

# Oakland Unified School District

Board of Education  
Paul Robeson Building  
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Oakland, CA 94606-2212  
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## **Minutes (Long)**

**Monday, February 28, 2011**

**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 5:10 P.M.*

## B. Roll Call

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

## C. Speaker Request Cards/Modification(s) To Agenda

*None*

## D. Adoption of Committee Minutes



### [11-0436](#) Minutes - Teaching and Learning Committee - February 14, 2011

Approval by Teaching and Learning Committee of its Meeting Minutes of February 14, 2011.

**Attachments:** [11-0436 - Minutes - Teaching and Learning Committee - February 14, 2011](#)

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

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

## E. Adoption of the Committee General Consent Report



### [11-0044](#) Amendment No. 1 to Professional Services Contract - Action Learning Systems - Claremont Middle School

Approval by the Board of Education of change of funding source from Title I Summer & Title I Stimulus to Title I for Legislative File No. 10-1743, approved August 11, 2010, for Professional Services Contract between District and Action Learning Systems, Pasadena, CA, for the latter to provide 130 hours of service to implement and coordinate the summer school program to serve approximately 80 students in a four week program, with students receiving daily instruction for 4 hours, including 2 hours of ELA work and 2 hours of Math work, through curriculum provided by vendor including its Learning Tree Intervention Program, designed to provide elementary and middle school teachers with the tools needed to close the achievement gap, using the Reciprocal Teaching Process to provide instruction, interactive practice, and self-assessment, at Claremont Middle School, for the period June 21, 2010 through July 30, 2010, in an amount not to exceed \$33,281.00. All other terms and conditions of Contract remain in full force and effect.

**Resource Code - 3011-201**

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



**11-0101**

**Amendment No. 1 - Professional Services Contract - Center for Evaluation and Research- Leadership, Curriculum and Instruction**

Approval by the Board of Education of Amendment No. 1, Professional Services Contract between the District and the Center for Evaluation and Research (CER), Redding, CA, for the latter to provide 200 additional hours of service performing program evaluation of the Science/History Project Based Learning Grant (original scope is to provide program evaluation of the Teaching American History Grant funded by USDOE) funded by the Hewlett/Packard Foundation, performing the additional specific services described in the Scope of Work, incorporated herein by reference as though fully set forth, in the additional amount of \$20,000.00, increasing the Contract not to exceed amount from \$\$60,000.00 to \$80,000.00, for the period of September 1, 2009 through June 30, 2011.

**Resource Code - 9175-909**

**Funding Source: HP-SCI-HISTOR**

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

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

**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

**11-0104****Professional Services Contract - Community Works - Family and Community Office**

Ratification by the Board of Education of a Professional Services Contract between District and Community Works, Berkeley, CA, for the latter to provide 932 hours of service: research to write the required report on the Voluntary Resolution Plan (VRP) for Pupil Discipline for submission to the U. S. Department of Education's Office of Civil Rights; work with targeted secondary school sites to support the development standards and implementation guidelines for restorative practices, which will include the support of students at school sites when support of the Family and Community Office is requested, and to perform other services described in the Scope of Work, incorporated herein by reference as though fully set forth, for the period January 10, 2011 through June 30, 2011, in an amount not to exceed \$55,000.00.

**Resource Code - 3011-969**

**Funding Source: ARRA Title 1 - Student Support**

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

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

**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

**11-0247****Professional Services Contract - A.S. & Associates - High School Network, Smaller Learning Communities**

Ratification by the Board of Education of a Professional Services Contract between District and A.S. & Associates, Oakland, CA, for the latter to provide 665 hours of manhood development classes for 9th grade African American male students at Oakland High, Oakland Tech and Skyline with each cohort/class consisting of twenty students led by a trained mentor provided every school day during the second semester of 2010-2011, and include four enrichment field trips or study tours (The program at Oakland High will also include a one hour study hall managed by the mentor assigned to school.); provide the curriculum, all instructional materials, and all resources associated with delivery of program; work with the leadership at each of the above-mentioned high schools to ensure that all aspects of this program adhere to district policies and procedures, for the period February 14, 2011 through June 16, 2011, in an amount not to exceed \$36,000.00.

**Resource Code - 5845-964**

**Funding Source: Smaller Learning Communities**

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

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

**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



### **11-0305**

#### **Agreement - State Performance Plan Technical Assistance Project - Programs for Exceptional Children**

Approval by Board of Education of State Performance Plan Technical Assistance Project Agreement between District and State Performance Plan Technical Assistance Project Facilitator (SPPTAP), Mary Montle Bacon, Ph.D., an independent contractor of the Napa County Office of Education, for the latter to assist District, as one of several participating districts, on improvement around issues of disproportionality in Programs for Exceptional Children, including the responsibilities delineated herein, for the period beginning with the date of the last signature hereon and, ending upon the expiration of the project period, or upon mutual agreement of the parties, whichever occurs first, at no cost to the District.

