, CA, January - May 2003)
- Professor Barbara Babcock (Research/Teaching Assistant, Stanford, CA, May 2002 - May 2004)
- Professor Deborah Rhode (Research Assistant, Stanford, CA, January - August 2002)
- Bredhoff & Kaiser, PLLC (Legal Assistant, Washington D.C., June 1998 - December 2000)

PUBLICATIONS

- Angie Schwartz and Amy Lemley, “Child Welfare Financing Reform: The Importance of Maintaining the Entitlement to Foster Care Funding,” *Clearinghouse Review Journal of Poverty Law and Policy* (March – April 2011)
- Angie Schwartz and Diana Glick, “The Use Of Supplemental Security Income To Maximize Assets And Income For Foster Youth With Disabilities,” *Clearinghouse Review Journal of Poverty Law and Policy* (March – April 2008)
- Roxanne Hoegger Alejandre and Angie Schwartz, “Incorporating Teens into Traditional Legal Services Programs,” *Youth Law News*, (Oct.- Dec. 2005)
- Jodie Levin-Epstein and Angie Schwartz, “Improving TANF for Teens,” *Clearinghouse Review Journal of Poverty Law and Policy* (July – August 2005)
- Angie Schwartz and Roxanne Hoegger-Alejandre, “Sidebar: Tips for Legal Aid Providers in Serving Teens,” *Clearinghouse Review Journal of Poverty Law and Policy* (July – August 2005)
- Angie Schwartz and Lucy Wang, “Proliferating Curfew Laws Keep Kids at Home But Fail to Curb Juvenile Crime: Youth Advocates Challenge Laws’ Constitutionality,” *Youth Law News* (January – March 2005)

AFFILIATIONS

- Member of the California Bar, admitted December 2004 (Bar No. 234650)
- Board Member, Building Futures for Women and Children



APPLICANT
FOR
THE BOARD OF EDUCATION
OF
OAKLAND UNIFIED SCHOOL DISTRICT
PROVISIONAL APPOINTMENT TO DISTRICT 4 TRUSTEE SEAT FOR THE TERM
ENDING JANUARY 5, 2015

SHAKIR, ATIFF SALEEM

OAKLAND UNIFIED SCHOOL DISTRICT
APPLICATION TO FILL BOARD OF EDUCATION VACANCY
DISTRICT 4 FOR THE TERM ENDING JANUARY 5, 2015
DEADLINE: FRIDAY MAY 17, 2013 AT 5:00 P.M.

(Please Print Name & Address)

Name: **Atiff Saleem Shakir**

Business Address: **1714 Franklin St, #100117**

City: **Oakland** State: **CA** Zip: **94612** Phone: **510-599-5983**

Home Address: **2525 Alida St.**

City: **Oakland** State: **CA** Zip: **94602** Phone: **510-599-5983**

Email: **atiffshakir@gmail.com**

Occupation & Employer: **Site Manager, W. Haywood Burns Institute**

Number of Years Residing in Oakland: **33 years; continuously for the last 23 years**

Number of Years Residing in District 4: **5 ½ years**

Do you have children in the District's schools? **No**
If yes, which schools?:

EDUCATIONAL BACKGROUND: (Voluntary; Not Required)

High School College/ University	State	Degree/ Units	Year Issued	Major/ Minor
Jack C. Hays High School	TX	Diploma	1987	n/a
Sonoma State University	CA	B.A.	1998	Sociology/ Biology
University of San Francisco	CA	M.A.	2007	Education

LANGUAGE COMPETENCIES:

List language competencies, other than English: **n/a**

(Please Use Additional Paper, If Needed)

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2013 MAY 17 A 9:50

1. Why do you want to be a school Board Member?

I have been engaged with the Oakland Unified School District (OUSD) since I was a kindergarten student at Manzanita Elementary. I have since worked in various capacities within OUSD that give me an insight that is only superseded by my determined commitment to Oakland schools and Oakland youth. I am applying for this position for three specific reasons:

- A. To advance the reform efforts recently undertaken including the African American Male Achievement Initiative, the Voluntary Resolution Plan, and the goals of the Five Year Strategic Plan.
- B. To stabilize OUSD's financial future specifically through maximizing OUSD's assets and facilities utilization. In addition, pragmatic fiscal oversight is needed to get the District through lean times and increase reserve/ emergency dollars.
- C. To represent school-age youth and adult learners through visioning, planning, and sound decision-making.

2. Please discuss your interest in and commitment to the Oakland Unified School District.

As an Oakland native and product of Oakland schools, I have committed my professional expertise to OUSD. A commitment to OUSD is a commitment to work in my home community. In addition, OUSD provided a training ground for me to develop my teaching skills to a capacity that propelled me to earn my Master's in Education and train teachers in school Districts across the Bay Area. The need in OUSD and my experience may be aligned in a way that will allow me to continue my committed work in the role of Board Director for District 4.

