

Oakland Unified School District

Board of Education
Paul Robeson Building
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DRAFT

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Minutes (Long)

Monday, February 01, 2010

5:00 PM

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

Teaching and Learning Committee

Jumoke Hodge, Chairperson

Jody London, Member

Gary Yee, Member

A. Call to Order

Chairperson Jumoke Hodge called the meeting to order at 5:00 P.M.

B. Roll Call

Roll Call: Present: Jody London and Jumoke Hodge
Absent: Gary Yee

C. Modification(s) To Agenda

Director London pulled Legislative File Number 09-3476 and 10-0057 from the Committee Consent Calendar for discussion and separate action.

Chairperson Hodge moved up New Business Item before Items listed under Unfinished Business.

D. Adoption of Committee Minutes



[10-0164](#) Minutes - Teaching and Learning Committee - January 19, 2010

Approval by Teaching and Learning Committee of its Minutes of January 19, 2010.

Attachments: [10-0164 - Minutes - Teaching and Learning Committee - January 19, 2010](#)

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

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

Roll Call (Secretary's Observation)

Gary Yee present at 5:10 P.M.

Roll Call: Present: Jody London, Gary Yee and Jumoke Hodge

E. Adoption of the Committee General Consent Report



[09-3247](#)

Professional Services Contract - Chaz Walker - Oba Dogon SSS - Reach Academy

Ratification by the Board of Education of a Professional Services Contract between District and Chaz Walker - Oba Dogon SSS, Oakland, CA, for the latter to provide 75 hours of training for staff and/or faculty to implement Oba Dogon SSS Urban Guide to Anger Management curriculum; to implement a student driven conflict mediation program; provide technical support for the conflict manager's program, at Reach Academy, for the period December 20, 2009 through February 1, 2010, in an amount not to exceed \$8,206.68.

Resource Code - 0523-193

Funding Source: School Library Improvement Block Grant

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

This Matter was Recommended Favorably on the Consent Agenda.

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
Nay: 0
Recused: 0
Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0



[09-3265](#)

Individual Service Agreement - Sports4Kids - EnCompass Academy

Ratification by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between District and Sports4Kids, Oakland, CA, for the latter to provide a structured, safe and inclusive program during and after school; program will include a variety of schoolyard sports and games during recess and lunch; game time with individual classrooms; an afterschool component; and interscholastic sports leagues at EnCompass Academy for the period August 31, 2009 through June 17, 2010, in an amount not to exceed \$11,750.00, pursuant to the terms and conditions as specified in the MOU.

Resource Code - 7395-181

Funding Source: School Library Improvement Block Grant

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

This Matter was Recommended Favorably on the Consent Agenda.

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0

Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge

Nay: 0

Recused: 0

Preferential Aye: 0

Preferential Abstention: 0

Preferential Nay: 0

**09-3290****Professional Services Contract - Juan Quintana - Franklin Elementary School**

Ratification by the Board of Education of a Professional Services Contract between the District and Juan Quintana, Berkeley, CA, for the latter to provide 914 hours of daily support to group and individual at risk students; provide continual contact to their parents by phone and home visits; professional development for the staff in understanding issues of K-5 at risk students and how to address these issues during school day at Franklin Elementary School for the period of November 1, 2009 through June 17, 2010, in an amount not to exceed \$33,753.00.

Resource Code - 1110-116

Funding Source: General Purpose

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

This Matter was Recommended Favorably on the Consent Agenda.

Votes: Adv Aye: 0

Adv Nay: 0

Adv Abstain: 0

Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge

Nay: 0

Recused: 0

Preferential Aye: 0

Preferential Abstention: 0

Preferential Nay: 0

**09-3373****Professional Services Contract - Sheldeen Osborne - Instructional Services**

Ratification by the Board of Education of a Professional Services Contract between the District and Sheldeen Osborne, Lafayette, California, for the latter to provide 128 hours of support to teachers in meeting the Beginning Teacher Support and Assessment Induction Program requirements and to mentor same in classroom practices, including meeting with mentees at their school sites at least one hour weekly during school year; use an inquiry based protocol to help guide new teachers in improving their classroom practices; ensure that new teachers complete requirements for their respective credential programs; conduct classroom observations; demonstrate lessons; help teachers assemble class profiles; help teachers analyze student work; collaborate in the planning and designing of lessons in relation to content and strategies; synthesize data; develop models for self-assessment; establish individual professional learning plans; and document and submit evidence of weekly meeting, for the period of December 01, 2009 through June 30, 2010 in the amount not to exceed \$5,500.00.

Resource Code - 0520-909

Funding Source: Tier 3 Principal Investment

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

This Matter was Recommended Favorably on the Consent Agenda.

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
Nay: 0
Recused: 0
Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0



09-3377

Professional Services Contract - Sharon M. Parker - Instructional Services

Ratification by the Board of Education of a Professional Services Contract between the District and Sharon M. Parker of Oakland, CA, for the latter to support teachers in Classroom Management on site for up to 134 hours, four to five hours weekly, during the first month of school; provide support regarding best practices in systems of student management to ensure that teachers create effective learning environments, build positive relationships with students and address the broad range of learning issues; attend all training sessions and weekly meetings with the Program Coordinator; observe teachers in practice; model best practices; provide constructive analysis; collaborate in the design of learning environments in relation to standard student conduct; collect data and submit weekly coaching logs to the Program Coordinator and communicate with site administrators, for the period of August 3, 2009 through June 30, 2010 in the amount not to exceed \$5,375.00.