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

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

**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

**11-0306****Contract (Grant) Agreement No. 27445A-2 - California State Department of Rehabilitation - Programs for Exceptional Children**

Approval by the Board of Education of Agreement No. 27445A-2, pursuant to terms and conditions thereof, between District and California Department of Rehabilitation and Resolution No. 1011-0108 - Delegating to the Superintendent of Schools or his designee, Sharon Casanares, Executive Director, Programs for Exceptional Children, authority on behalf of the District, for either to sign and execute any and all documents required by the California Department of Rehabilitation (CDOR) to effectuate the execution of contracts and/or amendments for Agreement No. 27445A-2 between CDOR and District except to increase the financial liability of the District, with said authorization remaining in effect until the expiration of the Agreement, which shall automatically expire at that time, unless earlier revoked or extended by the Board.

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

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

**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

**11-0327****Amendment No. 1 to Professional Services Contract - Dorothy Courtney - Sobrante Park Elementary School**

Ratification by the Board of Education of Amendment No. 1 of a Professional Services Contract between District and Dorothy Courtney, Oakland, CA, for the latter to provide approximately 525 additional hours of work to train an additional five to eight 4th grade students as Conflict Managers while supporting the school's safety mission by recruiting and training 4th and 5th grade students as conflict managers, developing schedules for conflict managers and for conflict sessions, keeping a log of incidents and conflict resolutions, providing data to principal and teachers for analysis and response, collecting Second Step data from teachers for lessons taught and giving it to the principal for analysis and response, and organizing outdoor activities to help reduce conflict between students, at Sobrante Park Elementary School, for the period November 1, 2010 through June 15, 2011, in an additional not to exceed amount of \$6,300.00, increasing the contract not to exceed amount from \$3,000.00 to \$9,300.00.

**Resource Code - 3010-154**

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



**11-0346**

**Individual Service Agreement - Playworks - Global Family Elementary School**

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MMOU) between District and Playworks, Oakland, CA, for the latter to provide from the Menu of Services, the Basic Operational Package, incorporated herein by reference as though fully set forth, at Global Family Elementary School 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 MMOU.

**Resource Code - 0000-114, 0522-114, 0523-114**

**Funding Source: General Purpose, Tier III**

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

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

**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



**11-0347**

**Individual Service Agreement - Bay Area Community Resources - Global Family School**

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MMOU) between District and Bay Area Community Resources (BACR), Oakland, CA, for the latter to provide Equitable Access support for ELL students such as small group interventions and individual support to bridge to school day and afterschool support at Global Family Elementary School for the period of September 1, 2010 through March 30, 2011, in an amount not to exceed \$13,200.00, pursuant to the terms and conditions as specified in the MMOU.

**Resource Code - 7091-114, 0000-114**

**Funding Source: Economic Impact Aide - Limited English Proficiency, 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: 2 - Jody London and Gary Yee  
 Nay: 0  
 Recused: 0  
 Absent: 1 - Jumoke Hinton Hodge  
 Preferential Aye: 0  
 Preferential Abstention: 0  
 Preferential Nay: 0



**11-0348**

**Professional Services Contract - Sylvan Learning Systems - Lazear Elementary School**

Approval by the Board of Education of a Professional Services Contract between the District and Sylvan Learning Systems, Oakland, CA, for the latter to provide 1400 hours of tutoring in math or reading for 40 students in grades 2nd-5th grades; administer diagnostic assessments to students at the beginning and end of the program, with initial diagnosis determining ability groupings and targeting needed skills; and perform other services as described in the Scope of Work, incorporated herein by reference as though fully set forth, at Lazear Elementary School for the period of February 2, 2011 through May 6, 2011, in an amount not to exceed \$40,000.00.

**Resource Code - 3011-132**

**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: 2 - Jody London and Gary Yee  
 Nay: 0  
 Recused: 0  
 Absent: 1 - Jumoke Hinton Hodge  
 Preferential Aye: 0



Preferential Abstention: 0

Preferential Nay: 0

**11-0357****Professional Services Contract - Opera Piccola - Sankofa Academy**

Ratification by the Board of Education of a Professional Services Contract between District and Opera Piccola, Oakland, CA, for the latter to provide 175 hours of work with all classes; with each teacher and artist developing activities and lesson plans that use visual arts to explore, deepen and illuminate curriculum standards; with each teacher being provided separate planning time with artist providers; with all teachers implementing the Making Learning Visible process at Sankofa Academy, for the period January 3, 2011 through June 30, 2011, in an amount not to exceed \$10,500.00.

**Resource Code - 0089-191**

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

**11-0359****Professional Services Contract - Performance Fact, Inc., Sankofa Academy**

Ratification by the Board of Education of a Professional Services Contract between District and Performance Fact, Inc., Oakland, CA, for the latter to provide 200 hours to plan, lead, and reflect on data, including the development of a continuous improvement plan, observation tools, principal/leadership team coaching, professional development, strategic use of resources, and implementation of best practices, at Sankofa Academy, for the period January 3, 2011 through June 30, 2011, in an amount not to exceed \$10,000.00.