In addition to being a former student of OUSD, I have worked for OUSD in the capacities of teacher assistant, substitute teacher (long and short term), and classroom teacher in both public and charter schools. I have worked with OUSD as a community based partner (Leadership Excellence) and an independent contractor (A.S. and Associates). In each of these relationships, my goal was to advance the goals of the District and advance the education of the students, teachers, and staff I served. Both of my children attended OUSD schools; I volunteered as a co-chair of my daughter's School Site

Council. I continue to volunteer in local schools. My commitment is to support the District to be effective and efficient in the education our community's children.

3. Identify the most significant issues confronting public education, in general, and the Oakland Unified School District, in particular, and include your position on each. Please also discuss the ways you feel the District should respond to these issues.

In public education, the most significant issues that I see include the radically disparate outcomes that public schools have for different populations; whether measured by race, income level, geography, or ethnic background; youth of color tend to have the worst outcomes. While similar disparities exist in other systems such as healthcare and juvenile justice; schools are unique in that they have the opportunity to improve or exacerbate the disparities in these other systems. A solution to this has already been formulated, becoming a Full Service Community District. I will work to insure that this is implemented with intentionality and is culturally responsive to the specific needs of each community.

The second issue is teacher training and teacher compensation. Until we back the value that teachers bring with resources, we will fall short of the educational mark. Teach Tomorrow in Oakland is a model that emphasizes educational supports toward a credential and employment opportunities in partnership with the District. This kind of model does not just say that we need well paid teachers; it works to develop highly qualified professionals. This approach will lead to competition for these teachers and Districts will have to adjust pay scales in line with the demand.

The third issue that is impacting the negative outcomes of school systems across the country is the level of parent involvement in the school community. While, I am not blaming parents, I am well aware that parent investment and interest in a child's education is a major indicator of success. Also, engaged parents can raise tens of thousands of dollars to supplement programming at their local school. This is a strategy that has proven effective in many communities that apply it. How can the District support parent involvement? While the District's Engagement Principles sets out the vision; the Strategic Plan specifically speaks to this through the Family Engagement Advisory and Family Engagement Collaborative. This Taskforce has taken the lead on how to engage youth and parents as partners. While these global-type of issues are daunting, the District must develop policy that counters the national trends locally.

From my perspective, the issues that are most significant locally include fiscal management, disparate outcomes for African American youth, and District leadership and management.

As a Board, close oversight of and tight reins on budget management is a fiduciary essential. As a member, I would encourage close cash flow management by District departments (through the leadership of the Superintendent) with an eye toward cost savings. I would ensure that the Board Priorities in the Facilities Master Plan are followed. In line with being fiscally responsible, the District's activities must be sustainable; assessing and maximizing facility utilization is an important part of financial sustainability.

Secondly, it is vital that the efforts of the African American Male Achievement Initiative be sustained. In light of the Voluntary Resolution Plan (VRP), the District's response is quickened and strengthened by responding through this proactive vehicle that was examining these issues prior to the VRP. Evidence shows that targeted efforts to reduce disparities within specific populations have positive impacts on others within the same system. For example, juvenile justice reforms targeted at reducing the use of detention among youth of color reduced the number of youth entering detention as a whole. So, while these approaches are very specifically targeted; they are not exclusive. As a Board member, I would continue to support the Initiative by supporting efforts to reduce the number of suspensions/ expulsion, increase attendance, and graduation rates African American males.

Lastly, the District has to appoint a strong leader with a vision that aligns with the course the District has set. It has been many years since the District has had stable, effective leadership that was able to create a vision and chart a course. Selection of the next Superintendent is one of the most impactful decisions the Board will make in the next year. I would bring my years of hiring and human resources experience in support of this process.

4. Please describe any positions you have held as a volunteer, employee, former employee or consultant for the Oakland Unified School District.

My first work with OUSD, beyond a student, was as an after school science instructor working with Project Primer in partnership with OUSD in 1991. I was assigned to Whittier Elementary. I worked at various schools in East Oakland in this capacity.

I applied for a paraprofessional position with OUSD and was hired as an assistant at Stonehurst Child Development Center. I later moved into a Teacher Assistant position in an OUSD middle school. Once I passed the CBEST, I taught as a substitute teacher in various elementary, middle, and high schools in the District. Upon completion of my B.A., I returned to the District as a fulltime classroom teacher at West Oakland Community School.

I transitioned into community based work which positioned me to partner with OUSD providing academic support and workforce development training to High School students. This work was done through Leadership Excellence.

More recently, I contracted with the AAMA department to provide the first Manhood Development pilot to high school students in Skyline, Oakland, and Oakland Technical High Schools.

