

# Oakland Unified School District

**DRAFT**

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## Minutes (Long)

**Thursday, June 19, 2008**

**5:00 PM**

**Special Meeting**

**Board Room**

**1025 2nd Avenue**

**Oakland, CA 94606-2212**

**Board of Education**

*President David Kakishiba and Vice President Alice Spearman*  
*Directors: Kerry Hamill, Gregory Hodge, Gary Yee, Noel Gallo, Christopher Dobbins*  
*Student Directors: ShaCora Cowart and Markeshia James*  
*Staff: Edgar Rakestraw, Jr., Secretary, Board of Education*

## A. Call to Order

*President David Kakishiba called the meeting to order at 5:08 P.M.*

## B. Roll Call

**Roll Call:** Present: Kerry Hamill, Gregory Hodge, Alice Spearman and David Kakishiba  
Absent: ShaCora Cowart, Markeshia James, Noel Gallo, Gary Yee and Christopher Dobbins

## B1. Introduction of Interim Superintendent

*President Kakishiba, before taking up the first item, introduced Dr. Roberta Mayor, the Interim Superintendent of Schools. President Kakishiba noted that this is the first mutual meeting between the Board and the Interim Superintendent. He said that he anticipated a very productive and expedited meeting today. He invited Dr. Mayor to make remarks.*

*Dr. Mayor, responding, thanked President Kakishiba for the welcome. Mayor stated that she is excited about coming to Oakland and looking forward to starting officially on July 1. She said that she has been trying to stay on top of things but it has been very difficult one or two days a week in June. Mayor continuing said that most of what she has seen in the District has made her even more eager to be part of the organization. Mayor concluded her remarks with "Thank You."*

### Roll Call (Secretary's Observation)

*Director Gary Yee present at 5:12 P.M. (Item C)*

**Roll Call:** Present: Kerry Hamill, Gregory Hodge, Gary Yee, Alice Spearman and David Kakishiba  
Absent: ShaCora Cowart, Markeshia James, Noel Gallo and Christopher Dobbins

### Roll Call (Secretary's Observation)

*Director Christopher Dobbins present at 5:18 p.m. (Item C)*

**Roll Call:** Present: Kerry Hamill, Gregory Hodge, Gary Yee, Christopher Dobbins, Alice Spearman and David Kakishiba  
Absent: ShaCora Cowart, Markeshia James and Noel Gallo

## C. Unfinished Business



**08-0004**

**Second Amended Goals and Objectives for the 2008 Calendar Year**

Adoption by the Board of Education of Second Amended 2008 Annual Work Plan, as of June 19, 2008, specified in Attachment "A", as the Goals and Objectives of the Board for 2008 unless and until amended.

**Attachments:** [Document\(s\)](#)  
[08-0004 - Second Amended Goals and Objectives for the 2008 Calendar Year.pdf](#)

*President Kakishiba taking up the first item noted that it is the proposed 2008-2009 Board Work Calendar. He said as members may recall in the Board Retreat last December and in the Annual Organization Meeting [in January], the Board adopted a Calendar Year Calendar by which the Board was working through the Coherence Governance Policies. He said the world changed when the Board received additional authority back. He said that the present proposal is an attempt to look at the Board's work from a school or fiscal year standpoint and updating, given the Board has had six months worth of Coherence Governance experience, given the kinks - not so much the presentations or interpretations of the reports but the timing, pacing and how such works in the Regular Board Meeting Schedule.*

*President Kakishiba said the pending proposal does 1) Moves all, except in August, of the Coherent Governance Policy Reports, beginning in September, to a Special Meeting on the first Monday of each Month throughout the entire fiscal year; 2) It also includes the Interim Budget Reports, the Closing of the Books. He said what is not in the proposed Calendar is the set of Community Conversations at the high school campuses that will begin in the fall. He said at the August 6th Meeting staff will be presenting a proposed calendar and sort of a game plan for the Community Conversations. He said the dates agreed to will then be plugged into the Board's Work Calendar.*

*President Kakishiba then opened the floor for feedback. State Administrator Vincent Matthews said he had two points of feedback: 1) On Wednesday, August 13, there are two Student Results Interpretations to be given; one is citizenship and the other Life Skills. He said the Chief Academic Officer has been looking at the issues throughout the year as well as the amount of preparation time that goes into report versions, which is in-depth. Consequently, Matthews said, there is a concern about having both of those reports on the same night: an hour to deliver each interpretation and then Board discussion which amounts to two hours, at least for one interpretation. 2) The other night of concern, said Matthews, is October 1, where there are five reports to be delivered. He said one report varies from 45 minutes to an hour and one-half. He said with five reports, given the time required, the conversation towards the end of the night probably would not be productive.*