**Resource Code - 0000-191**

**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: 2 - Jody London and Gary Yee  
Nay: 0  
Recused: 0

Absent: 1 - Jumoke Hinton Hodge  
Preferential Aye: 0  
Preferential Abstention: 0  
Preferential Nay: 0



**11-0362 Professional Services Contract - Amie Lewis - Oakland Technical High School**

Ratification by the Board of Education of a Professional Services Contract between District and Amie Lewis, Oakland, CA, for the latter to provide 646 hours of service and support to improve the engagement of the parents and families of 1,800 students with the instructional program; manage the resources, equipment, visitation schedule, seminar schedule, and contacts of the Family Resource Center (FRC); and perform others duties, as specified in the Scope of Work, attached and incorporated herein by reference as though fully set forth, at Oakland Technical High School, for the period February 15, 2011 through June 30, 2011, in an amount not to exceed \$42,000.00.

**Resource Code - 0000-305**

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



**11-0411 Memorandum of Understanding - California Partnership for Achieving Student Success (Cal-Pass)s - Research, Assessment & Data**

Approval by the Board of Education of a Memorandum of Understanding between District and California Partnership for Achieving Student Success (Cal-Pass), for data sharing about District students success and transition from high school to college, pursuant to terms and conditions of the MOU, for the period of September 21, 2010 through June 30, 2015, at no cost to the District.

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

*Vice Chairperson Yee noted our continued participation with the Cal-Pass Program which seeks to connect student level data from elementary school to their employment. It is a very powerful system with many challenges.*

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

**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

**11-0414****Amendment No. 1 of Professional Services Contract - The National Equity Project - Futures Elementary School**

Approval by the Board of Education of Amendment No.1 of a Professional Services Contract between District and The National Equity Project, Oakland, CA, for the latter to provide approximately 88 additional hours of services to provide an additional 7 days of professional coaching services in order to build instructional and inquiry leadership capacity of principal and teacher leaders, and for registration for four staff at a National Equity Project institute (Leading For Equity, Teaching With A Cultural Eye, or Coaching For Equity), for Futures Elementary School, for the period August 1, 2010 through June 30, 2011, in an additional not to exceed amount of \$11,000.00, increasing the Contract not to exceed amount from \$10,000.00 to \$21,000.00. All other terms and conditions of the Contract remain in full force and effect.

**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: 2 - Jody London and Gary Yee  
Nay: 0  
Recused: 0  
Absent: 1 - Jumoke Hinton Hodge  
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: 2 - Jody London and Gary Yee

Nay: 0  
Recused: 0  
Absent: 1 - Jumoke Hinton Hodge  
Preferential Aye: 0  
Preferential Abstention: 0  
Preferential Nay: 0

## F. Unfinished Business



### 10-3048

#### **Decision - Education for Change - Achieve Academy - Petition and Proposed Charter (Renewal)**

Approval by Board of Education of Education for Change - Achieve Academy - Petition and Proposed Charter (Renewal), as revised.

**Attachments:** [Document\(s\)](#)  
[10-3048 - Education for Change - Achieve Academy - Petition and Proposed Charter.pdf](#)  
[10-3048 - Public Hearing - Presentation - Education for Change - Achieve Academy - Petition and Proposed Charter \(Renewal\).ppt](#)  
[10-3048 - Decision - Education for Change - Achieve Academy - Petition and Proposed Charter.pdf](#)

*Public Comments on this Item:*

*Lissa Hines, Achieve Academy, thanked the Charter Schools Office staff for their thoroughness of the report and for their support of Achieve Academy.*

#### *STAFF REPORT*

*Gail Ann Greely, Coordinator, Office of Charter Schools, said Achieve Academy opened in 2006 and currently serves 220 children in Grades 4 and 5. The school is over 80 percent Hispanic, has a high percentage of Free and Reduced Lunch-eligible students, is about one-half English Learners and has a low percentage of students with special needs. Ms. Greely said the school is located at the former Hawthorne campus.*

*Ms. Greely said the school has committed to a range of pupil outcomes and has met or made substantial progress toward meeting the majority of them. The measurable pupil outcomes that are in the renewal petition represent a significant improvement in measurability.*

*Ms. Greely reviewed the strengths of the Achieve Academy identified through the extensive renewal process.*

#### *STRENGTHS:*

*The school has consistently performed above the median on CST and API in comparison to charter and District schools.*

*It has demonstrated consistently improved student CST performance over the past four*

*years and it has been observed that students regularly engage in collaborative planning.*

*The teachers and coaches at the school have a system for enhancing the curriculum they have been using. Regarding ELA, they have created a school action plan to address stagnate performance in that area. The school holds data analysis meetings every six to eight weeks.*

*They have a parent leadership council. The parents have expressed their satisfaction for the school principal.*

*The school maintains partnerships with the East Bay Agency for Children and Clinica de la Raza to support students and families.*

*The Governing Board is comprised of individuals with the necessary expertise to operate the school.*

#### **CHALLENGES:**

*Ms. Greely said challenges were identified through the review done by the team, and include:*

*The structure of the Open Court Program does limit teachers' ability to use differentiation effectively. The principal has identified the need to increase focus on quality small group instruction. English Learning students did not progress in their CELDT levels in 2009-10 and thorough analysis of why that happened has not occurred.*

