

# Oakland Unified School District

Board of Education  
Paul Robeson Building  
1025 2nd Avenue, Suite 320  
Oakland, CA 94606-2212  
(510) 879-8199 Voice  
(510) 879-8000 Fax



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## Minutes (Long)

**Monday, November 08, 2010**

**5:00 PM**

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

## Teaching and Learning Committee

*Jumoke Hodge, Chairperson  
Gary Yee, Vice Chairperson  
Jody London, Member*

## A. Call to Order

*Vice Chairperson Gary Yee called the meeting to order at 5:05 P.M.*

## B. Roll Call

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

## C. Modification(s) To Agenda

*None*

## D. Adoption of Committee Minutes



### [10-2326](#) Minutes - Teaching and Learning Committee - October 18, 2010

Approval by Teaching and Learning Committee of its Minutes of October 18, 2010.

**Attachments:** [10-2326 - Minutes - Teaching and Learning Committee - October 18, 2010](#)

**A motion was made by Jody London 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 Gary Yee  
Nay: 0  
Recused: 0  
Absent: 1 - Jumoke Hinton Hodge  
Preferential Aye: 0  
Preferential Abstention: 0  
Preferential Nay: 0

## Roll Call (Secretary's Observation)

*Jumoke Hodge present at 5:15 P.M.*

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

## E. Adoption of the Committee General Consent Report

**10-2276****Professional Service Contract - Nicole Trujillo - Family and Community Office**

Ratification by the Board of Education of a Professional Service Contract between District and Nicole Trujillo, Oakland, CA, for the latter to provide 192 hours of technical assistance to teachers implementing Meaningful Student Engagement (MSE) curriculum at 5 school sites, including regular coaching sessions with teachers, modeling lesson plans, coordinating outside resources for teachers/leadership classes, troubleshooting challenges that arise with the implementation of the MSE curriculum, for the period of September 7, 2010 through December 30, 2010, in an amount not to exceed \$14,000.00.

**Resource Code - 3010-969, 7090-969, 7091-969**

**Funding Source: Title I - Engagement, EIA/SCE Engagement, EIA/LEP Engagement.**

**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

**10-2341****Professional Services Contract - Margarita Garcia Vasquez - Reach Academy**

Ratification by the Board of Education of a Professional Services Contract between District and Margarita Garcia Vasquez, Oakland, CA, for the latter to work in the after school program daily between the hours of 3:00 PM and 5:00 PM supervising volunteers and assisting independent students and to supervise a rotation of 25 tutors working within the homework center and 10 volunteers who provide academic workshops to students once monthly at Reach Academy, for the period of September 13, 2010 through June 16, 2011, in an amount not to exceed \$4,000.00.

**Resource Code - 6010-922**

**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

**10-2342****Professional Services Contract - San Francisco Study Center dba Brothers on the Rise - Leadership, Curriculum & Instruction**

Ratification by the Board of Education of a Professional Services Contract between the District and San Francisco Study Center dba Brothers on the Rise, San Francisco, CA, for the latter to provide 936 hours of service supporting middle school Conflict Revolution Program including peer mediation to help reduce suspensions, prevent violence at middle schools and to train students in conflict mediation techniques as well as meeting with principals, students, parents or staff to assist in student behavioral interventions at Coliseum College Preparatory School and Madison Middle School, for the period September 30, 2010 through June 17, 2011, in an amount not to exceed \$23,400.00.

**Resource Code - 9121-909**

**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

**10-2347****Professional Services Contract - National Equity Project (BayCES) - High School Network 2/Leadership Preparatory School**

Approval by the Board of Education of Professional Services Contract between District and the National Equity Project, Oakland, CA, for the latter to provide 560 hours of service or 70 days of professional coaching services to build instructional and inquiry leadership capacity of principal and teacher leaders and support implementation of inquiry cycles within the school's professional learning community and other services, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Leadership Preparatory School, for the period of September 1, 2010 through June 30, 2011, in an amount not to exceed \$34,000.00.

**Resource Code - 3010-972**

**Funding Source: Title I - Low Income and Neglected**

**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

**10-2360****Professional Services Contract - Lincoln Child Center - Laurel Elementary School**

Ratification by the Board of Education of a Professional Services Contract between District and Lincoln Child Center, Oakland, CA, for the latter to provide 400 hours of service by license and license eligible master's level mental health professionals to conduct individual assessments and develop treatment plans which prescribe treatment interventions and provide therapeutic support throughout the day in the form of individual, group and crisis intervention for pupils and offer consultations and outreach to teachers and parents; provide an Intervention Specialist for in class and out of classroom support in the form of therapeutic activities for pupils, which address targeted areas, specified in the treatment plan including conflict resolution and social skill development; and consultation and collaboration with classroom teachers and site administrators regarding classroom and school behavior management at Laurel Elementary School, for the period of August 30, 2010 through June 16, 2011, in an amount not to exceed \$10,000.00.

**Resource Code - 0000-131**

**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

**10-2401****Professional Services Contract - Luz Delia Parra Rodriguez - Reach Academy**

Ratification by the Board of Education of a Professional Services Contract between District and Luz Delia Parra Rodriguez, Oakland, CA, for the latter to provide 348 hours of service, working daily within the after school program from 3:00 PM to 5:00 PM instructing a cultural exchange course culminating in math, literacy and arts related showcases for families along with performances and exhibits in the school-wide African American, Latin and Multicultural Festivals; serve as a liaison between Latin American families and the after school program to support continuing positive cultural climate at school; ensure that all written materials presented to parents regarding program are professionally translated and meets the needs of families; and work with the bilingual lead instructor to insure that all after school program activities have constant representation from Latin Families via consistent effort to keep families informed at Reach Academy, for the period of September 13, 2010 through June 16, 2011, in an amount not to exceed \$10,450.00.

**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



**10-2412**

**Professional Services Contract - Ashlee George - Elmhurst Community Preparatory School**

Ratification by the Board of Education of a Professional Services Contract between District and Ashlee George, Oakland, CA, for the latter to provide 23.4 hours of support as the Conflict Mediation Coordinator providing aid in the development and implementation of advisory curriculum; communicate with families, identify and train students all year to become conflict managers; facilitate mediations, integrate the use of conflict mediation into the school's daily structure and overall culture, teach conflict managers effective communication and leadership skills; and use conflict mediation as a tool to support and reinforce school policies, at Elmhurst Community Preparatory School, for the period August 30, 2010 through June 16, 2011, in an amount not to exceed \$585.00.

**Resource Code - 0000-221**

**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

**10-2437****Professional Services Contract - Research for Better Teaching - Claremont Middle School**

Ratification by the Board of Education of a Professional Services Contract between District and Research for Better Teaching, Acton, MA, for the latter to provide 130 hours or six full days of professional development to 24 teachers around creating a data driven culture; implementation of best teaching practices for differentiation of instruction; and instructional strategies for gender-based classrooms, at Claremont Middle School, for the period August 25, 2010 through September 30, 2010, in an amount not to exceed \$13,750.00.

**Resource Code - 3180-201**

**Funding Source: Quality Education Investment Act-School Improvement 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

**10-2466****Professional Services Contract - PMA Consulting - Laurel Elementary School**

Approval by the Board of Education of a Professional Services Contract between the District and PMA Consulting, Oakland, CA, for the latter to provide 462 hours of support by providing an experienced Media consultant, capable of trouble shooting technology problems and trained to work with students at risk; to use the computer to differentiate instruction and make available opportunities for students to practice targeted skills, as well as, develop project based learning; to direct students in research using the Internet; and to provide direct services to newcomer ELL's using the Rosetta Stone software and other ELD software, at Laurel Elementary School, for the period of September 16, 2010 through March 25, 2010, in an amount not to exceed \$12,487.30.