When my children attended OUSD schools, I volunteered in various capacities including chairing the School Site Council at Croker Highlands Elementary School. I continue to volunteer with Skyline seniors to complete their Senior Projects. I also volunteer with facilities to provide workshops for the facility interns annually.

5. What do you see as the major responsibilities of a Board Member?

The major responsibilities of an OUSD Board member are vision, direction, and leadership.

It is the responsibility of the Board to look into the future and determine how to navigate the District through that future. One's vision must be informed by the current condition of the District and by current research. These things, aligned with the needs and wants of the local community, are the foundation of a sound vision.

A Board member must provide strategic direction and direct oversight of the initiatives and activities that have been implemented, in line with the vision, to accomplish the District's strategic goals. It is this type of bird's eye view that is required of an effective Board member.

Lastly, a Board member must provide leadership. One way to do this is to select a Superintendent that has the requisite skills to move the plan forward. In addition to this vital responsibility, a Board member must have a pulse on the local community needs,

have negotiating skills, the ability to compromise, build consensus, and build relationships.

6. How does the Board's role differ from that of the Superintendent?

The Superintendent's role is execution and direct oversight of those tasked with executing the vision of the District through the goals of the strategic plan and other policies implemented by the Board.

The Board's role is visioning, providing strategic direction, and direct oversight of the Superintendent. Additionally, the Board is responsible for fiscal management; as well as oversight of all policies, binding agreements, and other actions ensuring that the District is in line with local, state, and federal law.

7. Please identify and discuss the areas of knowledge or expertise that you would bring to the Board.

As this application indicates, my expertise and skills are varied. The vital areas of expertise that I would bring as the next District 4 Board member include budget development/ fiscal oversight, professional development, program development, juvenile justice reform, and real estate.

Based on where the District is and the direction that has been plotted, I see a need for strong budget development and analysis skills aligned with stringent fiscal oversight. As a District, we have to insure we do not slide back toward receivership and the best counter to that is pragmatic budgeting with regular oversight through a lens of financial sustainability. As a non-profit administrator leading an agency through the economic recession of the last few years, I have direct experience in cash flow analysis, budget projections and modifications, budget development, and budget reporting.

To address the issues highlighted in the VRP, teacher and staff training must be addressed. I would bring my academic and professional experience to insure that effective training programs, in line with current educational pedagogies, are considered. My direct experience training students and teachers gives me a unique perspective. As I am in the education world, I am kept abreast of current trends and cutting edge approaches in the educational field. My ongoing relationship with Holy Names University's Department of Education as an instructor provides this real time insight.

Alternatives to suspension will play a key role in the District's response to the VRP. My experience in program development, from vision to evaluation, would inform the decisions of the Board in terms the kind of providers to contract with, what type of evidenced based practices are being employed, and what effective evaluative tools will be needed to assess the effectiveness of a given program. This expertise will support decisions to implement programming for African Americans, girls, English Language Learners, and other targeted populations identified by the Board and the community at large.

Youth engaged in the juvenile justice system disproportionately impact the graduation rates of OUSD students, specifically African American males. In addition, girls and Latinos involved in the juvenile justice system also have a negative impact on OUSD's bottom line outcomes. Specific experience in juvenile justice reform, locally and nationally, will be a vital resource on the Board as specific approaches and partnerships will need to be developed to change the outcomes for these students. Through my work with the W. Haywood Burns Institute, I am engaged on a daily basis with counties in California and outside of the state to lead reform collaboratives, to provide training to Juvenile justice stakeholders, and to provide expert assessment of the readiness of counties to address racial, gender, and ethnic disparities in their systems.

Lastly, in support of the Asset Management and Facilities Master Plan goals, I bring a wealth of real estate experience; specifically in commercial real estate (buying, selling, and leasing). I have years of experience in residential real estate (buying, selling, leasing, and property management) as well.. This expertise will support the Board's decisions about facilities use versus selling of facilities. I can support the scrutiny of offers and other real estate contracts to ensure that the language reflects the position of the Board while guarding against entering into agreements that are detrimental to the overall direction of the District.

8. Have you worked on any school committees or participated in any school activities recently? Please list them.

Yes, as mentioned above, I most recently contracted with the AAMA department to provide the first piloted Manhood Development Program in OUSD under the department's initiative. Because I had a curriculum ready to plug and play, I was able to launch the program in three high schools.

As the Executive Director of Leadership Excellence, I initiated a partnership with OUSD, the City of Oakland, and Spanish Speaking Unity Council to provide academic support, college preparedness, and workforce development to at risk youth at Fremont High School. The program worked with Latino and African American youth. The skill building and relationship building had another purpose beyond the above mentioned objectives. The program worked on bridge-building between Latino and African American Students through the use of traditional cultural values. The program utilized members of the local Native American community to share cultural practices. Through student experience, staff experience, and research; students were able to see the parallels between cultural African traditions and indigenous Central and South American cultural traditions using this Native American lens. The commonalities created comradery the discouraged conflicts and minimized the escalation of conflicts because each saw more of themselves in the other.