Resource Code - 3010-909

Funding Source: Title 1 No Child Left Behind - Highly Qualified Teacher

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

This Matter was Recommended Favorably on the Consent Agenda.

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
Nay: 0
Recused: 0
Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0



09-3383

Professional Services Contract - Prescott Circus Theatre - Laurel Elementary School

Ratification by the Board of Education of a Professional Services Contract between District and Prescott Circus Theatre, Oakland, CA, for the latter to provide 306 hours of performing arts education/enrichment/youth development program to students as part of the Laurel Elementary After School Program; provide 2 hour classes 2 times per week for a minimum of 41 classes; pair professional circus artists with teachers to provide instruction, training, practice, and performance opportunities; assist students to develop skills and work as a team to create performances and workshops; assist students to present performances at the school site to showcase the skills acquired during programming; help students lead circus arts workshops for younger Laurel students; invite students on a rotating basis to attend related performing arts events and/or special trainings; and provide students with field trip opportunities to perform in their community and beyond, at Laurel Elementary School, for the period November 1, 2009 through June 17, 2010, in an amount not to exceed \$14,672.00.

Resource Code - 9121-131

Funding Source: Oakland Fund for Children and Youth

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

This Matter was Recommended Favorably on the Consent Agenda.

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
Nay: 0
Recused: 0
Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0



09-3396

Professional Services Contract - Aim High for School - Urban Promise Academy

Ratification of a Professional Services Contract between District and Aim High for School, San Francisco, CA, for the latter to provide at the Urban Promise campus summer academic support to 84 students performing below grade level and provide other services as described in the Scope of Work, incorporated herein by reference as though fully set forth, for the period of June 22, 2009 through July 31, 2010 in the amount of \$25,000.00.

Resource Code - 3011-226

Funding Source: ARRA TI NEXO Red-Orange Fund

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

This Matter was Recommended Favorably on the Consent Agenda.

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
Nay: 0
Recused: 0

Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0



09-3456 Professional Services Contract - Iliana Sandoval - Reach Academy

Ratification of a Professional Services Contract between District and Iliana Sandoval, Oakland, CA, for the latter to work in the after school program from 3 P.M. to 5 P.M. in the after school program teaching specified curriculums based upon grade level of students; meet with day time instructors and help to select specific students for specialized labs and workshops within the after school program; track student progress biweekly testing to insure academic progress is being made and once per quarter provide results to the Program Director, principal and parents at Reach Academy for the period of December 7, 2009 through June 11, 2010 in the amount of \$2,669.50.

Resource Code - 6010-193

Funding Source: After School Education and Safety (ASES) Grant

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

This Matter was Recommended Favorably on the Consent Agenda.

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
Nay: 0
Recused: 0
Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0



09-3458 Professional Services Contract - Jazmine Chavez - Reach Academy

Ratification of a Professional Services Contract between District and Jazmine Chavez, Oakland, CA, for the latter to work directly with 140 students in grades 1-5 teaching the Growth Connection and Media Fit Curriculum to improve students skills in writing, science, math, health and fitness while learning to plant, harvest and sell fruits and vegetables grown in a garden pupils develop and perform other activities as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Reach Academy for the period of December 7, 2009 through June 2, 2010 in the amount of \$2,669.50.

Resource Code - 6010-193

Funding Source: After School Education and Safety (ASES) Grant

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

This Matter was Recommended Favorably on the Consent Agenda.

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0

Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge

Nay: 0

Recused: 0

Preferential Aye: 0

Preferential Abstention: 0

Preferential Nay: 0



09-3460

Professional Services Contract - Chen Kong - Supplemental Educational Services

Ratification of professional services contract between District and Chen Kong-Wick, Oakland, CA, for the latter to provide technical support through monitoring and observations of onsite, offsite, online and home-based Supplemental Educational Services tutoring programs, including compliance of individualized learning plans and attendance regulations; supporting lead agency afterschool coordinators with the implementation of SES programs as necessary, including space allocation and student program scheduling coordination for the period of January 4, 2010 through June 30, 2010 in the amount of \$32,000.00.

Resource Code - 3010-922

Funding Source: Title I

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

This Matter was Recommended Favorably on the Consent Agenda.

Votes: Adv Aye: 0

Adv Nay: 0

Adv Abstain: 0

Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge

Nay: 0

Recused: 0

Preferential Aye: 0

Preferential Abstention: 0

Preferential Nay: 0



09-3476

Professional Service Contract - Oakland Small Schools Foundation - School Portfolio Management

Ratification by the Board of Education of a Professional Services Contract between District and Oakland Small Schools Foundation, for the latter to provide: (a) strategic and programmatic marketing, outreach, and communication plans, for three designated schools, to increase enrollment and create diverse student populations with a specific focus on low-income students of color and students not attending OUSD, (b) capacity building for understanding and implementing marketing and communication strategies, and (c) production and distribution of collateral materials aligned with a strategic communications plan and identification of each school as an OUSD school, for the period February 1, 2010 through June 30, 2010, in amount not to exceed \$56,000.00.

Resource Code - 9173/955

Funding Source: Expect Success

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

Director London stated the Board continues to see a series of contracts with the Oakland Small Foundation to do marketing and outreach work at individual school sites. Her interest is that, as this work occurs, the sites are left with some capacity internally to carry on, whatever it is that the Small Schools Foundation is doing while they are there, particularly, as we move into next year when we have less money for this kind of activity.