*Based on the analysis of Achieve Academy performance, measurable student outcomes, and evaluation of the educational program over the past four years, the school is deemed to be an academic success for purposes of renewal. Based on staff's evaluation of the fiscal accountability and governance of the school over the term of the charter, the school is deemed to be an effective and viable organization. Staff has reviewed the school's records and found the school has adhered to its proposed educational program, pursued its measurable outcomes, and has been compliant with the regulatory elements in its charter terms.*

*Staff recommendation is to approve the charter renewal petition for Achieve Academy, as revised, to include the required text revisions that are contained in the staff report.*

*Vice Chairperson Yee asked about information on the API performance.*

*David Montes de Oca, Executive Director of Quality Community Schools Development, responded that the school made significant gains the year prior in its API performance and it is not uncommon to note that schools historically implement the Open Court curriculum with a tremendous amount of fidelity and can often plateau in terms of their performance. They have been engaged in broader efforts for differentiated instruction. They did make big gains in their API and have reached a plateau in comparison between the two years. The efforts they are putting toward curriculum development suggests they are likely to continue to grow.*

*Vice Chairperson Yee noted the school's math performance is about 20 points higher than*

*their CST in ELA.*

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



### **10-3049**

#### **Decision - American Indian Model Schools - American Indian Public Charter School - Petition and Proposed Charter (Renewal)**

Approval by Board of Education of American Indian Model Schools - American Indian Charter Public School - Petition and Proposed Charter (Renewal), as revised.

**Attachments:** [Document\(s\)](#)  
[10-3049 - American Indian Model Schools - American Indian Public Charter School - Petition and Proposed Charter \(Renewal\).pdf](#)  
[10-3049 - Decision - American Indian Model Schools - American Indian Public Charter School - Petition and Proposed Charter \(Renewal\).pdf](#)

*Gail Ann Greely, Coordinator, Office of Charter Schools, said the school opened in 1996, is currently in its third charter term, and is seeking a fourth term. The current enrollment is 179 students in Grades 6 through 8. The population is approximately one-half Asian and Pacific Islander, about one-fourth Hispanic, and approximately 15 percent African American. Approximately 90 percent of the students are eligible for Free and Reduced Lunch and there is a low percentage of English Learners and Special Needs students.*

*Ms. Greely stated the school has met a majority of measurable pupil outcomes outlined in its current charter. The measurable pupil outcomes for the next charter term represent an improvement to those in the current charter with some required text revisions to challenge the school to maintain or exceed the current levels of performance which is reflected toward the end of the staff report.*

#### **STRENGTHS:**

*The school has demonstrated consistently high student CST performance in ELA and Mathematics over the past four years. Student achievement in state tests is very high and well above the local District and state averages.*

*The school uses data from multiple sources to determine areas of relative strength and weakness for students and provides tutoring by classroom teachers to a majority of its students.*

*The school is constantly monitoring student performance and providing feedback to the families.*

*The educational program model features a self-contained classroom and extended year to maximize time spent on student learning.*

*The school provides a safe and secure environment and the school leaders give a very high priority to expenditure that has a positive impact on student achievement.*

**CHALLENGES:**

*The school has few explicit or formal tools for evaluating teacher performance.*

*The school does not maintain a library.*

*Students have limited opportunities for technology use within the school.*

*Board representatives indicated a need to update some of the policies.*

**STAFF RECOMMENDATION:**

*Based on the analysis of the American Indian Public Charter Schools performance and measurable student outcomes and evaluation of the educational program over the past four years, the school is deemed to be an academic success for purposes of renewal.*

*Based on the staff's evaluation of the fiscal accountability and governance of the school over the term of the most recent charter, the school is deemed to be an effective and viable organization.*

*Staff has reviewed the school's records and found the school has adhered to its proposed educational program, pursued its measurable outcomes stated in the charter, and has been compliant with the regulatory elements in its charter terms.*

*Ms. Greely stated the staff recommendation is to approve the charter renewal petition for American Indian Public Charter Schools for grades 6 through 8, as revised, to include the required text revisions that are contained in the report.*

*Vice Chairperson Yee asked about the racial and ethnic breakdown of the school and noticed that the percentages only added up to 85 percent. He would like to get that data cleared up before the full Board takes action.*

*Vice Chairperson Yee asked if members on the review team were involved with the school over a longer period of time? This will be the school's third renewal. Has there been any changes in staff or continual turnovers with each graduating class?*

*David Montes de Oca, Executive Director of Quality Community Schools Development, said he engaged with the school in his prior role with the Office of Charter Schools. He has been involved with the school throughout the life of this term. His experience suggests a particularly high degree of fidelity to their stated approach to their program and no significant changes to the way in which the program has implemented its structure for its curriculum, its method of assessment, its choice in placement of students in classes, etc.*

*Regarding maturation, he has observed, and there have been opportunities through the development of the way in which the Charter Schools Office has chosen to focus on certain areas of an organization's operations that would indicate that the school has made efforts over the last few years to further develop more explicit aspects of their program for policies and procedures.*