I co-chaired the School Site Council at Crocker Highlands for one year when my daughter was a student there. This was a valuable experience that helped me understand the impact organized parents could have on a school site. It is this experience that has informed my community empowerment strategies. The work of the Council maintained funding for physical education, choir, and music. It also allocated dollars to address the achievement gap between white and African American students. Working with the principal and staff to identify needs; then fundraising, relationship building, and allocating dollars to meet those needs led to effective programming, happy children, and a strong school community. I contend that this is a possibility in all Oakland schools.

9. Describe any other community or business activities in which you have participated. Describe your role, and whether your work was as a volunteer or employee.

In addition to my work with OUSD, I have actively engaged in community based work with youth and homeless adults for many years in the Bay Area. In 2011, I started the local Oakland chapter of a national organization called Concerned Black Men. Concerned Black Men of Oakland (CBMO) was included in a mentoring grant from the Department of Justice to provide mentoring to 100 African American Oakland middle school students for the three years. CBMO is in discussion with local schools to identify

the best fit for the program and we are making a concerted effort to implement the program in a way the will support the goals of the AAMAI and the outcomes of the VRP.

CRIMINAL BACKGROUND INVESTIGATION:

Have you ever been convicted of a felony or misdemeanor? **No**

If yes, please describe the offense(s):

ELIGIBILITY INFORMATION: If you answer no to any of the following questions, you are not eligible to serve as a Board Member.

Yes No

I am 18 years of age or older.

I am a resident of the City of Oakland.

I reside in District 4.

I am a registered voter.

I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6 of this application nor am I otherwise disqualified under the California Constitution or statutes from holding public office.

CERTIFICATION OF QUALIFICATIONS AND WORK COMMITMENT

I understand that upon appointment I would be required to file a Conflict of Interest Statement and take an Oath of Office.

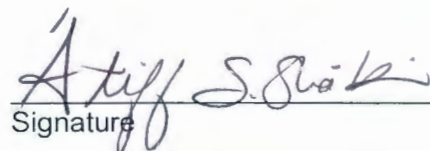
I certify that I am 18 years of age or older, a registered voter and that I reside within the City of Oakland and in District 4.

I certify I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6 and further certify I am not otherwise disqualified under the California Constitution or statutes from holding public office.

I understand a Board Member's responsibility requires attendance at: (1) twice monthly regular Board meetings; (2) frequent special meetings or study sessions; and (3) numerous school events. I understand that I will be required to read my Board packet and be prepared to make decisions on complex educational issues.

I understand that this application may be made available to the public in accordance with the Public Records Act.

I understand that my failure to complete this application and return it by May 17, 2013 by 5:00pm will result in my ineligibility to be a candidate for provisional appointment by the Board. I certify that the foregoing information is true and correct under penalty of perjury.


Signature

5/17/13
Date

The following is a list of crimes, conviction of which disqualifies a person from holding public office in the State of California.

- Bribery to procure election or appointment (California Constitution Article VII, § 8 (a))
- Conviction of bribery, perjury, forgery, malfeasance in office, or other high crimes (California Constitution Article VII, §8 (b))
- Bribing executive officer (Penal Code § 67)
- Officer asking for or receiving bribes (Penal Code §§ 68, 88)
- Receiving gratuity for appointment to office (Penal Code § 74)
- Judicial Officer who has asked for or received emoluments, gratuities, rewards, or the fee of a stenographer (Penal Code § 94)
- Officers committing bribery or corruption crimes (Penal Code § 98)
- Giving or offering bribe to Councilman or Supervisor (Penal Code § 165)
- Misappropriation of public funds (Penal Code § 424)
- Interference with work or discipline of, or giving certain articles to prisoners (Penal Code § 2772)
- Interference with or giving certain articles to convicts (Penal Code § 2790)
- Officer making contracts in which her or she is interested (Government Code § 1097)
- Members of the Legislature convicted of any crime (Government Code § 9055)
- Legislator convicted of misdemeanor for contempt of Legislature (Government Code § 9412)

- Corrupting the voting process (Election Code § 18501)

Please note that in addition to the above restrictions, Government Code § 1126 prohibits any local agency official from engaging “in any employment, activity, or enterprise for compensation which is inconsistent, incompatible, in conflict with, or inimical to his or her duties as a local agency officer or employee or with the duties, functions, or responsibilities of his or her appointing power or the agency by which he or she is employed.”

See also Board Bylaw 9270 (“Conflict of Interest/Incompatible Activities”) and Annual Statement of Economic Interest (Form 700) required by the Political Reform Act, California Government Code §§ 87200et seq.