Brad Stam, Chief Academic Officer, said he was able to communicate with Holly Babe Faust, Executive Director, Oakland Small School Foundations. He addressed the issue of capacity building in a conversation he had with Ms. Faust. He said the goal is to build internal capacity. One reason for the contract is that the Foundation has capacity to do work that the school itself does not have the time, expertise, facilities or technology to do exclusively on their own. He asked Ms. Faust the question on strategies specifically to market their school, draw enrollment and diversify their enrollment within the leadership, faculty and parent leadership of the school, and to what extent that is a priority, as opposed to outsourcing for a brochure or for a marketing campaign? Ms. Faust said the Foundation works with the principal and leadership team to frame their objectives and strategies so that they have a plan. The Foundation has information to help them shape their marketing campaign both through collateral and through outreach. They also work on communications strategies and develop talking points and practicing protocols for engagement with visitors and guests; how to set up a web site that has different kinds of events of information. The school is left with a tool kit that they can continue to use on their own.

Regarding doing this on a macro level, Mr. Stam said there is a role for individual schools and there is a role for the District as a whole. We have been in discussions about a more strategic contract to identify ten to fifteen schools to identify in a "hidden gems" campaign.

Director London said the Intergovernmental Relations Committee started to do something with Troy Flint around the communications strategy. Hopefully, we can make some better linkages.

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

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
Nay: 0
Recused: 0
Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0

**10-0018****Professional Services Contract - Mitch Weathers - Oakland Technical High School**

Ratification by the Governing Board of a Professional Services Contract between District and Mitch Weathers, San Francisco, CA, for the latter to provide 40 hours of professional development training in Organized Binder System, as described in the Scope of Work, incorporated herein by reference as though fully set forth, to teachers at Oakland Technical High School, for the period November 20, 2009 through June 17, 2010, in an amount not to exceed \$3,000.00.

Resource Code - 4850-305

Funding Source: Title I

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

This Matter was Recommended Favorably on the Consent Agenda.

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
Nay: 0
Recused: 0
Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0



10-0029

Professional Services Contract - Bay Area Coalition for Equitable Schools (BayCES) - EXCEL High School

Approval by the Board of Education of a Professional Services Contract between District and Bay Area Coalition for Equitable Schools (BayCES), Oakland, CA, for the latter to provide 600 hours of coaching and technical assistance to EXCEL High School including 1) Leadership development coaching of the Impact 2012 Inquiry team (principal, key teachers and instructional leaders) to build their instructional and leadership capacity; develop formative assessment picture throughout the school; and support the implementation of at least three inquiry cycles within departments; 2) Instructional coaching in Math and English Language Arts; and 3) Quarterly professional development sessions across the Impact 2012 Network, for the period January 28, 2010 through June 30, 2010, in an amount not to exceed \$15,000.00.

Resource Code - 3011-351

Funding Source: Title IA (ARRA)

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

This Matter was Recommended Favorably on the Consent Agenda.

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
Nay: 0
Recused: 0
Preferential Aye: 0
Preferential Abstention: 0

Preferential Nay: 0



10-0054

Amendment No. 2 of Professional Services Contract - Bay Area Black United Fund - Elmhurst Community Prep

Approval by the Board of Education of Amendment No. 2 of a Professional Services Contract between District and Bay Area Black United Fund, Oakland, CA, for the latter to provide 1,197 additional hours for musicians to provide instruction to students, increase the number of hours for one-on-one private music lessons, additional time for music software work with students, purchase additional charts and instruments, and provide academic tutoring support for music students at Elmhurst Community Prep, for the period August 24, 2009 through June 24, 2010, increasing the Contract from \$31,050.00 to a not to exceed amount of \$90,900.00.

Resource Code - 9121-221

Funding Source: Oakland Fund for Children and Youth

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

This Matter was Recommended Favorably on the Consent Agenda.

Votes: Adv Aye: 0

Adv Nay: 0

Adv Abstain: 0

Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge

Nay: 0

Recused: 0

Preferential Aye: 0

Preferential Abstention: 0

Preferential Nay: 0



10-0057

Professional Services Contract - Oakland Small Schools Foundation - New Highland Academy

Approval by the Board of Education of a Professional Services Contract between District and Oakland Small Schools Foundation, Oakland, CA, for the latter to provide 106 hours of a school fund service and individual giving campaign; will also assist with marketing school to receive funds by creating a newsletter along with the ask letters; will assist in grant development, management proposals and grant reporting at New Highland Academy, for the period January 27, 2010 through June 30, 2010, in an amount not to exceed \$7,943.00

Resource Code - 0000-125

Funding Source: General Purpose

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

Director London stated the Board continues to see a series of contracts with the Oakland Small Foundation to do marketing and outreach work at individual school sites. Her interest is that, as this work occurs, the sites are left with some capacity internally to carry on, whatever it is that the Small Schools Foundation is doing while they are there, particularly, as we move into next year when we have less money for this kind of activity.