*In response to the question about staff, Mr. Montes said he has observed that the school leadership is quite common and the school brings up leadership from within the teaching staff or other administrative roles within the school. The role of director of the school has changed four times over this charter term and staff reasons for staff/teacher turnover is characterized by the continued professional development or another opportunity out of state.*

*Vice Chairperson Yee asked about the identification of the school's Board Members and their meeting schedule.*

*Mr. Montes said staff has engaged with the school's Governing Board through the process of charter renewal evaluation and he has observed a Governing Board meeting. That may be an area for continued development for the school. Many of the current board members are newer to the board over the last year.*

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



### **10-3050**

#### **Decision - Lighthouse Community Charter School**

Approval by Board of Education of Lighthouse Community Charter School - Petition and Proposed Charter (Renewal), as revised.

**Attachments:** [Document\(s\)](#)  
[10-3050 - Lighthouse Community Charter School - Petition and Proposed Charter \(Renewal\).pdf](#)  
[10-3050 - Public Hearing - Presentation - Lighthouse Community Charter School - Petition and Proposed Charter \(Renewal\).ppt](#)  
[10-3050 - Decision - Lighthouse Community Charter School - Petition and Proposed Charter \(Renewal\).pdf](#)

*Gail Ann Greely, Coordinator, Office of Charter Schools, said the school opened in 2001, is currently in its second charter term, and is seeking a third term.*

*The current enrollment is 475 students in Grades K through 8. The population is predominantly Hispanic at 77 percent with slight declines in the Black and Asian Pacific*



*Islander enrollments. Over 80 percent of students are eligible for Free and Reduced Lunch and 7 percent are Special Needs and 73 percent of the school's enrollment is English Learner.*

**STRENGTHS:**

*The school has met or made substantial progress toward meeting the majority of the measurable pupil outcomes that are outlined in its charter and the measurable student outcomes set forth in the petition for the next charter term are significant improvements in measurability.*

*The school has attained achievement rates above the median of the comparison schools in those areas. They use expo's through which students have multiple opportunities to demonstrate their accountability for their own learning. The students maintain portfolios that serve as a record of work and allow reflection on their growth over time.*

*The school uses quarterly interim assessments in English Language Arts and Mathematics to inform instruction.*

*They implement individual learning plans for all students.*

*They use a response to intervention model.*

*They have established a culture of professional development that includes time allocated for teachers to meet. They have instructional coaches on staff to work with all of their teachers.*

*The Governing Board of the school is comprised of individuals with varied backgrounds and necessary experience for charter school operation.*

*The school has a well-developed admissions process as the school has long waiting lists each year.*

*The school has an active parent group.*

**CHALLENGES:**

*There is a gap between African American students and their peers in both ELA and Math proficiency. The school is engaged in equity work to address the gap.*

*The individual learning plan is weaker at the middle school level and supporting the adolescent students at the middle school level and effectively engaging parents is a challenge for the school.*

*Distributed leadership is also not currently well established in the school's management and operations. The school has been very open to the process of hearing about the challenges identified by the team.*

**STAFF RECOMMENDATION**

*Based on the analysis of the report for Lighthouse Community Charter School, of the performance and measurable student outcomes and evaluation of the educational program, the school is deemed to be an academic success for purposes of renewal. Based on the staff's evaluation of the fiscal accountability and governance of the school over the term of the most recent charter, the school is deemed to be an effective and viable organization. Staff has reviewed the school's records and found the school has adhered to its proposed educational program, pursued its measurable pupil outcomes as stated in the charter, and has been compliant with the regulatory elements of its charter.*

*Staff recommendation is to approve the charter renewal petition for Lighthouse Community Charter School, as revised, to include the required text revisions that are contained in the report.*

**COMMITTEE COMMENTS:**

*Vice Chairperson Yee noted the increase in attention of percentage of students who are Hispanic or Latino and a decline in African American and Asian. Was there any notice about that or any discussion among the team in terms of the demographic mix of the school? Is it because of the location or any other mitigating factors? The first charter was 80 percent Hispanic and the second was 50 percent and the majority Asian; this one seems to be a very largely Latino school population.*

*Ms. Greely said the shifts have been slight over the past few years.*

*Vice Chairperson Yee said Lighthouse has one of the higher percentages of students with special education at 7 or 8 percent. He also noticed a slight increase. He asked if a school would fall under Program Improvement status if it does not hit the bar?*

*David Montes de Oca, Executive Director of Quality Community Schools Development, stated it would and the school is in Program Improvement Year 4.*

*Director London asked about the process when a charter reaches Program Improvement Year 5? Mr. Montes said the school needs to have a strategic plan in place to address the areas of deficiency and demonstrate that they have a plan for improvement.*

*Director London asked if we have the authority to revoke the charter if they do not act accordingly? Who governs the appropriate action at that point?*

*Mr. Montes stated if we did not believe that the school was adequately pursuing their measurable pupil outcomes or were not providing a program that was consistent with the program that we would improve through academic, we would be well within our rights to recommend revocation.*