**Resource Code - 3010-131**

**Funding Source: Title 1**

**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



**10-2467**

**Professional Services Contract - Higher Ground Neighborhood Development Corporation - Allendale Elementary School**

Ratification by the Board of Education of a Professional Services Contract between the District and Higher Ground Neighborhood Development Corporation, Oakland, CA, for the latter to provide 1990 hours of group rehabilitation in working with 25 identified students on behaviors such as anger management, non-compliance, impulse control, social skills, coping mechanisms, grief, and loss to help increase students' social and emotional functioning; and using behavior progress logs, observation, interviews, and assessment, measure progression toward goals for strategic alignment at Allendale Elementary School, for the period of October 1, 2010 through June 16, 2011, in an amount not to exceed \$30,000.00.

**Resource Code - 3010-101**

**Funding Source: Title 1**

**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



**10-2468**

**Professional Services Contract - Claudia Goodman-Hough - Redwood Heights Elementary School**



Ratification by the Board of Education of a Professional Services Contract between the District and Claudia Goodman-Hough, Oakland, CA, for the latter to provide 663 hours of a series of trainings for teaching staff on arts projects integrated with classroom curricula; Studio Habits of Mind, how it works in the arts and how it can be utilized in other disciplines; ways to integrate Studio Habits of Mind into arts and classroom learning and student assessment; ways to incorporate Making Learning Visible into displays and bulletin boards of student work; bookmarking, different styles of books and types of bindings that students can use to create their own book on a subject; explore and utilize different techniques and usage of different media to encourage classroom teachers to stretch and explore, then bring them back to their classrooms, at Redwood Heights Elementary School, for the period September 7, 2010 through June 17, 2011, in an amount not to exceed \$23,205.00.

**Resource Code - 0089-148**

**Funding Source: Measure G Art**

**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



### **10-2470**

#### **Professional Services Contract - Luna Kids Dance - Thurgood Marshall Elementary School**

Ratification by the Board of Education of a Professional Services Contract between District and Luna Kids Dance, Berkeley, CA, for the latter to provide 130 hours of dance instruction and model classes, professional development, evaluation and parent/community involvement, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Thurgood Marshall Elementary School, for the period September 1, 2010 through June 30, 2011, in an amount not to exceed \$12,000.00.

**Resource Code - 0089-174**

**Funding Source: Measure G Arts**

**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



**10-2473 Professional Services Contract - Cantare Convivo - Lincoln Elementary School**

Ratification by the Board of Education of a Professional Services Contract between District and Cantare Convivo, Oakland, CA, for the latter to provide 300 hours of service, with weekly sessions in each classroom to support language arts development for English Learners in K-2 classrooms; to help English Language Learners strengthen speaking and reading comprehension skills; to assist students in improving CELDT levels; and to provide supplemental activities for English Language Learners to practice grade-level vocabulary lists, at Lincoln Elementary School, for the period September 15, 2010 through February 28, 2011, in an amount not to exceed \$18,000.00.

**Resource Code - 0523-133**

**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



**10-2491 Professional Services Contract - Shirley Yee - Leadership, Curriculum & Instruction**

Ratification by the Board of Education of a Professional Services Contract between District and Shirley Yee, Oakland, CA, for the latter to manage the Measure Y Gang Prevention and Intervention Grant, by providing direct services with California Youth Outreach to five District alternative education sites, including Dewey, Rudsdale, Bunche, Community Day School and Street Academy; coordinate Project ReConnect's nine-week parent series on gang prevention and intervention; complete, launch and provide awareness about District Gang Prevention and Intervention Handbook to District school sites, for the period October 1, 2010 through June 30, 2011, in an amount not to exceed \$15,600.00.

**Resource Code - 9180-957**

**Funding Source: Measure Y, Gang Intervention/Prevention**

**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



**10-2492**

**Professional Services Contract - Debra Vinson - Leadership, Curriculum & Instruction**

Ratification by the Board of a Education of a Professional Services Contract between the District and Debra Vinson, Antioch, CA, for the latter to provide 322.03 hours of support by conducting Second Step workshops with parents/caregivers at designated preschool and elementary school sites; provide curriculum overview sessions and offer a 3-part series session concentrating on topics such as empathy, problem solving, and anger management; collaborate with Second Step Consultants and site administrators to schedule workshops and maximize parent/caregiver participation; and maintain detail and organized records as evaluation and evidence documentation, for the period October 4, 2010 through May 31, 2011, in an amount not to exceed \$11,271.11.

**Resource Code - 9121-909; 9180-909**

**Funding Source: Tier 3 & Measure Y**

**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



**10-2493**

**Professional Services Contract - Carolyn S. Carr - Leadership, Curriculum & Instruction**

Ratification by the Board of Education of a Professional Services Contract between the District and Carolyn S. Carr of Oakland, California, for the latter to provide 250 hours of facilitating services to Arts Anchor School principals, art providers and lead teachers; develop protocols to be used in working with schools in evaluating program success to achieve outcomes as described in the Scope of Work, at Sankofa, Santa Fe, Sequoia, Urban Promise Academy and ASCEND Schools, for the period October 22, 2010 through June 30, 2011, in an amount not to exceed \$15,000.00.

**Resource Code - 0089-909**

**Funding Source: Measure G-Arts**

**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



**10-2495**

**Professional Services Contract - Pamela Boyver - Leadership, Curriculum & Instruction**

Ratification by the Board of Education of a Professional Services Contract between the District and Pamela Boyver, Castro Valley, CA, for the latter to provide 126 hours of support to Leadership, Curriculum & Instruction for elementary and middle school administrators in the development and management of the 2011 District Spelling Bee to be held on February 3, 2011, for the period November 1, 2010 through April 4, 2011, in an amount not to exceed \$5,040.00.

**Resource Code - 0089-909**

**Funding Source: Measure G, Spelling**

**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



**10-2496**

**Professional Services Contract - Cheyenne Pronga - Leadership, Curriculum, & Instruction**

Ratification by the Board of Education of a Professional Services Contract between the District and Cheyenne Pronga, Oakland, CA, for the latter to provide 292 hours of support to teachers who are in the Teach Tomorrow in Oakland Program, mentor teachers in classroom practices, including meeting with the new teachers assigned to him/her, at the teachers site, at least one hour per week during the school year; use an inquiry-based protocol to help guide new teachers in improving their classroom practices; 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 the content and strategy; synthesize data; develop models for self-assessment; and establish individual professional learning plans, for the period of September 1, 2010 through December 31, 2010, in an amount not to exceed \$12,500.00.

**Resource Code - 5824-909**

**Funding Source: Transition To Teach-Staff Development-New 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



### **10-2497**

#### **Professional Services Contract - Conscious Teaching, LLC - Leadership, Curriculum, & Instruction**

Ratification by the Board of Education of a Professional Services Contract between the District and Conscious Teaching, LLC, of Fairfax, CA, for the latter to provide a one-day workshop on December 6, 2010, to new teachers entitled "Conscious Classroom Management, (K-12)", for participants to learn specific strategies and techniques to build positive relationships with students; specifically, concentration will be placed upon increasing knowledge of the urban classroom setting, the diversity of student population in Oakland, and principles of classroom teaching and management for the period of September 15, 2010 through June 30, 2011, in an amount not to exceed \$2,500.00.