Brad Stam, Chief Academic Officer, said he was able to communicate with Holly Babe Faust, Executive Director, Oakland Small School Foundations. He addressed the issue of capacity building in a conversation he had with Ms. Faust. He said the goal is to build internal capacity. One reason for the contract is that the Foundation has capacity to do work that the school itself does not have the time, expertise, facilities or technology to do exclusively on their own. He asked Ms. Faust the question on strategies specifically to market their school, draw enrollment and diversify their enrollment within the leadership, faculty and parent leadership of the school, and to what extent that is a priority, as opposed to outsourcing for a brochure or for a marketing campaign? Ms. Faust said the Foundation works with the principal and leadership team to frame their objectives and strategies so that they have a plan. The Foundation has information to help them shape their marketing campaign both through collateral and through outreach. They also work on communications strategies and develop talking points and practicing protocols for engagement with visitors and guests; how to set up a web site that has different kinds of events of information. The school is left with a tool kit that they can continue to use on their own.

Regarding doing this on a macro level, Mr. Stam said there is a role for individual schools and there is a role for the District as a whole. We have been in discussions about a more strategic contract to identify ten to fifteen schools to identify in a "hidden gems" campaign.

Director London said the Intergovernmental Relations Committee started to do something with Troy Flint around the communications strategy. Hopefully, we can make some better linkages.

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

Votes: Adv Aye: 0
 Adv Nay: 0
 Adv Abstain: 0
 Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
 Nay: 0
 Recused: 0
 Preferential Aye: 0
 Preferential Abstention: 0
 Preferential Nay: 0



10-0105

Professional Services Contract - Youth Together, Inc. - Youth Empowerment School (Y.E.S.)

Approval of Professional Services Contract between the District and Youth Together, Inc., Oakland, CA for the latter to provide 920 hours of service to Youth Empowerment School (Y.E.S.) to coordinate Career Skills Education by providing Training Opportunities, Arranging Guest Lectures, Offering Curriculum Materials and Developing an Internship Program for Y.E.S. students for the period of January 4, 2010 through June 16, 2010 in an amount not to exceed \$23,000.00.

Resource Code - 6385-344

Funding Source: CPA Grant Public

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

This Matter was Recommended Favorably on the Consent Agenda.

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
Nay: 0
Recused: 0
Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0

Passed The Committee General Consent Report

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

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
Nay: 0
Recused: 0
Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0

F. Unfinished Business**09-3270****Decision - Oakland School of the Arts - Petition and Proposed Charter (Renewal)**

Approval by the Board of Education of the Oakland School of the Arts - Petition and Proposed Charter (Renewal) (6-12), as revised.

Attachments: [09-3270 - Oakland School of the Arts - Petition and Proposed Charter \(Renewal\).pdf](#)
[09-3270 - Oakland School of the Arts - Petition and Proposed Charter \(Renewal\) Petitioner's Public Hearing Presentation.mov](#)
[Document\(s\)](#)
[09-2370 - Decision - Oakland School of the Arts - Petition and Proposed Charter \(Renewal\).pdf](#)

David Montes, Coordinator, Office of Charter Schools, reviewed the staff report and overview of the charter renewal protocol.

Mr. Montes said the Oakland School of the Arts opened in 2002 and was approved by the District for a three-year charter term. It was first renewed in 2005. At that time, the

school revised its charter to go from serving Grades 9-12 students to serving Grades 6-12 students. It currently proposes to serve students in Grades 6-12 in the subsequent five-year charter term. The school has undergone an increase in its enrollment to approximately 510 students over the last four years since 2006. Ultimately, the school seeks to serve approximately 525 students in Grades 6-12. The school previously occupied facilities at the former Alice Center and the temporary structure on 19th Avenue. Currently, the school occupies the renovated Fox Theatre located on Broadway. The school has experienced a steady rise in its enrollment and serves a predominantly African American student population with a large percentage of mixed race students. It also includes a percentage of White, Latino, Asian, and other students. In addition, the school serves a slightly below average percentage with special needs though equal to a number of high schools in Oakland. It has served an increasing percentage of English Language Learners for the last three years. The school has an accredited California Standards Based Curriculum and provides students access to A-G requirements and advanced placement and honors courses for its students. The school focuses on providing an arts preparatory program with a focus on dance, theatre arts, arts management, vocal arts, instrumental music, visual arts, and literary arts. The school requires an audition as part of its admission policy. Its audition component is similar to that utilized at Skyline's Performing Arts Academy and is consistent with policies used throughout the country and within arts preparatory high schools. With respect to the school's academic success, the school has been evaluated in its measurable student outcomes. The outcomes set forth in the school's charter five years ago were not easily measured in a quantifiable way. We have had an opportunity to engage with the school through our evaluation process to get a better understanding of how the school has experienced performance over time. The school has introduced new measurable pupil outcomes, a number of which are measurable along standard measurable instruments, such as California Standards Test, STAR and CAHSEE. We have evaluated the school across a number of areas, including ways in which students are able to demonstrate the school's quality of learning that they define as their expected school wide learning results. The school has engaged in evaluating and developing a process for formalizing and measuring students against the Expected School-Wide Learning Results (ESLERS) to be able to assess their progress over time.

Mr. Montes said they have observed classrooms and they have interviewed art educators at the school site. The school maintains highly skilled arts educators. Professional artists working in the school successfully teach students across the various art fields. Students themselves demonstrate tremendous commitment to their arts. Staff has had the opportunity to attend community performances conducted by the school and witnessed a tremendous amount of professionalism on and off the stage by students.