*Vice Chairperson Yee said the staff summary does not note the school's Program Improvement status.*

*Vice Chairperson Yee asked if Achieve Academy was in Program Improvement status. Mr. Montes said Achieve is in a "0" in essence until they do not meet it again; then they would become a Program Improvement Year 1 school; or if they meet their AYP targets this year, then they will not be a P.I. school.*

*Vice Chairperson Yee said when we look at their data for renewal, we generally look at consistent gains and approval. We have not been paying attention to their P.I. status.*

*Director London asked staff to amend the staff reports to note the charter schools that are in Program Improvement status.*

*Mr. Montes said he agrees.*

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



### [10-3051](#)

#### **Decision - Civicorps Schools - Civicorps Elementary School - Petition and Proposed Charter (Renewal)**

Approval by Board of Education of Civicorps Schools - Civicorps Elementary School - Petition and Proposed Charter (Renewal), as revised, to include the terms and conditions enumerated in Report.

**Attachments:** [Document\(s\)](#)  
[10-3051 - Civicorps Schools - Civicorps Elementary School - Petition and Proposed Charter \(Renewal\).pdf](#)  
[10-3051 - Public Hearing - Presentation - Civicorps Schools - Civicorps Elementary School - Petition and Proposed Charter \(Renewal\).ppt](#)  
[10-3051 - Decision - Civicorps Schools - Civicorps Elementary School - Petition and Proposed Charter \(Renewal\).pdf](#)

*Gail Ann Greely, Coordinator, Office of Charter Schools, said the school opened in 2001, is currently in its second charter term, and is seeking a third term. This was originally part of a K-12 charter, formerly known as East Bay Conservation Corps Elementary School, and operated by its parent organization, East Bay Conservation Corps, which became Civicorps Schools.*

*The current enrollment is 143 students in Grades K through 5. The student population is predominantly African American with small percentages of Hispanic and White students. Currently, 85 percent of the students are eligible for Free and Reduced Lunch, 6 percent of the students are Special Needs, and 3 percent of the students are English Learners.*

*Ms. Greely said a unique element of the charter is an emphasis on service learning and citizenship. The school has met or made substantial progress toward meeting the majority of its measurable student outcomes in its current charter. However, the measurable pupil outcomes that were submitted in the petition for the next charter term were initially the*

*same as those in the previous term. It was necessary to establish revised measurable outcomes that represented a significant improvement to the measurability and meaningfulness of the measures.*

**STRENGTHS:**

*As a whole, the school has moved student achievement 45 API points over the past four years of this term from 2006 to 2010. They have raised their ELA CST proficiency from 25 percent to 42 percent; and in math CST proficiency from 35 to 49 percent over the four years of the previous charter. In the past two years, the school has retained over 70 percent of their teachers, resulting in a strong collaborative culture despite the fact there has been turnover in the principalship.*

*Through a results-oriented cycle of inquiry, the school has begun to engage in a systematic analysis of student performance.*

*The school has a new partnership with Children's Hospital of Oakland to support students' social and emotional needs.*

*Parents report the school is having a positive impact on their children academically and they express satisfaction with the school service learning mission.*

*They have a new principal who was hired with parent input.*

*The school has invested in parent engagement and seated a parent representative on the Governing Board.*

*Leadership transitions within the parent organization have brought positive changes to the Governing Board structure.*

**CHALLENGES:**

*Ms. Greely said there were many challenges and they needed supporting factors in defining the conditions that are included in the staff recommendation.*

*The curriculum is not clearly articulated from one grade level to another.*

*A strong and consistent use of the academic language is not reinforced across all classrooms.*

*The expectations for learning objectives are not consistently articulated.*

*Professional development has not been systematically implemented until the current school year.*

*The achievement of African American students is lower than the overall achievement, presenting a gap that the school does not yet have a plan to remedy.*

*While the student performance data is collected and analyzed, the school has not consistently implemented use of the data.*

*There is very little evidence that indicates that the lessons are adequately differentiated.*

*The school lacks a systematic plan and structure for implementing academic intervention strategies.*

#### STAFF RECOMMENDATION

*Based on the strengths and challenges, the recommendation is to move forward with a "conditional" renewal. The school has experienced an up and down performance over its second charter term. The academic results have been below average when compared to other public school options. They have demonstrated progress in improving student learning and they show capacity to further improve.*

*It is staff's conclusion, in evaluating the fiscal accountability and governance, over the recent charter term, that the charter agency is an effective viable organization for purposes of charter renewal. They have also reviewed the school's documents on file and find that they have adhered to their educational program. They have pursued the measurable student outcomes stated in the charter and have been compliant with the regulatory elements of the charter terms.*

*It is staff's recommendation to approve with conditions the charter renewal petition for Civicops Elementary. It is amended to include the standard required text revisions, conditions, and deadlines contained in the report. The conditions include some rigorous and revised upgraded measurable pupil outcomes and requirements for strengthening leadership development, school and organizational improvements, and more transparent representative governance. Failure to meet these conditions could result in action leading to revocation of the charter.*