**APPLICANT
FOR
THE BOARD OF EDUCATION
OF
OAKLAND UNIFIED SCHOOL DISTRICT
PROVISIONAL APPOINTMENT TO DISTRICT 4 TRUSTEE SEAT FOR THE TERM
ENDING JANUARY 5, 2015**

TELL, MONICA

Mónica Tell
District 4
3915 Agua Vista Street
Oakland, California 9460
Monicatell21@gmail.com
510-693-6573

2013 MAY 17 P 4: 25

Handwritten initials
OA

May 17, 2013

Oakland Unified School District
Office of the Board of Education
La Escuelita Education Center (LEEC)
1050 Second Avenue
Workspace B-273
Oakland, California 946060-2212

Dear Oakland Board of Education,

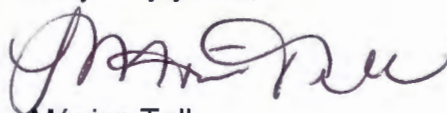
Please find enclosed my application for consideration for the open District 4 Board member seat. As a District 4 mother, caretaker of two nephews who lost both parents and life time resident of Oakland I am pleased to apply to represent District 4.

I have both strong community and professional acumen that I believe can serve the Board and City of Oakland well. I am an ardent team builder and have been able to bring consensus, which is a key area that will help us improve our Oakland School systems.

I look forward to your response.

Thank you very much for taking the time to consider me.

Very truly yours,



Mónica Tell

**OAKLAND UNIFIED SCHOOL DISTRICT
APPLICATION TO FILL BOARD OF EDUCATION VACANCY
DISTRICT 4 FOR THE TERM ENDING JANUARY 5, 2015
DEADLINE: FRIDAY MAY 17, 2013 AT 5:00 P.M.**

(Please Print Name & Address)

Name: Tell Monica
(Last) (First) (Initial)

Business Address: 1330 Broadway

City: Oakland State: CA Zip: 94612 Phone: (415)272-4788

Home Address: 3915 Agua Vista St

City: Oakland State: CA Zip: 940601 Phone: _____

Email: monicatell21@gmail.com

Occupation & Employer: Public Information Officer, Pacific Gas & Electric Company

Number of Years Residing in Oakland: 36

Number of Years Residing in District 4: 8

Do you have children in the District's schools? Yes No

If yes, which schools: Lighthouse Community School

EDUCATIONAL BACKGROUND: (Voluntary; Not Required)

High School College/University	State	Degree/Units	Year Issued	Major/Minor
Bishop O'Dowd High school	Ca	HS Diploma	1990	
UC Berkeley	Ca	BA	1995	Phychology & Spanish

LANGUAGE COMPETENCIES:

List language competencies, other than English: Spanish

(Please Use Additional Paper, If Needed)

9. Describe any other community or business activities in which you have participated. Describe your role, and whether your work was as a volunteer or employee.

CRIMINAL BACKGROUND INVESTIGATION:

Have you ever been convicted of a felony or misdemeanor?

Yes

No

If yes, please describe the offense(s):

- Misdemeanor: Convicted of DUI 2009
- *Conviction has been expunged*

ELIGIBILITY INFORMATION: If you answer **no** to any of the following questions, you are not eligible to serve as a Board Member.

Yes

No

I am 18 years of age or older.

I am a resident of the City of Oakland.

I reside in District 4.

I am a registered voter.

I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6 of this application nor am I otherwise disqualified under the California Constitution or statutes from holding public office.

CERTIFICATION OF QUALIFICATIONS AND WORK COMMITMENT

I understand that upon appointment I would be required to file a Conflict of Interest Statement and take an Oath of Office.

I certify that I am 18 years of age or older, a registered voter and that I reside within the City of Oakland and in District 4.

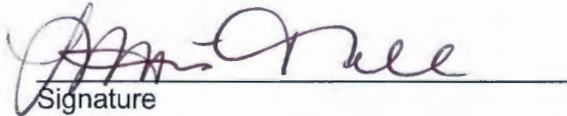
I certify I am not disqualified to hold this office because of a conviction of any of the crimes listed on pages 5-6, and further certify I am not otherwise disqualified under the California Constitution or statutes from holding public office.

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I understand that my failure to complete this application and return it by May 17, 2013 by 5:00 pm will result in my ineligibility to be a candidate for provisional appointment by the Board.

I certify that the foregoing information is true and correct under penalty of perjury.