*Brad Stam, Chief Academic Officer, commenting at the invitation of Matthews, said part of it depends on the depth of the interpretation work that the Board is seeking. He said one possibility is for staff and Board to meet and discuss "it a little bit more" in July to get a sense ... He said if you recall under each of the categories there are multiple items while the other [previously done]interpretations were for a single item. He wanted to be sensitive to that. He said he was open to some preliminary discussion or analysis to get a sense of how it would play out. Stam, continuing, said he wanted to be cautious ....*

*President Kakishiba responding, asked if it would be helpful to split one of the two interpretations scheduled on the 13th by moving it to the 27th or not. Stam said the only challenge with that is the personnel who are compiling it are also the personnel who are compiling all of the beginning of the year data, etc. He confirmed it is preferable to split*

them into two separate dates. Stam further responding to a request from Matthews stated that a good time to schedule one is potentially on the 10th of September, creating an additional interval.

President Kakishiba, responding, said for the moment "let's put that as an idea." He asked for additional feedback. [Director Yee having just arrived was briefed by President Kakishiba on the pending discussion, including staff's concern that the proposed August 13th two student Results Interpretations on Citizenship and Life Skills is too voluminous to do both on the same date. And of the second staff concern on trying to do all five Results reports on October 1, likewise is too much.]

Director Gregory Hodge asked for confirmation that the proposal for the Board is to use the first Monday of each month to do Coherent Governance Overview. President Kakishiba said the proposal is to do the Monitoring Reports on that date. Director Hodge continuing his request for confirmation, asked if it would be a regularly set, like five P.M. evening meeting not like some 7:30 A.M. meeting. Kakishiba responded evening meeting unless the Board wants to do A.M. meetings. Hodge, responded, "No, I don't. Just making sure the public has a lot of access." "Yes", said Kakishiba.

Director Yee said he had an observation, i.e., around the middle of August, the District will have CST data. Given that, Yee said, he does not know if the Operational Expectations (of Coherent Governance) will be connected to the data. Yee stated that he is not sure of the relative relationship between the high stakes testing and the Board's Work.

Brad Stam, responding, stated the Results Monitoring Reports will reflect several components of that. However, there may be some other dimensions, stated Stam, that we can either add at that time or could include at another meeting. He said, but that could be at the Special Meeting where the Academic Results from the STAR Testing will be presented, unless the Board requests or desires additional reports at Regular Meetings.

Director Yee, continuing, stated that he was just thinking about the attention around testing that comes out when the tests [results] comes out, especially, if there are news reporters, etc., reporting on such. He said there should be some kind of analysis fairly close to the release, so that it is our District's response. He said, October may be "ok" but he just wants Board determination as to whether "to keep that separated" given the work is going to have to be done anyway.

President Kakishiba, responding, said he believes it's distinct and connected. He said that we are looking at the CST Results as it relates to our Result Areas but that it does not prohibit staff from doing some other kind of broader analysis prior to that and, continuing, he said he believes staff will do and has done that anyway. Yee said, "Ok."

President Kakishiba then proposed that on October 1, splitting the Citizenship and Life Skills Reports to a separate day going forward. He then questioned if the Interpretation required the staff doing the data analysis? CFO Stam, responding, said there are two ways staff could do it: 1) an interpretation that is just sort of a "stand up interpretation similar ... It's the Results interpretation that is a little different from an OE interpretation." He said that in the past, staff has looked at or used data to support the interpretation and that is what requires the extensive preparation. He further said if you wanted to do a first pass w/o as much of the supportive data to support the interpretation the task requires less

preparation.

President Kakishiba asked Board members, "How do you feel about that?"

Director Hamill said that it should be comprehensive or why would we do it? Hamill continuing said, Reading and Writing by 3rd Grade, Algebra by 9th grade, high school graduation, if nothing else is on the agenda, the Board could spend four to eight hours on those topics. She said the topics really do get to the heart of Academic Performance and what the Community expects from the District. She said the Board should not short shrift them in any way. Hamill, continuing said, "And if it means we have to meet more, then I think we do."

President Kakishiba said, going back to October 1 to move things down and maybe on the first week of December, the need to meet more probably would occur at that time, where the Board can take on what is currently set for December 3rd and to do that on a Saturday in Retreat. He said that would cover the overload on the first; then on August 13th, he suggested keeping one on the 13th and then do another on September 10th? He confirmed agreement, to keep Citizenship on August 13th and Life Skills on September 10th.

