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OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

LABOR MANAGEMENT & EMPLOYEE RELATIONS

Memo

To Board of Education

From Marion McWilliams, General Counsel
Jenine Lindsey, Director of Labor Strategy

Board Meeting Date January 11, 2017

Subject **California School Employees Association Oakland Chapter 1 (CSEA) and Oakland Unified School District (District) successor contract negotiations tentative agreement.**

Action Requested Approval by the Board of Education of the tentative agreement between the District and CSEA for a successor collective bargaining agreement effective July 1, 2016 through June 30, 2019.

Summary On June 8, 2016 both CSEA, representing District school police officers, and the District presented, for public comment and review, initial proposals for a successor collective bargaining agreement. On October 13, 2016, the District and CSEA reached a tentative agreement in negotiations. The tentative agreement includes an on-going percentage increase of 3.07% to all salary schedules effective January 1, 2017; a one-time bonus payment of 1.25% of base salary; and an additional step on the CSEA salary schedule. The tentative agreement also includes increased flexibility in hours of employment for professional development and physical training during summer months. The performance evaluation used for unit members was amended to include a revised definition for exceptional performance and to include social and emotional learning standards criteria. The successor collective bargaining agreement will be effective July 1, 2016 through June 30, 2019 with reopeners in the 2017-18 and 2018-19 school years.

Fiscal Impact Any tentative agreement will be within the District's financial ability to cover the anticipated costs.

Recommendation Approval by the Board of Education of the tentative agreement for a successor contract between the District and CSEA effective July 1, 2016 through June 30, 2019.

Attachments -Tentative Agreement

ARTICLE 5 COMPENSATION

1. **For the 2016-17 school year, unit members shall receive increases to base salary as follows:**
 - a. An on-going percentage increase of **3.07%** to all salary schedules effective January 1, 2017.
 - b. A One-time bonus equal to 1.25% of total annual salary to all unit members employed by the District at the time of execution of this Agreement.
2. CSEA Salary Schedule shall increase an additional step (Step 6), on Range 04, School Police Officer II. Step 6 shall be 5% above Step 5.

Reopeners

This article and one additional article of each party's choosing shall be reopened for the 2017-2018 and 2018-2019 school years.

ARTICLE 6 – HOURS OF EMPLOYMENT

- 1. The standard workday shall be 8 1/2 hours per day; 5 days per week.
- 2.
 - a. Shifts are 8 1/2 hours including one half hour of lineup pay per shift at the overtime rate.
 - b. Shift hours shall start between the following time structures

Day Shift A	7:30 a.m.	-to- 4:00 p.m.
Late Tactical Shift	8:30 p.m.	-to- 5:00 a.m.
Tactical Shift A	10 a.m.	-to- 8:00 p.m. (Mon-Th)
Tactical Shift B	10 a.m.	-to- 8:00 p.m. (Tu-Fri)

- c. The District has the right to assign individual unit employees, as it deems necessary within the time structures specified in 2. b. above. Involuntary transfer shall be given a seven day advance notice prior to shift transfers.
 - d. Bidding for shifts shall occur on an annual basis at a time determined by the Chief of Police Services. Shift selection will be in order of seniority with the senior officer having the first choice.

Subsequent to the regular annual bidding process for shifts, should it be determined by management that a vacant shift is to be filled, the vacant shift shall be offered to the most senior officer with re-bidding occurring by seniority by the remaining officers not previously contracted.

Assignment to unbid vacancies shall occur by reverse seniority.

- e. **No officer shall be required to return to work earlier than eight (8) hours after the completion of a preceding shift.**
 - f. **During Summer Recess weeks, each officer shall have up to three (3) hours per week of workout/professional development time. Such hours shall be mutually agreed upon by the officer and their immediate supervisor.**

Status quo for the remaining portions of this article and any of its appendices.

Appendix B (Evaluation Procedures)

The parties agree to amend the "Ratings Key" section of the evaluation as follows:

Exceptional Performance

The performance of an employee at this level consistently exceeds all of the job standards and performance expectations in an exceptional manner. The employee is performing at a level well above and beyond what is normally expected of employees with similar duties.

Exceeds Expectations

The performance of an employee at this level consistently exceeds ~~all~~ a majority of the job standards and performance expectations. The employee is performing at a level ~~well~~ beyond what is normally expected of the majority of employees with similar duties.

Fully Effective

An employee at this level consistently meets the established job standards and performance expectations. The results consistently achieved are those the Department would expect of employees in this position level.