Signature

5/17/2013

Date

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- *Receiving gratuity for appointment to office (Penal Code § 74)*
- *Judicial Officer who has asked for or received emoluments, gratuities, rewards, or the fee of a stenographer (Penal Code § 94)*
- *Officers committing bribery or corruption crimes (Penal Code § 98)*
- *Giving or offering bribe to Councilman or Supervisor (Penal Code § 165)*
- *Misappropriation of public funds (Penal Code § 424)*
- *Interference with work or discipline of, or giving certain articles to prisoners (Penal Code § 2772)*

- *Interference with or giving certain articles to convicts (Penal Code § 2790)*
- *Officer making contracts in which her or she is interested (Government Code § 1097)*
- *Members of the Legislature convicted of any crime (Government Code § 9055)*
- *Legislator convicted of misdemeanor for contempt of Legislature (Government Code § 9412)*
- *Corrupting the voting process (Election Code § 18501)*

Please note that in addition to the above restrictions, Government Code § 1126 prohibits any local agency official from engaging "in any employment, activity, or enterprise for compensation which is inconsistent, incompatible, in conflict with, or inimical to his or her duties as a local agency officer or employee or with the duties, functions, or responsibilities of his or her appointing power or the agency by which he or she is employed."

See also Board Bylaw 9270 ("Conflict of Interest/Incompatible Activities") and Annual Statement of Economic Interest (Form 700) required by the Political Reform Act, California Government Code §§ 87200 et seq.

1. Why do you want to be a school Board Member?

Please see attached for questions 1-9.

2. Please discuss your interest in and commitment to the Oakland Unified School District.

3. Identify the most significant issues confronting public education, in general, and the Oakland Unified School District, in particular, and include your position on each. Please also discuss the ways you feel the District should respond to these issues.

4. Please describe any positions you have held as a volunteer, employee, former employee or consultant for the Oakland Unified School District.

1. Why do you want to be a School Board Member?

I have lived, worked and worshiped in Oakland for over three decades. I understand the value of a good education having come to Oakland at the age of six speaking only Spanish. Throughout my professional career I have worked to bring people together to focus on solutions. I am a Public Affairs professional, former business owner, mother, dedicated aunt and passionate community and business leader who understands that a strong educational foundation will allow our children to take advantage of opportunities.

I have seen over the past decade the Oakland Unified School District face unprecedented challenges. At one time, Oakland had exemplary schools but that has changed. The group that has the unique opportunity to successfully meet this challenge is the School Board. The Board is the primary group for developing the vision necessary to move Oakland schools forward and for rallying the community around that vision. A Board with a vision--working closely with a superintendent who shares that vision--is what will make the next few years critical for achieving the goals that everyone wants for our schools. I seek to be on the Board because I want to work with fellow board members, the superintendent, and the education community to develop solutions build upon the exciting advances made in recent months.

I am pursuing a seat on this board because I want the children in our communities to have access to a safe, clean and quality education. Every child deserves that. I believe education is everybody's business: child, parents, teachers, local community, business community and corporations and I will work to bring a collaborative approach so that we build a strong base to support our children and make them a priority. I believe I can complement the School Board with my drive, experience, integrity, compassion and commitment to invest in the future of Oakland (our children) and bring to the table the voice of our diverse and growing communities. I understand the challenge is great but I believe that working collaboratively as a board we can pave the road to success for all kids in Oakland.

2. Please discuss your interest in and commitment to the Oakland Unified School District?

The future of our city is at stake if we are not invested in our schools and in our children's education. I have lived in Oakland for over 36 years and throughout the years have volunteered at various schools both as part of my commitment to education and as a part of my job. As a mother and a concerned aunt I have always instilled the importance of education in my nephews, and have participated in programs and projects that encourage them and their peers, especially monolingual students and English Learners to value education, and stay in school. I am committed to the Oakland Unified School District (OUSD) because I believe students of color have a disproportionate disadvantage especially in low-income communities. I believe we need to work harder to create equity throughout the school district. I am committed because I believe that in Oakland we have children who have the desire to learn but have lacked the tools, resources and parental support. I believe education is everyone's business and in a city that has so many resources, non-profits, large corporations and entities such as an international airport and seaport we must all be involved to ensure that children from Oakland are prepared to move our city forward and can take over the jobs that create vitality and economic success

within our city. I want to help promote policy within OUSD that support teachers, invests in their training and allows for success in the classroom. And within that same process also allows for assessment of teachers.

OUSD was recently recognized as California's most-improved urban school districts. An important accomplishment that demonstrates the board and superintendent's commitment to turning OUSD around however within OUSD we still only have a 59% graduation rate, 42 percent of graduates have taken A-G requirements required to apply to a college and has not solved the high dropout rate. This and other statistics continue to demonstrate that we have a lot of work to do to improve the quality and delivery of education to our students. We have become a fast paced society and evolving in technology every day. I am committed to helping OUSD explore options and find solutions and resources that help narrow the gaps. I want to help ensure that students are exposed to technology. In other school districts kids no longer use notebooks but have laptops, they communicate with teachers and other students on projects and homework via the web. OUSD is nowhere near establishing this technological advancement across all schools. Through my commitment to OUSD I would like the opportunity to work with existing board members and the Superintendent to explore options and drive policy for change to improve education for our children and make them a success. I am committed to doing my homework on the issues and provide my input and support in order to provide a quality education. In this regard, I believe collaboration with all possible resources—from corporations to individual parents—is the only way to successfully implement the vision and the plans of the School Board and the District.