Mr. Montes said they believe the school is on the right track in the way it is providing an opportunity for children in the integration of its arts education and academic program. The school has demonstrated a consistently high performance in English Language Arts as measured by the California Standards Test, CAHSEE, and SAT. The school, while not achieving the level of high performance in Math as they have in ELA, does have comparable results, particularly with the CAHSEE and SAT for local schools. The school has maintained an average API score of 733 points. The school has maintained a comparison similar school ranking of 10 out of 10 in its state-wide API similar score ranking.

Mr. Montes said the Oakland School of the Arts has attained distinctly high rates of

proficiency in English Language Arts compared to District and local charter schools as demonstrated by their STAR testing and CAHSEE performance.

The writing SAT score for Oakland School of the Arts is above state and district averages and other comparable schools. The proficiency in Math for Oakland School of the Arts is not nearly as high as Language Arts, but the math performance is some of the highest in comparison to district high schools and charter high schools.

Mr. Montes said Oakland School of the Arts provides a quality option for families. The school is financially stable. The general operation of the school has been observed to be smooth. The school's governing board has individuals with expertise necessary to operate a charter school. The Board is committed to the mission of the school and supports the school leader. Overall, the financial audits of the school have been clean. The school is committed to resolving parent-community complaints and concerns. The school provides timely reports of mandated reporting and the school has improved its financial controls and budgeting process. Mr. Montes said the school has a positive standing with the parents and within the community.

Mr. Montes acknowledged the partnership as part of the overall charter renewal strategies going forward. Oakland School of the Arts has been committed throughout our engagement to support the District's overall goals of providing quality arts education programming for students and has acted as a partner to leadership at the school in an effort to bolster that program to bookend the community of Oakland in the east and in the west with high quality arts preparatory high school programs. The school has availed its audition requirements and structure of its program and allowed for individuals within the leadership of the East Oakland School for the Arts.

Mr. Montes said that staff recommends approval of staff recommendation for approval of the charter renewal for Oakland School for the Arts for a five-year term.

Director Yee asked if the school has performance facilities that could be used by other schools? Is there an arrangement to use any of their facilities if they are available?

Mr. Montes said both parties are interested in a collaborative effort to conduct events at each other's facilities. Director Yee asked if there are any performances that are available for students in other schools to observe? Does Oakland School for the Arts have a touring group that provides art experiences in our regular traditional schools?

Mr. Donn Harris, Executive Director, Oakland School of the Arts, said they have performances that can be viewed by the public. They provide a forum of arts education and professional development for teachers.

Director Yee asked if the school had any performance based standards around arts education that has been established over the years? Mr. Harris said they have and they are getting stronger every year. There are different expectations at every grade level and there is a very strong transition program from the middle school into the high school to ensure the students are prepared for high school. They have support programs in place for students and there is a wide range of options for families.

A motion was made by Gary Yee, seconded by Jody London, that this matter be Recommended Favorably. The motion carried by the following vote:

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
Nay: 0
Recused: 0
Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0

**09-3271****Decision - Aspire Berkley Maynard Academy - Petition and Proposed Charter (Renewal)**

Approval by the Board of Education of the Aspire Berkley Maynard Academy - Petition and Proposed Charter (Renewal) (K-8), as revised.

Attachments: [09-3271 - Aspire Berkley Maynard Academy - Petition and Proposed Charter \(Renewal\).pdf](#)
[Aspire Berkley Maynard Academy - Petition and Proposed Charter \(Renewal\) Petitioner's Public Hearing Presentation.ppt](#)
[Document\(s\)](#)
[09-3271 - Decision - Aspire Berkley Maynard Academy - Petition and Proposed Charter \(Renewal\).pdf](#)

David Montes, Coordinator, Charter School Office, said the Berkley Maynard Academy (BM) opened in 2005 to serve students in K-5. The school was co-located with California College of Preparatory Academy (Cal-Prep) on the Golden Gate campus. The size and configuration of the two schools reached its capacity and Cal-Prep relocated to Berkeley. BM submitted a request for a material revision to serve students in grades K-8.

Mr. Montes said BM is petitioning to serve students in grades K-8 for a subsequent charter term for approximately 520 students. The school serves predominantly African American students with an increasing Latino population that has been growing over the last several years. The school serves approximately 21 percent English Language Learners with a comparable percentage of students with special needs.

Mr. Montes said the school's program is an Aspire model. The school provides instruction focusing on content standards. The charter petition outlines measurable student outcomes that have been largely met by the school's performance. The school has submitted a revised set of measurable student outcomes that have been articulated in the staff report.

Mr. Montes said the school's performance has shown significant improvement over the last four years. The school began with a CST ELA performance of 23 percent proficient and advanced in its first year of testing and has raised the level to 57 percent Proficient and Advanced. Students in Math scored at 28 percent in the first year of operations and the level was raised to 68 percent Proficient and advanced in Math. The school has raised its API score from 645 points to 817 points. The school has met its AYP targets over the past four years. The school has demonstrated significant academic growth in the core content areas of Math and ELA. Mr. Montes said the school is above the average median performance in both English Language Arts and in Math when compared to local charter schools and District schools. The District has been working with BM and the Aspire Community to consider how we can have a knowledge exchange with respect to literacy.

We have had an opportunity to engage stakeholders and leadership in the District and within Aspire to work towards development of a plan for a multi-year endeavor to allow our organizations to learn from one another with respect to literacy. The school provides a balanced literacy approach that focuses on a workshop model and guided reading and inquiry. We have been working collaboratively to develop a manner in which we can identify partner schools to work together with BM and exchange literacy practices.