**Resource Code - 3010-909**

**Funding Source: Title 1-Beginning Teacher Support & Assessment**

**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

**10-2498****Professional Services Contract - Hildie Spritzer - Leadership, Curriculum, & Instruction**

Ratification by the Board of Education of a Professional Services Contract between the District and Hildie Spritzer, Oakland, CA, for the latter to provide 336 hours of support to teachers in Classroom Management, including meeting with teachers matched for content and grade levels, on-site, for up to 20 hours, 4 to 5 times per week, 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 broad range of learning issues; attend all training sessions in weekly meetings with the Program Coordinator; observe teachers in practice; model best practices; provide constructive analysis; collaborate in the design learning environments in relation to standards of student conduct; collect data and submit weekly coaching logs to the Program, for the period of September 15, 2010 through June 30, 2011, in an amount not to exceed \$6,400.00.

**Resource Code - 3010-909**

**Funding Source: Title I-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

**10-2508****Professional Services Contract - National Equity Project (BayCES) - McClymonds High School**

Approval by the Board of Education of a Professional Services Contract between District and National Equity Project (BayCES), Oakland, CA, for the latter to provide 360 hours to build instructional and inquiry leadership capacity of principal and teacher leaders and support implementation of inquiry cycles within the school's professional learning community and other services, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at McClymonds High School, for the period October 1, 2010 through June 30, 2011, in an amount not to exceed \$10,000.00.

**Resource Code - 3010-964**

**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



**10-2509**

**Professional Services Contract - Mitch Weathers - Oakland High School**

Ratification by the Board of Education of a Professional Services Contract between District and Mitch Weathers, San Francisco, CA, for the latter to provide two large-group trainings to teachers involved in 9th grade Small Learning Communities; create/adopt organizational tools to meet the specific needs of classroom teachers for the Organized Binder system; provide ongoing coaching support to individual teachers and teams regarding implementation of Organized Binder system, at Oakland High School, for the period August 18, 2010 through August 18, 2010, in an amount not to exceed \$500.00.

**Resource Code - 0000-304**

**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



**10-2533**

**Professional Services Contract - Ashlee George - Leadership, Curriculum & Instruction**

Ratification by the Board of Education of a Professional Services Contract between the District and Ashlee George, Oakland, CA, for the latter to provide 678.6 hours to support middle school conflict resolution program at site level; train students in conflict mediation techniques as well as meeting with principal, students, parents, and staff to assist in behavioral interventions, at Alliance Academy and Elmhurst Community Preparatory Middle schools, for the period September 17, 2010 through June 17, 2011, in an amount not to exceed \$16,695.00.

**Resource Code - 9121-909**

**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

**10-2546****Professional Services Contract - Cheyenne Pronga - Leadership, Curriculum, & Instruction**

Ratification by the Board of Education of a Professional Services Contract between the District and Cheyenne Pronga, Oakland, CA, for the latter to provide 112 hours of service to teachers who are in the Teach Tomorrow in Oakland Program, to mentor teachers in classroom practices, including meeting with the new teachers assigned to him/her, at the teachers' site, at least one hour per week during the school year; use an inquiry-based protocol to help guide new teachers in improving their classroom practices; 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 the content and strategy; synthesize data; develop models for self-assessment; and establish individual professional learning plans, for the period of January 1, 2011 through June 30, 2011, in an amount not to exceed \$4,800.00.

**Resource Code - 3010-909****Funding Source: Title 1 - Beginning Teacher Support and Assessment****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

**10-2548****Professional Services Contract - Lincoln Child Center - Leadership, Curriculum & Instruction**



Ratification by the Board of Education of a Professional Services Contract between District and Lincoln Child Center, Oakland, CA, for the latter to provide mental health and behavioral services for students, including individual and group mental health therapy, rehabilitation, assessment, plan development, collateral/family therapy, case management, and crisis intervention for pupils, at Barack Obama Academy, for the period November 1, 2010 through June 30, 2011, in an amount not to exceed \$50,000.00.

**Resource Code - 3010-957**

**Funding Source: Title 1- Prevention**

**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



**10-2558**

**Professional Services Contract - Shirley Yee - Leadership Curriculum & Instruction**

Ratification by the Board of Education of a Professional Services Contract between District and Shirley Yee, Oakland, CA, for the latter to provide coordination of violence prevention student support services for District alternative schools including: providing student service coordination within alternatives schools through COST teams; to support various oversight and organizing councils involved in the City's gang prevention plan including facilitation of the Interagency Gang Prevention Collaborative; and to coordinate gang awareness trainings for District staff in the larger community; complete gang prevention grant deliverables including end-of-project reporting and evaluation, for the period October 1, 2010 through June 30, 2011, in an amount not to exceed \$39,000.00.

**Resource Code - 3010-957; 5834-957**

**Funding Source: Title 1 Prevention; Juvenile Justice & Delinquency Prevention**

**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

**10-2559****Professional Services Contract - Jason Richard - Chabot Elementary School**

Ratification by the Board of Education of a Professional Services Contract between District and Jason Richard, Berkeley, CA, for the latter to provide 333 hours of intervention strategies for K-2 students by teaching them conflict resolution strategies, including resolution of issues on the playground and ways to play on the playground; provide support by contacting families as necessary; be available to provide trainings and support to Junior Coaches Program; debrief with students around their role as leaders at the school; and teach games to Grade 3-5 students, at Chabot Elementary School, for the period October 5, 2010 through June 30, 2011, in an amount not to exceed \$9,990.00.

**Resource Code - 0000-106**

**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

**10-2560****Professional Services Contract - Makenda Burroughs-Miller - Leadership, Curriculum & Instruction**

Ratification by the Board of Education of a Professional Services Contract between the District and Makenda Burroughs-Miller, Oakland, California, for the latter to provide 468 hours to support middle school conflict resolution program at site level; train students in conflict mediation techniques as well as meeting with principal, students, parents, and staff to assist in behavioral interventions, at Bret Harte Middle School, for the period September 17, 2010 through June 17, 2011, in an amount not to exceed \$11,700.00.

**Resource Code - 9121-909**

**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



**10-2562**

**Individual Service Agreement to MOU - SFBAC/Learning for Life - Acorn Woodland Elementary School**

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between the District and Learning for Life, for the latter to provide Option A: In-School Academic Assistance Services in its capacity as a Comprehensive Community Based Organization, consisting of 426 hours and serving 20 students/participants at Acorn Woodland Elementary School, for the period September 15, 2010 through June 30, 2011, in an amount not to exceed \$10,905.71, pursuant to the terms and conditions as specified in the MOU.

**Resource Code - 7400-165**

**Funding Source: Quality Education Investment Act**

**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



**10-2565**

**Individual Service Agreement to the MOU - Playworks - Esperanza Academy**

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between the District and Playworks, for the latter to provide Base Operational Package, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Esperanza Academy, for the period August 30, 2010 through June 30, 2011, in an amount not to exceed \$25,000.00, pursuant to the terms and conditions as specified in the MOU.