*Director London said she appreciates the school's focus on service learning. She said the school has a declining enrollment and very mediocre performance. She would not call it an academic success. When compared to performance of other charter schools and neighborhood schools, they are not doing anything exciting. There are three nearby schools with comparable demographics and two of those schools have been trading places with this school in terms of their performance for the past several years.*

*Director London said she can very much see a situation where it is time to review student portfolios, teachers feel a lot of pressure to make sure that student portfolios are awarded high scores regardless of the quality of the student work because that is going to affect whether the charter gets revoked in 2013. She is not sure how to get around that. She feels frustrated that these folks are probably, if we deny them, will go to the County Board to get their approval.*

*David Montes de Oca, Executive Director of Quality Community Schools Development, said that we could talk about the qualitative aspect of their instruments being ones that would hold up to a level of review that has to evidence more than just spreadsheets having been maintained showing what teachers have assigned students; that an outside party could look at the student work; and that the descriptors that were used to identify a proficient or mastered product is; and see what the comparable evidence that is represented, especially for a random sampling of student work. We could be more specific*

*about our expectation that we intend to review the results in that way.*

*Vice Chairperson Yee spoke of the significant mismatch of the parent perception about the high quality of the education of their students and the actual performance level of students. Is there a transparent dialog about the performance or are parents actually satisfied?*

*Mr. Montes said it would be important for the office to acknowledge the school is on an upward trend towards improving the way in which it is engaging parents and the parent community. They are developing strategic plans associated to the current performance of the school and the action plan development includes parents in the process. They have shared information on academic performance with parents and families.*

*Vice Chairperson Yee asked if Civicorps is in Program Improvement status?*

*Mr. Montes said the school has not been in Program Improvement status since amendment of its AYP target this last year, and, for years prior, the school is similarly in a "0". While the analysis is showing a gap, it does not necessarily mean that they have not met subgroup targets.*

*Vice Chairperson Yee said his intention is to afford this item for discussion for the Board as a whole.*

*Director London asked if it is possible for the staff report to reflect that the school is a "qualified" academic success given the nature of their conditional recommendation.*

*Secretary Rakestraw requested a clarification of the motion based on Committee discussion. The original motion was to recommend approval conditionally. Is the Committee sending the item without a recommendation?*

*Vice Chairperson Yee stated his request is to vote the item without a recommendation from the Committee.*

**A motion was made by Jody London that this matter be Referred w/o Recommendation to the Board of Education. 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



**11-0128**

**Decision - Aviation High School - Petition and Proposed Charter (Renewal)**

Approval by Board of Education of denial of Oakland Aviation High School Petition and Proposed Charter (Renewal), based on each and every factual finding, individually and cumulatively, set forth in District's staff report, dated March 9, 2011, attached hereto, and incorporated herein by reference as though fully set forth.

**Attachments:** Document(s)  
11-0128 - Aviation High School - Petition and Proposed Charter (Renewal).pdf  
11-0128 - Public Hearing - Presentation - Aviation High School - Petition and Proposed Charter (Renewal).pdf  
11-0128 - Public Hearing - Presentation - Aviation High School - Petition and Proposed Charter (Renewal).ppt  
11-0128 - Decision - Aviation High School - Petition and Proposed Charter (Renewal).pdf

*Public Comment on this Item:*

*Krista Werner, Counselor, Oakland Aviation High School, said they submitted speaker cards, to answer any questions from the Committee.*

*Gail Ann Greely, Coordinator, Office of Charter Schools, said the school opened in 2006 beginning with Grade 9 only and it graduated its first senior class last year. It currently has an enrollment of 134 students in Grades 9 through 12. The original target in the charter petition that was approved was 400 students and the renewal petition revises the goal to an enrollment of 200.*

*The current enrollment is predominantly Hispanic and serving students from the Castlemont and Fremont attendance areas. The school has a high percentage of students who are eligible for Free and Reduced Lunch and a low percentage of English Learners and Special Needs students.*

*The school moved into a new location on Edgewater Drive.*

*Ms. Greely said the program includes a mission of preparing students for successful careers in aviation and business with three strands of concentration in aviation described in its charter. This element of the program has not been fully implemented.*

#### **PROGRAM STRENGTHS**

*New principal who has improved the school environment and developed effective systems for management of information and facilities.*

*Addition of school counselor who is valued by the students and is beginning to have an impact on post secondary choices of students.*

*The school is using benchmark testing to assess student learning.*

*Progress reports are used for all students.*

*Governing Board Members believe in the mission of the school, wish to serve the students well, and the students describe a sense of family and a commitment to the school.*

*CHALLENGES:*

*The school has failed to meet or make substantial progress toward meeting its measurable pupil outcomes.*

*The school has failed to meet the statutory threshold for charter renewal.*

*Schools must meet one of the standards shown in the table on the bottom of page 6 in the renewal report which include API growth, API statewide rank, or similar schools rank, which Oakland Aviation does not have because it is too small to have a reliable figure; or a determination by the District that the school is at least equal to the performance of the schools that students would otherwise attend. Having not met the other criteria, the only way the school meets the statutory threshold is by comparison to District schools. That comparison must be supported by clear and convincing data that is subject to review by the State Superintendent.*