3. Identify the most significant issues confronting public education, in general, and the Oakland Unified School District, in particular, and include your position on each. Please also discuss ways you feel the District should respond to these issues.

I believe that there are several issues confronting education in general and it goes without saying that they are impacting OUSD. The most significant issues in my opinion are:

Closing the Achievement GAP: There has been for years the tough reality that schools are not preparing all students to succeed in their education. It has and been demonstrated that the school system is failing particularly Latino and African American students and low income students while their peers who are more advantaged and live in affluent communities have a higher success rate. Closing this achievement is critical if we want our children to succeed and compete as an educated workforce and allow for their success in a competitive, fast paced and innovative world. I believe that in order to help close the achievement gap in OUSD we must look to attract and retain qualified teachers. The District should conduct an assessment of their cultural awareness and sensitive to the population they are serving as well as on-going assessment of their professional readiness to ensure they are effectively serving kids at their schools. We live in a vibrant and diverse city and we must reflect that in our education. We cannot include in our curriculum

Safety: Today more than ever safety is of grave concern across our country. It is not just an issue of safety within schools because of fights among students, but the conversation has turned to increased

school violence as a result of shootings in schools across the country. The issue of parents worrying when they drop off their kids at school will they be safe enough to make it through the school day is real. I believe to address this issue, OUSD should train teachers to handle dangerous situations so that teachers do not overreact, mishandle or unfairly single out students. I do not believe that bringing more guns to the schools is a real solution and I am not a strong supporter of OUSD arming it's teachers and having police presence at all schools. But I do believe OUSD should work with the communities around schools and create a community dialogue about these incidents. More eyes on the streets can help build support in and around schools. I do believe we need to develop and enhance awareness campaigns within the schools that can educate our youth on the dangers and consequences of bringing guns to school.

Budget: Budget cuts have been a huge contributor to schools having to do more with less. Increases in classroom size for teachers, cuts in the arts, sports, as well as after school programs and resources for students all have negative impacts on students. This is especially tough for a school district already suffering from a lacking of resources to support it's teachers, students and school infrastructure, especially in low-income communities. I believe that as budget cuts occur we must find innovative ways to continue to provide resources and work with our city and community partners to find alternative sources of revenue and potential grants. While I believe that the District should avoid cuts this is not the reality. In the past we have seen the closure of schools as a result of tight budgets. That is why I encourage a collaborative approach to education because when we bring partners to the table we can seek out innovative solutions that otherwise would not be made apparent to us. An example working with a community partner is working with a non-profit like Girls Inc. of Alameda County. This organization targets young girls and provide support (and many cases provide the only support) to help them be strong, smart and bold. They are holistic in their approach and provide education, counseling, health screenings and positive support and reinforcement to help a child succeed. The school district cannot work alone; it must seek to partner and develop relationships with community, business, corporations, and non-profit organizations.

English Learners: We live in one of the most diverse cities in the country and as a city we have over 100 languages that are spoken. Tied to this diversity is the need to communicate and understand community needs especially for children whose first language is not English. I can relate first hand to the challenges a child and family faces when they cannot speak English as a first language. There is a lack of engagement on behalf of families, a lack of understanding of the system and resources and ultimately lack of support for the student. Approximately, one third of all students at OUSD are English Learners, as a result OUSD staff and teachers should have basic knowledge and understanding of what this means. In addition staff and teachers should have resources available to them to support communication and support parents in understanding the education system for their students. This breakdown in the ability to communicate is a barrier to success.

you have held as a volunteer, employee, former employee or consultant for Oakland Unified School District.

I have not held any positions directly with the Oakland Unified School District as a volunteer or employee. However I have worked for a local community college and have volunteered in numerous school events throughout my career and was a mentor through the Chicana Latina Health Organization at Melrose Elementary school.

4. What do you see as the major responsibilities of a Board Member?

I believe that the major responsibilities are:

Working with my colleagues and the Superintendent to develop and implement a vision for our schools and students.

Accountability

Making sound decisions and setting policy that will place children first

Keeping the school district fiscally solvent

Evaluation of the Superintendent

Transparency and honest communication with the Public

Work closely with the constituents of my district to insure they are well represented on the School Board

5. How does the Board's role differ from that of the Superintendent?

The role of the board is to listen and discuss issues of governance. Develop, review and implement policy. Review and make sound financial decisions. Hire and evaluate the Superintendent and make decisions at all of these levels while making children and teachers a priority. In addition it is the role of the board to communicate with the public and highlight success and provide transparency. The role of the superintendent is to manage and oversee administrative matters of the district. Working closely with the Board to develop and implement a vision, define procedure and responsibilities as well as identify the needs of the district.