**Resource Code - 0000-177**

**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

**10-2569****Professional Services Contract - Tiago J. Robinson - Oakland High School**

Ratification by the Board of Education of a Professional Services Contract between District and Tiago J. Robinson, Pinole, CA, for the latter to provide 140 hours of service to support underperforming students in the Visual Art Academy Program by monitoring students' attendance; and create behavior plan for at-risk students to reduce referrals to administrator and counselors, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Oakland High School, for the period October 1, 2010 through June 17, 2011, in an amount not to exceed \$6,000.00.

**Resource Code - 7220-304**

**Funding Source: CA Partnership Academy (CPA)**

**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

**10-2593****Professional Services Contract - Playworks - Horace Mann Elementary School**

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between District and Playworks, Oakland, CA, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Horace Mann Elementary School, for the period August 30, 2010 through June 30, 2011, in an amount not to exceed \$25,000.00, pursuant to the terms and conditions as specified in the MOU.

**Resource Code - 0000-136**

**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

**10-2594****Professional Services Contract - Learning for Life / SFBAC - Manzanita SEED Elementary School**

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between District and Playworks, Oakland, CA, for the latter to provide Option B - Afterschool Academic Assistance Services in its capacity as a Comprehensive Community Based Organization, consisting of 550 hours and serving 100 students/participants at Manzanita SEED Elementary, for the period of October 1, 2010 through June 30, 2011, in an amount not to exceed \$28,000.00, pursuant to the terms and conditions as specified in the MOU.

**Resource Code - 3010-175**

**Funding Source: Title 1**

**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

**10-2610****Memorandum of Understanding - The Berkeley Chess School - Named Schools**

Approval by the Board of Education of a Memorandum of Understanding between the District and the Berkeley Chess School, Berkeley, CA, for the latter to provide instruction in the subject of chess and supervised chess play, for 1 hour per week for 24 weeks, comprised of 20 minutes of instruction and 40 minutes of supervised chess play, at Santa Fe, Futures, Learning Without Limits, Esperanza and Maxwell Park Elementary Schools, for the 2010-2011 school year, pursuant to terms and conditions in the MOU.

**Funding Source: No Fiscal Impact**

**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

**10-2617****Professional Services Contract - Playworks - Franklin Elementary School**

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between District and Playworks, Oakland, CA, for the latter to provide Base Operational Package, as described in the Scope of Work, incorporated herein by reference as though fully set forth at Franklin Elementary School for the period of August 31, 2010 through June 30, 2011, in an amount not to exceed \$25,000.00, pursuant to the terms and conditions as specified in the MOU.

**Resource Code - 0000-116**

**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

**10-2640****Professional Services Contract - National Equity Project (BayCES) - Futures Elementary School**

Approval by the Board of Education of a Professional Services Contract between District and the National Equity Project (BayCES), Oakland, CA, for the latter to provide professional coaching services to build instructional and inquiry leadership capacity of principal and teacher leaders and support implementation of inquiry cycles within the school's professional learning community and other services, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Futures Elementary School, for the period August 1, 2010 through June 30, 2011, in an amount not to exceed \$10,000.00.

**Resource Code - 0000-123**

**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

**10-2648****Professional Services Contract - Oakland Schools Foundation - Learning Without Limits Elementary School**

Approval by the Board of Education of a Professional Services Contract between the District and Oakland Schools Foundation, Oakland, CA, for the latter to provide 140 hours of coaching to build the capacity of teachers and staff to: (1) build a donor's mailing list, (2) solicit donations from donors; (3) identify, write and monitor the implementation of grants to support programming at the school site; and (4) produce marketing materials for the school, including brochures and a website at Learning Without Limits Elementary School, for the period of August 30, 2010 through June 16, 2011, in an amount not to exceed \$9,000.00.

**Resource Code - 7395-113**

**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

**10-2678****Professional Services Contract - National Equity Project (BayCES) - Acorn Woodland Elementary School**

Approval by the Board of Education of a Professional Services Contract between District and the National Equity Project (BayCES), Oakland, CA, for the latter to provide 320 hours in 40 days of professional coaching services in order to build instructional and inquiry leadership capacity of principal and teacher leaders and support implementation of inquiry cycles within the school's professional learning community, at Acorn Woodland Elementary School, for the period October 1, 2010 through June 30, 2011, in a not to exceed amount of \$7,000.00.

**Resource Code - 7090-165**

**Funding Source: Economic Impact Aide/State Compensatory Education**

**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

**10-2696****Individual Service Agreement - Playworks - Think College Now Elementary School**

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between District and Playworks, Oakland, CA, for the latter to provide Base Operational Package, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Think College Now, for the period of August 30, 2010 through June 30, 2011, in an amount not to exceed \$25,000.00, pursuant to the terms and conditions as specified in the MOU.

**Resource Code - 0523-190, 6010-190**

**Funding Source: School Library Improvement Block Grant, ASES**

**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

**10-2698****Professional Services Contract - PMA Consulting - Laurel Elementary School**

Approval by the Board of Education of a Professional Services Contract between the District and PMA Consulting, Oakland, CA, for the latter to provide 45.5 hours of service through a trained, highly qualified, experienced consultant with a proven track record of success in attaining the state-mandated CELTD process, who will provide direct service to ELL students daily, working with small groups of ELD students using Language for Writing or English Now materials; read and provide feedback for Language for Writing assignments; work one on one with an ELL student on skill specialty designed for his or her individual needs; and administer LW/English Now unit assessments at Laurel Elementary School, for the period of October 13, 2010 through November 11, 2010, in an amount not to exceed \$1,177.54.

**Resource Code - 7091-131**

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



**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



**10-2702**

**Individual Service Agreement - Playworks - Lincoln Elementary School**

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between the District and Playworks, Oakland, CA, for the latter to provide Base Operational Package, as described in the Scope of Work incorporated herein by reference as though fully set forth, at Lincoln Elementary School, for the period August 30, 2010 through June 30, 2011, in an amount not to exceed \$25,000.00, pursuant to the terms and conditions as specified in the MOU.

**Resource Code - 0523-133**

**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



**10-2703**

**Individual Service Agreement - Playworks - Hoover Elementary School**

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between the District and Playworks, Oakland, CA, for the latter to provide Base Operational Package, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Hoover Elementary School, for the period August 30, 2010 through June 30, 2011, in an amount not to exceed \$25,000.00 pursuant to the terms and conditions as specified in the MOU.

**Resource Code - 0523-170**

**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



**10-2712**

**Professional Services Contract - Youth Together, Inc. - Youth Empowerment School**

Approval of Professional Services Contract between District and Youth Together, Inc., Oakland, CA, for the latter to provide 933.2 hours of service, providing an Internship Coordinator to coordinate the Career Skills Education and Internship Program by providing training opportunities, arranging guest lecturers, offering curriculum materials and development of internship program for 10th, 11th and 12th grade students, at Youth Empowerment School, for the period of October 19, 2010 through June 16, 2011, in an amount not to exceed \$23,330.00.

**Resource Code - 6385-344**

**Funding Source: CPA - California Partnership Academies 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



**10-2758**

**Individual Service Agreement - Playworks - Community United Elementary School**

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between District and Playworks, for the latter to provide Base Operational Package, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Community United Elementary School, for the period August 30, 2010 through June 17, 2011, in an amount not to exceed \$25,000.00 pursuant to the terms and conditions as specified in the MOU.