Mr. Montes said the school's grade level comparison continues to demonstrate strong achievement and strong growth when compared to District performance and state-wide performance.

Mr. Montes said the school is managed by Aspire Public Schools which operates 25 charter schools in California. Their organization is a strong viable organization and has strong financial projections over the next several years. The organization has strong leadership and strong governance. The home office for Aspire is located in Oakland.

Mr. Montes said we have identified a few areas for growth for BM and Aspire Public Schools in general. For BM, the school is implementing a single sex focus in its middle and secondary program. The initiative was borne out of engagement with its parent community and is an area that will undergo continued evaluation. They have seen marked success, particularly for the female students. There is varied results at the secondary level, particularly in the boys' classes, which is indicative of the varied continuum of staff at the school site in the secondary program. The K-5 program has a particularly strong and consistent representation of staff in instruction.

Mr. Montes said there is a need for Aspire Public Schools to focus clarity around the role of parents in the area of governance and overall operation of their schools. The manifestation of parents, as articulated in the charter agreements and in other areas, is not indicative of what occurs at school sites. Their office has been engaged with the local leadership and with Board Members of Aspire to continue our work together to make it more transparent and to clearly articulate the role of parents. BM is engaged in meaningful development of parents' roles in the overall development of the school, culture, fundraising, and investment in the school's academic program. We are hoping to encourage Aspire to continue to focus its energies about how to effectively define a differentiated but sufficiently comprehensive way of engaging parents and the governance of the schools.

Director Yee asked from what schools are the students drawn from? He noticed the free and reduced lunch rate was at 50 percent. Do we know if BM is a neighborhood-based school or a magnet school?

Mr. Montes said the staff report noted that the poverty levels are at 50 percent. The poverty level indicator is an index that requires a lower income than the free and reduced lunch index. The school does serve students that are primarily Oakland residents, but there is a large percentage from Emeryville and a contingent is growing from Richmond.

Christy Landry, Principal, BM, stated their free and reduced lunch rate is 75 percent. Most of their families do come from the surrounding area in the Oakland community, but they have a growing community from outside of Oakland, including Richmond. A lot of

their Latino students are from Richmond. They have students from South Berkeley and other parts of Oakland.

Ms. Landry said most of the families who were at Golden Gate stayed with them. They are also in an older community where they do not have a lot of younger kids coming in from the surrounding area. They did outreach in their second and third year. At this point, they have families coming from far and wide that wish to enroll in their school.

Director London asked how can we learn from the charter successes to increase the effectiveness of our neighborhood schools? She would be interested to learn more about how Mr. Montes is engaging in this exchange and how it will get integrated to other schools. She said BM sits in her District and she would like to see some of the successes of BM be reflective to other choices nearby so that parents are not feeling like they have to drive up the hill to get the quality of education that they want for their child.

Mr. Montes said one way that they focused was getting clear about what it is about what we think of the promising practices that are worth getting to know; specifically, both internal assessment of the need within the District is important, as well as an evaluation of what the practice is within the school; and the capacity of the school to provide us with access to what that practice is. One is an exchange of understanding about our capacity and what our needs are and the school's capacity and what it is doing. An evaluation is made of the mutual benefit and opportunity that this provides for both parties. He said there is a human capital resource that we have to maximize and seed money is not always available for us. Some of the work has been an effort on the part of the community to work together. Part of it is developing a strategy for transfer. That differs from how we doing it with Oakland School for the Arts compared to what is happening with Berkley Maynard and Aspire. Director London said that is the piece that she is interested in. It feeds into how we transfer successful practices at a school in East Oakland to a school on the other side of town so that we are having strong practices across the District.

Chairperson Hodge said Lafayette Elementary School will be one of the first pilot schools in partnership with Aspire. We will get to see that transfer implementation and the training ground that is happening.

Mr. Montes said we are in dialog with the Superintendent and the Chief Academic Officer about this question for all schools throughout Oakland. The focus is on quality and how to spread that quality throughout Oakland. He looks forward to both receiving and engaging in some of the dialog in how that ideally should work.

A motion was made by Jody London, seconded by Gary Yee, that this matter be Recommended Favorably. The motion carried by the following vote:

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
Nay: 0
Recused: 0
Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0

G. New Business



10-0113

School Portfolio Management Recommendation - Tilden Relocation Plan

Adoption by the Board of Education of Resolution No. 0910-0151 - School Portfolio Management Recommendations - Tilden Relocation Plan.

Presented to the Teaching and Learning Committee for Academic Program Plan review.
Presented to the Facilities Committee for Facilities (Plant) Plan review.

Attachments: [Document\(s\)](#)
[10-0113 School Portfolio Management Recommendation - Tilden Relocation Plan.ppt](#)

Brad Stam, Chief Academic Officer, introduced Sharon Casanares, Network Executive Director; Lisa Cole, Executive Officer for Programs for Exceptional Children, and Nithin Iyengar, Coordinator of School Portfolio Management - team members in the multi-year project of the Tilden Relocation.

Mr. Stam said the Tilden Relocation began in the 2007-08 school year where we were originally looking at a Tilden Redesign to address an imbalance of students with disabilities and general education students at that time.

Mr. Stam said in the spring of 2008, facility issues were identified that resulted in significant repair and relocation needs. Cabinet made a decision to vacate lower Tilden due to significant facility issues. Some facility issues were identified that remained irresolvable, having to do with the terrain, moisture and mold, and pollen issues. We came to the conclusion that we wanted to recommend that the facility not be used with young people anymore. Through fall of 2008-2009, extensive engagement has occurred with the Tilden community regarding the relocation process and plans to prepare for closure in June 2010. That has occurred in the monthly engagements.