Improvement Needed

Performance does not consistently meet the essential job standards and performance expectations of the position or is marginally acceptable. Development is needed to reach full effectiveness.

Unacceptable

Performance demonstrates an inability or unwillingness to meet job standards and performance expectations of the position. Immediate and sustained improvement is required.

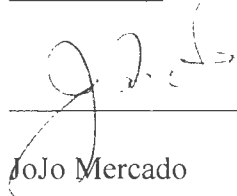
The parties further agree to add "PreK-Adult Social and Emotional Learning Standards" criteria to the employee evaluation. Such standards are included as Attachment 1 and will be adopted as part 9 of the evaluation form.




PreK-Adult Social and Emotional Learning Standards

Anchor Standard	Learning Standard	
<p>1 Self-Awareness Develop and demonstrate self awareness skills to:</p> <ul style="list-style-type: none"> Identify personal, cultural, and linguistic assets Identify prejudices and biases towards people different than oneself Understand the connections between one's emotions, social contexts and identity Demonstrate an accurate self-concept based on one's strengths and challenges Identify when help is needed and who can provide it 	1A	Individual demonstrates an understanding of one's emotions.
	1B	Individual demonstrates knowledge of personal strengths, challenges, cultural, linguistic assets, and aspirations.
	1C	Individual demonstrates awareness of personal rights and responsibilities.
	1D	Individual demonstrates an awareness of when help is needed and who can provide it.
<p>2 Self-Management Develop and demonstrate self-management skills to:</p> <ul style="list-style-type: none"> Regulate one's emotions and behaviors in contexts with people different than oneself Motivate oneself to set and achieve goals 	2A	Individual demonstrates the skills to manage and express one's emotions, thoughts, impulses and stress in constructive ways.
	2B	Individual demonstrates the skills to set, monitor, adapt, achieve, and evaluate goals.
<p>3 Social Awareness Develop and demonstrate social awareness skills to:</p> <ul style="list-style-type: none"> Establish and maintain healthy interactions and relationships across diverse communities Embrace diversity and take the perspectives of people different from oneself Demonstrate empathy for people similar to and different from oneself 	3A	Individual demonstrates empathy for other people's emotions, perspectives, cultures, languages, and histories.
	3B	Individual contributes productively to one's school, workplace, and community.
	3C	Individual demonstrates an awareness and respect for one's similarities and differences with others.
	3D	Individual recognizes leadership capacity in themselves and others.
<p>4 Relationship Skills Develop and demonstrate relationship skills to:</p> <ul style="list-style-type: none"> Relate to people similar to and different than oneself Communicate clearly and effectively Build, establish and maintain healthy relationships 	4A	Individual uses a range of communication skills to interact effectively with individuals of diverse backgrounds, abilities, languages, and lifestyles.
	4B	Individual cultivates constructive relationships with individuals of diverse backgrounds, abilities, languages, and lifestyles.
	4C	Individual demonstrates the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.
<p>5 Responsible Decision Making Develop and demonstrate responsible decision making skills to:</p> <ul style="list-style-type: none"> Problem solve effectively while being respectful of people similar to and different from oneself Behave responsibly in personal, professional, and community contexts Make constructive and respectful choices that consider the well-being of self and others 	5A	Individual considers the well-being of self and others when making decisions.
	5B	Individual uses a systematic approach to decision making in a variety of situations.
	5C	Individual applies problem-solving skills to engage responsibly in a variety of situations.

For CSEA:

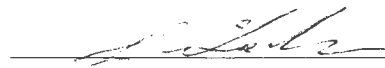


JoJo Mercado
Date: 10/13/16

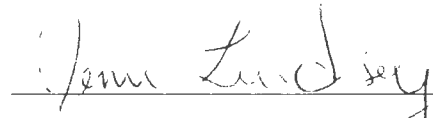


Ryan H. Apperson, CSEA LRR
Date: 10/13/16


For OUSD:



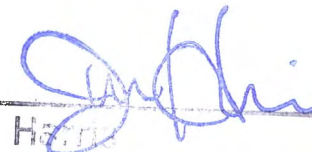
Jeff Godown, Chief of Police
Date: 10/13/16



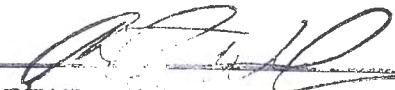
Jenine Lindsey, Directory of Labor Strategy
Date: 10/13/16



Amy Brandt, Labor Coordinator
Date: 10/13/16



James Harris
President, Education



Antwan Bush
Secretary, Board of Education

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