**Resource Code - 0000-149**

**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

**10-2759****Individual Service Agreement - Playworks - Brookfield Elementary School**

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between District and Playworks, for the latter to provide Base Operational Package, as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Brookfield Elementary School, for the period August 31, 2010 through June 16, 2011, in an amount not to exceed \$25,000.00 pursuant to the terms and conditions as specified in the MOU.

**Resource Code - 0000-103****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

**Passed The Committee General Consent Report**

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

**Votes:** Adv Aye: 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



### 10-2286 Teaching and Learning Committee - Revised Work Plan - Calendar Year 2010

Discussion by the Committee and possible adoption, in whole or in part, of a revised Work Plan for Calendar Year 2010 including but not limited to District's Strategic Plan, interpretation of and production of monitoring reports for Operational Expectations 11 - Instructional Program and 12 - Portfolio Management of Schools.

**Attachments:** [10-2286 - Task Force Overview- SEAN \(Board Presentation\).ppt](#)  
[10-2286 - Task Force Overview- FSCS \(Board Presentation\).ppt](#)  
[10-2286 - Task Force Overview- Regional Governance \(Board Presentation\).ppt](#)

*Maria Santos, Deputy Superintendent, Leadership, and Equity-in-Action, gave an update on the work of the Task Forces for the Strategic Plan.*

#### SECONDARY EXPERIENCE & ACHIEVEMENT TASK FORCE

*Ms. Santos said the Task Force had its first meeting last week. The meeting was well attended and had a diverse group of constituencies attending the meeting. The group will be meeting every other week and we are looking forward to productive work in that area.*

#### BUILDING FULL SERVICE COMMUNITY SCHOOLS TASK FORCE

*Ms. Santos said the task force is going into its fifth meeting and the Task Force has had some rich discussions. The group has had a representative group of people.*

#### REGIONAL GOVERNANCE TASK FORCE

*Ms. Santos said this task force has not started yet and they are working on the process of rolling out their work. They are doing some listening engagement with the community before going into robust work as a Task Force.*

*Director Yee asked about the responsibilities of Board Committees in relationship to the Task Forces. Is there any division of labor among the Board Committees?*

*Chairperson Hodge said there is a question about how we roll out Board engagement. Her understanding is that most of the Board Committees have been looking at the Task Forces which are relevant to their areas. The RBB Reform Task Force appeared before the Finance and Human Resources Committee.*

*Director London said the Intergovernmental Relations Committee will be having a*

*presentation on Wednesday on the community outreach component of the Strategic Plan and she continues to have questions about where the Board plugs into this. She looks forward to the Board retreat to work that out. She asked if staff could provide a list of the task force membership, along with details of the constituencies and stakeholder groups that are represented on the Task Forces. She asked about her role as an elected official and whether there is coincidence with the constituency that she hears from in terms of parents and community members. She said it is crucial to bring those constituencies together.*

*Chairperson Hodge said it is important for us to be clear about our role. At what point do the School Site Councils need to be conscious of what is happening at the Task Force level?*

*Director London said the Strategic Plan portion on the District web site has much more comprehensive information available and is moving in the direction that she is happy to see.*

*Director Yee said several of the Task Forces relate to Teaching and Learning. There has been discussion about the connection of the Effective Teachers Task Force to Teaching and Learning and Human Resources. We had a earlier discussion when the Task Forces were being formulated to not design them as Board Committee Task Forces, especially the one for effective teachers because of Brown Act requirements. We felt the actual work was an executive function. He stated there should be a mechanism to help us engage as we do the work plan of the Chief Academic Officer and the Task Forces. He is meeting with the Superintendent tomorrow and he will raise the issue. It would be helpful to have a display in the Board Room that would list all Task Forces and their responsibilities and membership.*

#### **Discussed and Closed**



#### **10-2417**

#### **Amended Administrative Regulation - AR 5113 - Absences and Excuses**

Approval by the Board of Education of Amended Administrative Regulation - AR 5113 - Absences and Excuses. The purpose of the modification is to clarify for school site attendance personnel how to proceed in the event of excessive student absence due to illness.

**Attachments:** [Document\(s\)](#)  
[AR\\_5113\\_-\\_Absences\\_and\\_Excuses.pdf](#)

*Adrian Kirk, Director, Family and Community Office, said the proposed amendment to Administrative Regulation 5113 would give schools guidance on procedures for students absent for an extended period of time for what is being reported as illness. The amendment provides for additional absences beyond 14 days being recorded as unexcused unless the absence(s) are verified by a physician, school nurse, or other school personnel. We did not ask for a change regarding the 14 days, however, the Board may wish to look at that number, as well.*

*Director Yee asked how often does this occur? Mr. Kirk stated it is a common occurrence. It is rare that it would be consecutive days of absence at that number, but it is common that a student in the course of a year would accrue lots of absences. We are seeing too many students out and we are trying to get a handle on attendance across the board.*

*Director Yee asked if language for student referrals is included in the amendment. Mr.*

*Kirk stated student referrals are handled in other Board Policies and Administrative Regulations. The school is asked to take action if a student has accrued a number of unexcused absences. Three unexcused absences constitute an act of truancy and once a student becomes a habitual truant, they are referred to the Student Attendance Review Team (SART) at the school site or the School Attendance Review Board (SARB) at Central Office. As long as the absence is seen as illness, it is difficult for the school to take any action. Schools have different interpretations.*

*Chairperson Hodge asked about data on schools and neighborhoods. She said West Oakland schools have lots of absences and truancy, as well as a high rate of asthma. It is an area that needs wrap-around services and we may not be paying attention to sick children.*

*Mr. Kirk stated where there is the means to visit a doctor, one would not expect a student to accrue a large number of absences due to illness. He said we are not trying to attack families.*

*Director Yee stated he is concerned that it seems to be a bureaucratic amendment to change absences to unexcused. He does not see the trigger to refer a student who may be at risk of truancy or drop out to SART or SARB. If we are going to make an amendment, it seems making it unexcused with a student referral would be proper. It does not affect ADA or anything else like that to change it from illness to unexcused.*

*Mr. Kirk said the issue of unexcused absences being referred to SART/SARB is addressed in other Board Policies and Administrative Regulations. We are trying to ensure that unexcused absence is not allowed to continue unchecked without dovetailing into that process.*

*Director London said Director Yee may be asking for more opportunity to reflect on this issue and do some research. Is there a time urgency to approve the amendment?*

*Director Yee said he is okay with moving this item forward. When this item gets to the full Board, Mr. Kirk was asked to reference procedures that are triggered from the notice of the unexcused absence. Otherwise, it appears to be just a procedural change from excused to unexcused. He is asking for information on the other Board Policies and Administrative Regulations reference by Mr. Kirk.*

**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

**10-2572 High School Courses Availability and Outcomes**

Presentation of Report from the Superintendent of Schools on High School Courses Availability and Outcomes.