Nithin Iyengar, Coordinator, School Portfolio Management, stated the following recommendations are being made based on the extensive engagement with the Tilden community:

SCC, PRE-K STUDENTS CURRENTLY AT TILDEN:

We plan to transition these programs at mostly five other elementary schools to ensure that each of those receiving schools has a continuum of services. This would ensure the students who transition to the new sites would not need to make multiple transitions between their K-5 experience, and that they would be able to continue with their program at their receiving elementary school.

DIAGNOSTIC CENTER:

A diagnostic center will be created on the Burbank campus for students with special needs. This center would include the Pre-K programs currently at Tilden along with the Diagnostic Center that is currently located at the Marcus Foster site. Additionally, we plan to locate a general education CDC at the Burbank campus site. The Burbank campus is where Explore is currently located.

RATIONALE FOR A PRE-K CENTER

Lisa Cole, Executive Officer for Programs for Exceptional Children, said we took a look at the Pre-K center. It is very difficult for many parents when their child is first diagnosed with a specific learning disability or other handicapping condition and to bring them to school. Having a Pre-K Center allows for the evaluation of the child, eligibility for services, and to look at a possible program for their child, with the option of having CDC for the mainstreaming of Special Education students. The Pre-K Center will promote collaboration among Pre-K teachers to provide an intense and effective Early Childhood model. The diagnostic center on site will give immediate access to data and collaboration to develop high quality IEPs that are implemented immediately. If the students' needs are effectively met by the Pre-K program, there is a greater chance of children participating in the general education program. We know that early intervention is the key and that is our mantra. Ms. Cole said having the ability to change programs based on a child's needs provides more accurate placement. Having the CDC placed there also gives students an opportunity for mainstreaming and to interact with their age appropriate peers.

Ms. Cole said the original plan had several Pre-K programs attached to a K-5 model in isolation and there would be little room for movement in the Pre-K model if only one program exists. If they are all on one site, it gives them a continuum of services and ability to move where they need the services.

Ms. Cole said the plan meets accessibility requirements for students with special needs. The building is on a single floor and is wheelchair accessible. The portables on the outside can be accessed by multiple ramps. Restrooms are already wheelchair accessible and additional restrooms are located in two former Kindergarten classrooms. The site currently has 15 classrooms: 9 classrooms within the building and 6 portables, plus multiple smaller rooms. Space would provide for Pre-K programs and rooms for a diagnostic center and general education CDC. Space would be available for a sensory/speech/motor rooms, office space and teacher lounge. She said the Burbank Campus is located within a neighborhood setting which would avoid possible air quality and facility issues that plague Tilden. In addition, there is ample space for loading and unloading for students who receive transportation to school sites, especially for the students in wheelchairs and the buses that accommodate those children. Burbank would require minimal facility improvements. Major improvements would include the installation of a Pre-K play structure and a loading/unloading zone.

Mr. Iyengar said the Tilden community has had an active role in developing this plan. Since March 2008, there have been numerous community meetings between Tilden families, the elementary school and District staff, walk throughs at receiving schools, using a co-created programmatic and facilities rubric and continuous revisions of relocation proposals. Based on the given situation, we believe that the Tilden relocation proposal presented today provides the best solution to address the needs of students while continuing to maintain clusters of programming at each. The Board is being asked to advance this recommendation that is specified in the presentation and the supporting resolution to the February 10 Board of Education meeting. The next step would be a communications to parents, assignments and transition of teachers, outline and clear facilities timeline and process to implement this plan; and continued engagement to effectively transition families and their staffs to receiving schools.

Director Yee asked if there are no federal regulations prohibiting the clustering of special education kids at a site together. Staff said that is correct.

Director Yee asked, after a highly successful Pre-K experience, will the students will be directed to an appropriate program at one of five other sites, and once they get to those sites, will they will have some assurance that they will be able to stay at that site for the remainder of their elementary experience? Ms. Cole said, yes, providing the services at the school site can be provided and the continuum is there. The hope is that some of the students end up in the general education classrooms because of the intensive work that the teachers and the collaboration of teachers will be able to do in the Pre-K program.

Director Yee said one of the design features in the original Tilden was that we would try to create an inclusive classroom environment. Over the past couple of years, there were some questions as to whether the general education teachers who were trained and very supportive of the inclusion of special education kids into their classrooms, and whether they would have the opportunity to stay involved in an inclusion environment. Do we feel that is sustainable in terms of the remaining staff at Tilden? Some of the teachers are special education while others are general education teachers. Ms. Cole said at other sites, the inclusion program has the general education teachers collaborating with the special education teachers. The specific teachers at Tilden will go to one of those five schools mentioned. The general education teachers will be put in the pool of general education. Director Yee said it would be a shame to take general education teachers who are effective in an inclusion environment and not take advantage of that in their future placements.

Sharon Casanares, Network Executive Director, said there are a lot of students that are mainstreamed into a general education program. Those teachers definitely will be an asset. Even though they may be teaching general education students, they will be teaching special education students when they are mainstreamed. We do have some full inclusion students that may be placed in that classroom. Ms. Cole said the model would not be the same as what is at Tilden-a general education teacher and a special education teacher in the same classroom collaborating and teaching a class. We do not have those same kinds of inclusion programs other than at Tilden.