*Ms. Greely said we did not find the data to support the conclusion that the school is at least as good as the schools the students would otherwise attend, as shown on the tables on pages 7 and 8 of the staff report. There are a few areas of good performance, but those are limited in number for small numbers of students.*

*Despite the fact that the statutory threshold was not met, we did complete the balance of the standard charter renewal analysis and we concluded that the school is not an academic success as demonstrated by its failure to meet its measurable pupil outcomes or to attain the achievement rates above the median of the comparison schools. We also found the school is not an effective viable organization because it does not have a clearly defined plan for improving instruction and without having made substantial revisions to the program in the charter submitted to us, it does not reflect its own experience of having failed to implement the program as described. It also appears the organization does not have the capacity for major changes necessary to implement the program described in the original petition. In some ways, this would be a "restart" and the capacity for making those kinds of changes is not there.*

*The school has not adhered to its proposed educational program, pursued the measurable pupil outcomes described in that current charter, and has not been compliant with regulatory elements under the charter term.*

*There are some specific challenges that support this finding that it is not an academic success. API has declined over the four- year period of the initial charter. AYP was met in only one of four years. There is no evidence that the school monitored the individual student performance on the measures that were identified in the charter. It has not established a consistent school wide academic vision or instructional approach. The standard of teaching and learning is generally below the level required to raise academic performance at the school. The school does use benchmarks, but does not yet have a comprehensive plan to use the data to address student achievement. There is little evidence to indicate the lessons are differentiated. Despite the fact that there is an intended aviation focus, there is little evidence that students are pursuing aviation careers and receiving an education that advances the career path. The Board does not have a clearly defined strategic improvement plan and the school has had three principals in five years with little*



evidence that the Board has supported the leadership transitions effectively. The Board itself needs significant development in both policy and governance capacity, but has no formal plan to do so.

Ms. Greely said it is their recommendation that the petition for charter renewal be denied because the school has not met the standards and expectations set forth in the Charter Schools Act and in the District's own charter renewal standards. Staff is in the process of developing a placement plan to support the students and families to enroll in other schools where they can successfully complete their academic careers.

Director London said one of the things she has observed lately as a member of the Governing Board in looking at situations around our country with budgets is that people come into a new situation and they inherit the problems left by the people before them.

Vice Chairperson Yee spoke about the information on math data which hovered between "0" and one percent of proficient for a number of years. Does anyone have any comments about that situation?

David Montes de Oca, Executive Director of Quality Community Schools Development, said the school has had a different math instructor each of the last three years and the quality of math instruction was commensurate with the performance of the students.

Vice Chairperson Yee asked about coursework at the College of Alameda.

Mr. Montes said the school has offered courses that pertain to the aviation component in the program. Over time, analysis of the students' performance in those courses and observations of the instruction delivered in the courses represented was an inadequate provision of the kind of quality instruction necessary for students to attain the requisite skills to receive the kind of certification that the career paths were intended to pursue. The Charter Schools Office has observed over the last several years that instruction in the aviation courses has not demonstrated the kinds of instructor quality necessary for neither high school aged students nor students that would have a variety of differentiated needs.

Ms. Greely added the school has recently completed a redesign of its instructional program and is talking about increasing the number of courses taught by instructors by the College of Alameda to include a shop math and shop physics course which is problematic because there has been concern about the quality of the instructors from College of Alameda with no ability to evaluate and shape the quality of instruction,

Ms. Greely noted the Port of Oakland had been a partner in the school, but they no longer appear as a partner in the petition.

Connie Spinnato, Principal, thanked the Committee. They know about all of the challenges. She provided a few clarifications. Gary Perkins is new this year on their Governing Board. The shop physics and shop math class is in conjunction with their ninth grade aviation courses which are not taught by College of Alameda instructors. The school also has RTI intervention. There are implementations being done to fix the problems with the instructors. The Governing Board is being restructured and they have Board training taking place in March. The Port of Oakland is still part of their charter. They come to their Board Meetings. The Port contributed by giving them a building. They no longer

*have that building.*

*Vice Chairperson Yee asked about the Special Education percentage at one percent. Ms. Spinnato said they have one student who receives Special Education.*

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

## **G. New Business**

*None*

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

*None*

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

*Maria Santos, Deputy Superintendent, Instruction, Leadership, and Equity-in-Action, said they appreciate the attention given to the report of the Secondary Education Achievement Report and staff has moved forward, and looking forward to returning in May or June with some concrete activities and strategies as they relate to the areas of math literacy and pathways and academies. We are also initiating the summer school planning and talking about it more in the March meeting about plans for summer school for this year.*

*Ms. Santos said the March 2 Day of Action is a day that we are encouraging staff to engage students and community and understanding the implications of the budget and how government works. We have included that in the activities and we are encouraging communities to join us at the State Building at 4:00 P.M.*

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

*Director London requested a report on charter schools currently occupying buildings owned by the District.*

## **K. Adjournment**

*Vice Chairperson Gary Yee adjourned the meeting at 6:24 P.M.*

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

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