*Maria Santos, Deputy Superintendent, Instruction, Leadership, and Equity-in-Action, introduced Jeannie Johnson from the College and Career Readiness Office.*

*Ms. Johnson stated we are in the process of drafting board Policy language that would change graduation requirements. We have a District course catalogue that is on the web site. In order to call special attention to the needs of English Language Learners, Immigrants, Special Education, and Alternative Education students, Task Forces were started last year with counselors. An English Learner Task Force met on implications of the A-G graduation change for English Learners, specifically for immigrant students who enroll during high school. The Task Force met on policies and practices that need to be changed based on implications and our current practices. One example is the way we give World Language credit. The biggest change will be the requirement of two years of World Language. There are major implications for high school students because current practice is that an immigrant student may be placed in English Learner classes in their freshmen year and into Foreign Language classes during high school. We have Board policy in place that allows principals to certify students for World Language and it is accepted by the University of California. We are currently not using that practice. The task forces are working on specific practices to fill the gaps.*

*Ms. Johnson said the next piece is sufficient teacher resources. We did an analysis of all the master schedules to figure out if we are offering enough courses that every school could offer A-G for every student. The problems occur mostly in very small high schools. They have enough to offer the A-G for all students, except for very limited elective courses, and they are very limited in the small schools, such as World Language courses and there is an issue of the Continuation Schools which are not offering an A-G sequence. That is a major piece which needs to be discussed.*

*The next chunk that was called for in the resolution is meaningful counseling services for every student. Staff has been asked for specific action behaviors on the part of counselors, i.e., every student is going to have a one-on-one conference and they are going to have a plan if they do not have enough credits to graduate. Skyline High School completely redid their whole master schedule in order to accommodate the needs of credit deficient students. Education Trust has training scheduled with the counselors to help them work as leaders.*

*Ms. Johnson said the meaningful counseling services and the credit recovery deliverables are in place which has made a major impact at some schools. Professional development has been scheduled for counselors to assist them in scheduling students in classes and working with students to take a leadership role in their school; and for counselors to be able to identify opportunity gaps that are occurring for students.*

*Ms. Johnson said the last chunk is to strengthen and sustain the Career and Technical Education Program. The biggest piece is the certification of several academies through the ConnectEd grant. We have five academies going through the certification process.*

*Director London said this item merits more discussion. Staff was requested to agendize in December or January.*

Director London said she was concerned about the lack of counseling staff. We have heard a lot of complaints about that.

Director Yee asked what are schools identifying as the problems? He credited Chairperson Hodge for pushing A-G a couple years ago. Who are the students in the opportunity gap? He heard students who are credit deficient, English Language Learners, and students in small schools seem to be the three areas that are primarily addressed in that. The strategy for making A-G operational in a couple years will be to eliminate those gaps.

Ms. Johnson noted the additional issue of Special Education students. We want to ensure that every student who can be enrolled and can complete an A-G course has the opportunity to complete an A-G course. We are not advocating for eliminating small schools because some of them have the higher rates of A-G completion. She said there is a personalization at the smaller schools which helps some students be more successful.

Deputy Superintendent Santos said she would have an update on this agenda item in two months for the committee.

Chairperson Hodge stated the piece she would like to add is around the counseling. There was a very specific request that it come to the committee around the peer counseling piece. Where is All City Council in the conversations? Ms. Santos said staff would come back with that piece.

Director Yee asked if we had a schedule yet for that resolution? Chairperson Hodge said Meaningful Student Engagement has engaged her, but it has not been agendized yet.

#### **Discussed**



#### **10-2577**

#### **Presentation -After School Program**

Presentation - After School Master Plan, 2009-10 Evaluation Report, 2010 -11 Program Plan Template.

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

[10-2577 – Presentation - After School Program.pdf](#)

[10-2577 - After School Program. It is.ppt](#)

Julia Fong Ma, Coordinator, After School Programs, used a Powerpoint for her overview of the after school programs, funding and partnerships. She said Corey Newhouse will be sharing the 2009-10 after school evaluation report which represents a joint evaluation project between the District and the City's Oakland Fund for Children and Youth.

Ms. Fong Ma said law enforcement data show that between the hours of 2:00 and 6:00 P.M., children and youth are the most vulnerable and there is a peak in juvenile crime and when children and youth become victims of violence, as well as a peak in when students engage in risky behaviors, such as reckless driving, drinking, and using drugs.

She said the after school programs operate every day of the school year until 6:00 P.M. and children are provided with safe places to be after school. We have 83 schools which have comprehensive after school programs funded by State and Federal dollars. Last year our schools served about 17,500 students during the year and approximately 8,500 students



*attend after school programs each day.*

*Ms. Fong Ma reviewed information on programs funded by ASES and 21st Century Grant dollars. She said almost all of our elementary and middle school programs are supported After School Education and Safety dollars (ASES) and total approximately \$8.3 million dollars. Right now it is a continuous appropriation approved by the voters through Proposition 49. She said the majority of our high school programs are funded by 21st Century Federal dollars in an amount of \$5 million dollars from the Department of Education. Many of the grants for our high school sites expire in 2012 and the 21st Century funding is currently under debate. A significant source of funding for our after school programs is the Oakland Fund for Children and Youth City dollars in an amount of \$5.3 million dollars that is awarded to our community based organizations that serve as lead agency partners for our school sites. They are competitive grant dollars and involve our lead agency partners going through a competitive application process to earn those dollars.*

*Ms. Fong Ma said our after school dollars end up leveraging a lot of other dollars for our school district. The money that comes from the Department of Education is inadequate to run a high quality after school program every day of the school year. For our elementary sites, the funding is only \$7.50 per student per day. At the high school level, the funding is \$10.00 per student per day, but inadequate to run the comprehensive after school programs. The State ASES program requires a 30 percent match. The benefit of partnering with a number of community based organizations is that they end up leveraging additional dollars to support the after school programs. Last year our community partners leveraged at least \$2 million dollars of additional funding and that leverage ranged from AmeriCorps Service grants to a number of volunteers to in-kind resources.*

*Ms. Fong Ma stated our ASES and 21st Century grants have strict requirements. Our programs are required to operate every day of the school year until 6:00 P.M. All of the programs are required to have an academic component, an enrichment component, and recreational activities.*

*Ms. Fong Ma said our programs are free or low cost. A number of the programs are beginning to implement a program fee structure to sustain the current level of program to meet increased demand for after school services. The rule from the Department of Education is that program fees may not prevent program participation. Our after school programs must meet annual attendance targets in order to maintain their funding for the following year.*

*Ms. Fong Ma talked about the target population for after school programs. She said ASES funding is restricted to schools which have 50 percent or more free and reduced lunch numbers. For 21st Century, some schools that have less than 50 percent free and reduced lunch do receive funding. The grants are competitive and priority is given to schools that are in Program Improvement status. The State intends for the after school programs to help close the achievement gap and to serve students of color, English Language Learners, and students with special needs. Our school sites all define their enrollment priorities based on District guidelines.*

*Ms. Fong Ma said there are not enough slots in the after school programs to meet the demand and many of the schools do have waiting lists. They need to come up with a*

*process to define what students should be given priority. The program are required to provide a balance of activities. Research has shown that after school programs that have the greatest impact are the ones that offer a rich variety of activities. Our programs offer academic support activities, arts, cultural activities, life skills, student leadership opportunities, and a wide range of activities.*

*Ms. Fong Ma reviewed information on the academic support. This component allows many of our after school programs to hire school day teachers to provide after school intervention and credit recovery classes, and CAHSEE prep activities. All of our after school programs are required to have an academic liaison who plays a bridging role in after school and during the school day and helps to shape the design of the after school academic component.*

*Ms. Fong Ma said our after school motto depends on strong partnerships between the schools and community based organizations. We look to our lead agency partners to help leverage the dollars that we need to afford comprehensive quality after school programs. Our lead agency partners also help coordinate other support services and they bring in their expertise in youth development.*