Director Yee said he knows of staff who have invested in additional training and expertise at Tilden. Ms. Casanares said we would be working with every teacher to ensure appropriate placement.

Chairperson Hodge had questions on lessons learned and how informed is Facilities around this plan? Were they at the table? Mr. Stam said we do a diligent job of reflecting so that we can always continue to improve. There has been a high degree of coordination. We probably underestimated the extent to which the parents, particularly the Pre-K parents, felt that Tilden had created a community that they felt was unique and something that should be preserved. We were looking at it as a Pre-K-Kindergarten career of a child and particularly focused on what we believe were the inequities of having children bounce around from program to program every two to three years. Unbalanced to us, it seemed very apparent in terms of the greater good that being able to ensure continuity of service K-5 an experience for kids was more important than trying to preserve Tilden as an entity. The parents of the children at Tilden had no lived experience or perspective on that except

for their immediate experience at Tilden. The recommendation for us to meet monthly with the Tilden community helped both staff and parents see each other's perspectives and work cooperatively toward a relatively mutually agreeable solution. As we look at school communities that are faced with significant transitions in the future, we ask what is right approach to take? What constitutes due diligence in authentic engagement with that community? What kind of resources both in time and personnel does it require in order for it to occur? How can we manage expectations effectively and realistically in that process? Mr. Stam stated, because this was a unique situation in some ways, we were able to invest a significant amount of senior staff time. What can the community engagement process realistically look like? It is something we can discuss more with Board and staff.

Director London said the Intergovernmental Relations Committee will be reviewing the community engagement process as we look at our priorities moving forward. The Board has been trying to lay the ground work in the community around some of the fiscal challenges we are going to face going forward. She suggested to President Yee that this might be something we could bring into one of our Saturday study sessions.

Ms. Cole stated a subcommittee was established composed of parents, teachers and administrative staff and it has been very positive in building the bridge between the community and the District. We have been able to do a lot of good work around the transition.

Director Yee said the public would probably like to be reassured that we did not close Explore with the idea of moving Tilden in. Those were two independent decision points. There has been some discussion about the reuse of the Tilden facility for other purposes; what is the status of that transition? Mr. Stam said Nithin Iyengar has been working closely with Tim White, Assistant Superintendent, Facilities, on the disposition of various sites. Given our concern about the suitability of the Tilden campus for children, we were looking at housing adult staff at Tilden, particularly with the closure of the Harper Building. Space is going to be at a premium for the next couple of years as we transform the campus here. Mr. Iyengar said we are reviewing different options.

Director Yee said all these pieces are important as we try to create a template. Director London said the Facilities Committee will be talking about this issue tomorrow night again.

Chairperson Hodge asked about community engagement with the Burbank school community. That community has been through a lot of stress with our changes. Mr. Iyengar said a lot of that outreach would follow the decision following February 10. Director London said she is an advocate of a simple newsletter left on everybody's door step in the neighborhood.

Chairperson Hodge asked about the community garden and adjacent to it are larger planter boxes. There is a collaboration happening with a West Oakland group and they are working with the community garden. It might be important to look at what is happening with Reach Academy around the garden. Ms. Casanares said she is familiar with the garden. As we continue with our transition plan, we will put that on the agenda to ensure it is taken care of. Ms. Cole said Tilden had a garden so there is some investment by some teachers to possibly continue that. We will investigate it.

Recommended Favorably. The motion carried by the following vote:

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 3 - Jody London, Gary Yee and Jumoke Hinton Hodge
Nay: 0
Recused: 0
Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0

10-0205 Teaching and Learning Committee Work Plan for 2010

Adoption by the Teaching and Learning Committee of its Work Plan for Calendar Year 2010.

Chairperson Hodge said she will be meeting with Director Yee and Brad Stam, Chief Academic Officer, in the transition process of her leadership role on the committee.

Director Yee said the major thing coming up with Mr. Stam is the Teaching for Success and What is an Effective Teacher?

Director Yee said the Tilden relocation has opened up a potential organizing way to look at all the elements. He is interested on what are we going to do with the building after it is vacated? Chairperson Hodge had jumped ahead as to what are we going to say to the neighborhood with the transition schools? We should have some standardization in expectation.

Chairperson Hodge said the work plan will have a lot to do with Portfolio Management as well.

Director London said she is excited that we would have a template for engagement with communities. In the context of what makes for effective teaching, that is going to play in as well.

Director Yee asked if the two directors would like to have a formal discussion item for the next Teaching and Learning Committee? Then we can do the download. Chairperson Hodge said it definitely should be moved forward.

Staff was requested to calendar the Work Plan for the next Committee Meeting.

Tabled to a Date Certain

H. Chief Academic Officer Report

Brad Stam, Chief Academic Officer, invited Board Members to the District's Annual Spelling Bee on Thursday at the Havenscourt Auditorium. He stated we just completed a categorical program monitoring visit by the State Department. We had the closing report out on Friday and the State team was extremely complementary of the District. All in all, it

was a very successful visit.

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

None

J. Introduction of New Legislative Matter

Director Yee asked staff to calendar relocation reports on Robeson, BEST and EXPLORE at some time in the future.

Chairperson Hodge asked staff to bring the work plan back to the next meeting.

K. Adjournment

Chairperson Hodge adjourned the meeting at 6:41 P.M.

Prepared By: _____

Approved By: _____