6. Please identify and discuss the areas of knowledge or expertise that you would bring to the board?

Strategic Approach: Throughout my professional career I have developed strategies that support long-term goals. It is crucial to my job responsibility to develop strategies that allow us to deliver efficient, reliable and affordable service. And more importantly communicate with customers the long-term goals and resources available to them.

Project Management: As part of my career I have worked on various projects and have been assigned critical roles; as a team lead I have delivered a project on-time and on budget.

Collaborator: We cannot work alone to create success for our students. I have a track record for building relationships across diverse communities and political communities. And my approach is to work with integrity no matter what the project, problem or situation.

Strong understanding of monolingual communities and English Learners: As a student whose first language is Spanish I have lived first-hand what it is like to have a lack of understanding, a sense of fear for lack of knowledge and at the same time as the oldest child try to support my family in understanding and navigating the community we lived in. This experience allows me serve my community with compassion, educating them on process and removing the fear that becomes a huge barrier for families to get involved and stay involved in their schools and any other areas in the community.

Open and honest communication: Honest communication is key to working with the community and the public at large. Honesty is tied closely to integrity and respect for all communities, my district, and the board.

Understanding of efficiency and technology: Through my work for a utility company and previous employment at the Port of Oakland I understand that technology is changing how we educate ourselves, communicate and do business locally and internationally. I bring to the table not only knowledge of how technology creates efficiency but how businesses, schools and nonprofits can take advantage of resources and programs to help improve their day to day operations. I want to support a policy where OUSD can begin to adopt the wave of the future and the importance of building infrastructure to support technological advancement that will be an asset to teachers and students, particularly as it enhances and supports the efficiency of a district and the advancement of students in preparation for careers and employment opportunities.

I have a strong sense of the needs in Oakland and it's diverse communities as a longtime resident and supporter of education for a successful community. I currently sit on various boards. I am currently the Chair of the Hispanic Chamber of Commerce Alameda County where I have demonstrated leadership and innovation and I have been on the board for the past ten years. As part of my commitment to making the chamber a successful organization I have had to think outside of the box especially during tough economic times when we thought the chamber might have to close its doors. I was successful in bringing in resources to the table and worked through the issues to keep the organization moving forward.

Lastly, my passion to be impactful, drive to create change and positive attitude also enhances my knowledge and experience.

7. Have you worked on any school committees or participated in any school activities recently? Please list them.

Over the past year my interaction with local schools has been through my job. I have had the opportunity and assist in identifying schools, individuals and educational programs that would benefit from grants, scholarships as well as energy efficiency programs that we provide. I have participated on informational panels and helped promote these opportunities through the local schools, teachers, bilingual media advisories and social media. Some of these resources have included Bright Minds Scholarships, Company Employee Resource Group Scholarship Opportunities, Energy Efficiency programs targeting low-income families, and back-pack giveaways for students. This is part of my commitment to the Oakland community and ensuring that I support education by identifying schools and students that could benefit the most from these opportunities.

8. Describe any other community or business activity in which you have participated. Describe your role, and whether your work was as a volunteer or employee.

I serve and have served on the following boards and activities as a volunteer.

I am currently the Chair of the Hispanic Chamber of Commerce Alameda County Board of Directors. I have been involved with this board for the past ten years. Through my service and experience I help drive the chambers mission to build a sustainable economic and financial foundation for Latino businesses to grow and prosper through shared business partnerships, alliances, and workforce development within Alameda County. As part of this commitment the chamber and I have helped garner business support for education through our annual education conference titled "Education is Everybody's Business" targeting Latino and communities of color. The purpose of the conference is to invite students and their families and expose them to importance of education and create dialogue among parents so that they can support their children through the process of applying for college and highlight campus life. Throughout my years on the board and serving in various capacities I have enhanced my negotiating and time management skills, implemented budgets, sought funding opportunities and continue to support the chamber in Oakland and throughout the County. I was also the founder the Chamber's "Mujer a Mujer" Womens Business Conference.

I currently am on the board of Girls Inc. of Alameda County. My role as a board member gives me the opportunity to support the mission of inspiring girls to be strong, smart and bold through academic enrichment and skill building programs. The programs offered target girls in K-12 grade. I am a strong supporter and promoter of the programs offered since they help empower our girls stay in school lowering their risk for dropping out. As a board member I look for grant opportunities, connect our business community with the organization as well as look at potential business partners where our girls can intern. Although the organization is countywide a large percentage of the girls served by our programs are from Oakland.

Chicana Latina Health Organization Mentoring young women in middle school

In the past I have served on the following boards:

Spanish Speaking Citizen's Foundation Board of Directors

Martin Luther King Jr. Freedom Center Board of Directors

Community Development Block Grant board member and former chair

Graduate of Leadership Oakland Class of 2000

Campaign volunteer promoting Measure Y