*Ms. Fong Ma commented on the collaboration between the after school programs to the lead agency, principal and other school site leadership. The principals set the vision for the after school programs and they select the lead agency partners that best matches their school's vision and needs. The lead agency and the principal engage in planning for the following school year. Schools are encouraged to think about their goals in the SPSA around positive school climate, health and wellness, arts programming for students and to identify specific activities in the after school programs that directly support the school goals that are written in the SPSA.*

*Corey Newhouse, Founder and Principal, Public Profit LLC, was introduced. She stated they have served as the evaluator of the after school programs for the past three years. They look at the extent to which young people are frequently participating in high quality after school programs. She provided highlights of the 2008-09 and 2009-10 evaluations.*

#### *ATTENDANCE*

*All of the after school programs get their grants based on attendance and it is important that the programs meet their targets. In 2009-10, ninety-five percent of the programs met or exceeded the targets and those that did not were quite close. The youth retention rates were high across the board.*

#### *SERVICE QUALITY*

*They conducted structured site visits to every after school program and the evaluation was based on what they observed relating to safety, access that kids had, engagement, opportunity to learn new things, and quality of academic supports.*

#### *YOUTH QUALITY PROGRAM ASSESSMENT*

*This instrument was used this year for the point of service site observations. In general, programs do well more consistently at the lower levels on the more fundamental levels. At the highest levels, participation, particularly around engagement and academic support, is very complex and challenging to do for every student every day. We are seeing evidence of programs meeting or exceeding the expectations.*

*OUTCOMES FOR STUDENTS AND THEIR FAMILIES*

*Ms. Newhouse said overall there is a very high satisfaction rate from a variety of stakeholders, including youth, parents, principals and teachers. Generally, it is in the 80-90 percent range of satisfaction for the youth; and 98 percent of parents indicated that they were happy with the after school program, along with 95 percent of principals and 86 percent of teachers.*

*DIRECT OUTCOMES*

*Ms. Newhouse said a large number of students are telling us that they are learning how to get along better with other people and with adults. They are learning new things that they have not done before. One of our major findings is that younger people feel safer in after school programs than anywhere else. Young people also told them that school programs helped them to feel much more connected to their school.*

*Ms. Newhouse said between 2008-09 and 2009-10, young people who participated in after school programs attended school 33,696 more days which translates into \$943,000 in additional attendance based revenue. The information indicates that kids who are engaged in after school activities attend school more often, as well.*

*CONTRIBUTORY OUTCOMES*

*Ms. Newhouse said these are things which are very important to us. Research shows that participation in this highly quality after school program can contribute to these positive things. Young people told them that after school programs helped them to understand what is taught in class, helped them learn to take notes and feel more comfortable in taking tests. In the middle and high school levels, large numbers of kids told them through surveys that they feel more confident in graduating from high school and attending college.*

*Ms. Newhouse said one of the things that after school programs can do well is help English Learners master the language. There are several things in the after school programs that are great for learning English. It is a more relaxed atmosphere with lots of opportunities for verbal interaction. One of the things they looked at was the redesignation rates for English Learners who attended After School and they found a very strong relationship between the number of days that English Learners attend after school and the likelihood that they would be redesignated as fluent in English.*

*Ms. Newhouse said they also took a look at the relationship between participation in after school and the chance that young people were going to be Proficient or Advanced on the CST. In this model, they controlled for as many factors as they could, including young people's prior CST performance. They found evidence of another strong signal that young people who came to after school programs for 100 days were about ten percent more likely to be Proficient or Advanced on both ELA and Math than those who came less frequently. Young people who came to 189 hours of academic support were 20 percent more likely to be Proficient or Advanced in ELA and 45 percent more likely in math.*

*Ms. Newhouse stated, based on what the after school programs have told them and what they have learned from stakeholders and from their observations, programs want to continue to build their communication with school day staff and their relationships with the community. Available evidence suggests that this is quite strong, but is an area that after school programs really want to improve upon.*

*She said students feel very safe in after school programs and at least one in four students have reported that they have been bullied. Based upon our evidence and stakeholder feedback, academic support services and after school can continue to improve. Similarly, there are activities that can further be enhanced to increase the level of young people's engagement, as well as their intentionality around the skills they help to build for young people.*

#### *MOVING FORWARD*

*Ms. Fong Ma stated some of our after school programs have been in place for many years at school sites. After school can play a strong role in supporting the District's direction toward full service community schools. We are keeping a close eye on both the State and Federal funding for after school programs. We are trying to support sustainability of our after school programs and sustainability of our community partners. At the same time, there continues to be an increased demand for after school services in Oakland. The challenge is to ensure our program continues to provide equitable access for the targeted students.*

*Director Yee asked if we have any assurance that the neediest students are being served as the targeted students? Is there any connection between that in the different programs? Schools were identified in the starburst that are meeting or exceeding targets. Are there opinions about highly effective programs and can staff identify which programs are highly effective? One of his sites uses a lot of busing and there is a question whether students were being bused to schools because of choice or other reasons and if the students had access to after school programs? Director Yee asked if we can obtain comparable evaluation of our S.E.S. programs even though there is no obligation for that?*

*Ms. Fong Ma stated the school site works with the after school providers to define the students to be prioritized. Many of the sites review spring assessment data to help determine which students should be prioritized for the upcoming year.*

*Director Yee said he is checking to see if the evaluation affirmed that the targeted students are in fact the ones being served?*

*Ms. Newhouse responded we took a look at the participant's main after school programming and compared it to the non participants at the same schools. In terms of gender, race, and ethnicity, they were quite comparable and there were differences by one or two percentage points. There was nothing substantial. The after school programs serve a slightly larger proportion of low income students. She said 69 percent of the young people in the after school programs were from low income families, as indicated by being eligible for free and reduced lunch, compared to 61 percent of the non participants. There is a notable difference in the proportion of English Learners who are served. About one in three participants in the after school programs are English Learners, compared to about 38 percent of the non participants.*

*Ms. Newhouse responded to the question about highly effective programs. She said throughout the report we highlight some promising practices from among the variety of after school programs from gender specific clubs to personal issues, social issues, emotional issues, and sports and recreation. The programs that exceeded their expectations in terms of the observed quality overall were all middle schools last year. The*

programs were working on youth leadership activities and creating strong links with their host schools.

Director Yee asked Ms. Newhouse to highlight the program providers that are considered exemplary. Ms. Newhouse said it is not so much an issue of a program provider as it was the overall quality ratings by agency to explore that particular question and there was no systemic difference in observed program quality based on the agency to the extent it was such a non-finding that we did not record it. For the 2008-09 year, we did case examples of four exemplary school programs. We went on site and met with staff, the young people and wrote those up. Those four programs were Madison Middle School, Parker Elementary School, Life Academy, and Oakland Technical High School.

Director London said this topic will merit much further discussion in the context of a discussion of what it means to be a full service community district. She would like to see if an evaluation can be done of our fee-for-service programs. We have approximately 12 elementary schools that are served exclusively by a fee-for-service program and she has repeatedly expressed concern about the ability of the program to serve all of the families at a school site. It is a huge issue for working parents. She is very interested in the idea of finding ways to expand the program through fee for service. Director London asked staff to present information on the schedule for that and the benchmarks that we can look for this year. She said she is hopeful staff will be able to share information on how more children at school sites can participate when the schedules for the fall are announced.

Director London stated the Intergovernmental Relations Committee can be a resource for staff. The Committee works with legislative issues for the District and with our counterparts at other levels. Director London asked if the form about comprehensive after school program plan is something that all schools use regardless of whether it is a fee based or free program? How do principals use the form in their planning?

Ms. Fong Ma said the form is utilized by all of our ASES and 21st Century After School Programs and they are under the oversight of their office. The fee based programs are under the oversight of the school site.

Director London asked if the District has any one comprehensive place where we are looking at all of our after school programming? She would like to bring this item back to the appropriate committee.

Director Yee said one of the problems is that there is no funding for any other evaluation. These evaluations are extremely expensive.

Director London said she is talking about oversight. Is every principal being asked to think about, regardless of funding, the list of issues that are identified? We have no way of knowing what is happening at the schools that are not ASES or 21st Century. As a policymaker, she would like to know what is happening at all the schools.

Director Yee responded by saying he is struggling with it. On one hand, he wishes to know something about the effectiveness. Based upon the evaluation, almost any program is effective. There is only about three that did not meet expectations out of 100. That suggests to him that any program can meet the expectations. He does not know whose responsibility it is to design the after school program for a school, especially with the

*amount of money that is being funded for the Supplemental Education Services (S.E.S.) Programs which are in the same category as the fee-based programs.*

*Chairperson Hodge asked Ms. Santos to note that we should bring this item back along with the fee-for-service piece and the S.E.S. piece.*

*Speakers on this item:*

*Sandra Taylor, City of Oakland, Oakland Fund for Children of Youth, said the partnership begins with a shared vision for after school and the support for the whole child and for children's success. She said it is a huge benefit to the City of Oakland to be able to leverage the limited City funds with the District's resources through ASES and 21st Century. The City is supportive of the partnership between community-based organizations and school sites, are appreciative of the joint evaluation, and they look forward to developing the partnership this year.*

*Edward Hannemann, Chairperson of the Oakland Community After School Alliance, stated after school is Oakland's most successful ongoing public/private partnership, including community based organizations, the District, City, and the Oakland Fund for Children and Youth. They look forward to continuing their successful collaboration with the District and the Oakland Fund for Children and Youth.*

**Discussed and Closed**

## G. New Business



**10-2658**

### **Resolution - Designating Family Literacy Day and Family Literacy Month In the District**

Approval by the Board of Education of Resolution No. 1011-0055 - Designating Family Literacy Day and Family Literacy Month In the District.

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

[10-2658 - Family Literacy Day and Family Literacy Month.pdf](#)

*Brigitte Marshall, Director, Oakland Adult and Career Education, introduced Resolution 1011-0055, designating November 2010 as Family Literacy Month. She said we are excited about the work we have done this year in developing and expanding our Family Literacy Program. She introduced Sue Pon, the administrator of the Family Literacy Program.*

*Ms. Pon said Oakland follows the national model for family literacy which is the integration of four components: children's education, adult basic education, parenting workshops, and parent & child together. The parents regularly visit their child's class. The expansion of the family literacy program has been built on the previous Community-Based English Tutoring (CBET) Program, and we will continue to expand pathways to G.E.D. and computer literacy programs, particularly in Region I which is currently underserved.*

*Ms. Pon said that parents wrote thank you notes to their children's teachers. Principals went into our literacy classes to thank parents for their participation in their children's education.*

*Ms. Pon said a donation has been received for 4,000 books from the National Center for Family Literacy. The books are being introduced in our classes and are being given to the families.*

**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

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

*Jessie Ortiz, former ESL teacher for Oakland, stated she now teaches G.E.D. in Spanish. She had a class of 25-30 people for 19 years. Now she has a class of 8-12. She said there are no ESL classes in Oakland and there are people that very much need ESL.*

*Olivia Byler, East Bay Refugee Forum, a coalition of 40 agencies that serve the refugees and asylees in our community, stated they are extremely concerned about adult education cuts. They are very appreciative of the Family Literacy Program, but they are completely full and the waiting list is quite lengthy. They have several classes for their refugees and asylees who need English in order to succeed in our communities and obtain jobs. Some of the classes have as many as 80-100 students. The District was asked to reconsider putting ESL back into Adult Education and to provide more ESL classes for the refugees and asylees.*

*Alex Safron, volunteer ESL teacher, Street Level Project - said the lack of Adult Education Programs in Oakland means they are flooded with a demand for ESL services that they cannot come close to meeting because they offer one class a week at this time. Since Oakland Adult Education was cut, about six people arrive at their door step daily asking for ESL classes. It is difficult for their clients to access the adult schools in neighboring districts because of the locations and the requirement for identification. She urged the District to be creative in way to offer ESL classes.*

*Mitch Levy, former Adult Education teacher, said she has been unemployed and homeless since June and is worried for people like her and for all of the people who would be students in our classrooms who are also not doing the things that they would want to be doing to take care of themselves and their families.*

*Ofelia Enriquez, speaking through a translator, spoke in favor of Adult Education classes. She said she needs English classes to help her children who are in school. She needs*

*English to communicate with doctors, clinics and with the community. She hopes the District will bring back English classes.*

*Bob Mandel, Adult Education teacher, said the Board could do something that they suggested to the Adult Education administration which would be to hold a press conference about the existence of their program. They are quite underutilized even in the 3:30 P.M. time slot and the need for publicity is glaring. In the four hours a day preceding that, a significant number of them can and should be shifted back to teaching ESL. They documented available facilities which would not cost the District anything.*

*Sister Elisabeth Lang, Director of Refugee Services at Catholic Charities, asked the District to consider the ESL languages for the refugees. For the past 35 years, Catholic Charities has been bringing refugees into the Oakland community and they are here to ask for ESL classes for the parents to help their children with their homework and to help them function in the community. The refugees need English to find jobs and to be productive members of the community.*

*Jim Knebelman said they were told last year that the Adult Education Program was being cut because of a projection that the Governor wanted to do with the Early Childhood Program and large cuts in that program. We have since learned that much of that money has been restored and that \$9 million dollars is coming our way. He requested that the \$9 million dollars be spent to reopen Adult Education. He said 25,000 students were served in 2007 and 2008. Now, only 900 are being served. There is a great need for ESL and other programs in Oakland.*

*Larry Viles, ESL teacher, said he was just reassigned along with Mr. Knebelman to teach the refugees. He would be interested in hearing about the plans the District has formulated at this point and given the profound impact of the loss of all of these classes have had on this community. What are the District plans to serve this community?*

*Marilyn Noble, former CBET teacher, said she has been doing much research on efforts by California districts and across the country, with reduced funding for schools in general, in particular Adult Education. She is interested in learning about the District's concepts of after school programs and reaching out to the families and being in collaboration. She has found a number of collaborative agencies who would be willing to work with the District. She has found teachers. She gets calls at home daily asking about classes. If we are innovative, there are ways to bring the classes back.*

## **I. Superintendent of Schools or Designee's Committee Liaison Report**

*None*

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

*Director Yee asked staff to recalendar item 10-2572 - High School Courses Availability and Outcomes - in two months - in order for the Committee to receive an update on portions related to Fee for Services and update on the S.E.S. Program.*



*Chairperson Hodge said we are bringing the After School piece back for a greater discussion.*

*Director Yee said one of the things that is worthy of discussion is a revisit of the adult education allocation and to see where we are going for the remainder of this year.*

*Director London said the After School piece could be scheduled down the road in a couple of months.*

## **K. Adjournment**

*Chairperson Hodge adjourned the meeting at 6:47 P.M.*

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

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