Director Gregory Hodge, responding to President Kakishiba's request for "Anything else," said now the work schedule looks good and it is nice to have some predictability about when the topics come up. He said, however, he would caution his colleagues about - as other big agenda items get scheduled - a few things in the schedule, like Closing of the Books - like Consolidations, March 15th Letters, where a lot of people show up - to be a little more forward thinking about trying to catch those before they get scheduled so that Results items don't become side tracked by those equally critical date, competing items.

President Kakishiba stated having a separate special meeting helps to carve out exclusive time for these policies but that is what the Board has to do on-going.

Director Gary Yee, apologizing for being late and just jumping into the discussion, said he wanted to go back to the Student Achievement Results. He said he was thinking back to the Annual Calendar of Schools, i.e., Back to School, Retreat Meetings with Principals, etc., and said, he would be surprised, and he wants to hear from staff, that the District would wait until October to analyze the data from the 2008 tests for the go forward plan. He said he is a little bit nervous about waiting until October, unless it is important, because there should be messages for the Board before a month into the school year about what the [past] Academic Year and the current school year is going to "look like." He said, if he had his choice, while citizenship matters to him, that is more of an interpretation, but the academic piece should be the Board's on-going work.

State Administrator Matthews, responding, said this year there were top level messages as soon as the data came; there were about ten data points picked out that told the story. He said the deep dive into the data was actually delivered in October and it does take around or about that amount of time to really do a deep dive and really do a data analysis. He said that would not be the worst of all worlds. As a matter of fact, Matthews continued, it would be better for the District to really have the time to really look and analyze, look at it by school, by area, by region, by network. So the staff really needed to take that time, concluded Matthews.

*CAO Stam, further commenting, said the advantage to that is that when staff gives the high level presentation on September 10th, if the Board had particular requests for additional research, the staff could then fit that into the deep dive on October 1st.*

*President Kakishiba, confirming, said on September 10th in the Regular Board Meeting, staff is prepared and it is ideal to present an overall "top line Results of the CST District wide"; that such could be included in the Other Items Column of the Work Plan if that is known ahead of time.*

*Director Dobbins said, apologizing for being late, that he concurred with State Administrator Matthews. He said that the first month of school - citizenship and life skills are important - but did not feel that there would be the depth of analysis, discussion that Board will need about "this stuff" - so while he usually agrees with Dr. Yee on most things - he said that he would concur with what is in the proposed Calendar and save the big topic items for the first. He said that a full session can be spent on these issues. He said September is really getting back to school and getting things rolling. He said that he could not give the reports due justice while the District is trying to get schools "rolling back. And back to school nights and all sorts of other kinds of things." He said, whereas in October, schools have been on for a month and the Board would be ready to talk about other things. He said that he liked what State Administrator Matthews said about getting the high points, as soon as we can get the data out, but the breath of discussion should occur in October. He would keep the work schedule as proposed.*

*Director Yee responded the data comes out in August not September. Director Dobbins said whenever we get the data, the highlights should be done, get schools rolling and then in October 1st dig down deep and discuss it.*

*Dr. Mayor said, responding to President Kakishiba's request for thoughts or comments on the proposed calendar, that she thought it was a very organized approach to the work for the year. She further stated that staff probably should have a report back to the Board on the test results for the District as soon as they are received. She said that the Results will need to be added to either to the August 27th or September 10th Regular Board Meeting and then come back October 1st with more in-depth information.*

*President Kakishiba confirmed "top line results" will be done as quickly as it can be done.*

*President Kakishiba called for motion on Work Plan or Calendar, as revised.*

*Motion made on the question, seconded, public speakers called - with no member of public having asked or responding to the call for speakers - and voted as recorded herein.*

*President Kakishiba, following the vote, stated the revised Work Plan or Calendar will be distributed tomorrow.*

**A motion was made by Gregory Hodge, seconded by Christopher Dobbins, that this matter be Adopted. The motion carried by the following vote:**

**Votes:** Adv Aye: 0

Adv Nay: 0

Adv Abstain: 0

Aye: 6 - Kerry Hamill, Gregory Hodge, Gary Yee, Christopher Dobbins, Alice Spearman

and David Kakishiba  
 Nay: 0  
 Recused: 0  
 Absent: 2 - ShaCora Cowart, Markeshia James and Noel Gallo  
 Preferential Aye: 0  
 Preferential Abstention: 0  
 Preferential Nay: 0

## D. New Business



[08-1527](#)

### 2008-2009 Board and Interim Superintendent of Schools Strategic Objectives

Adoption of the Board of Education of Board - Interim Superintendent of Schools Strategic Objectives for 2008-2009 including but not limited to yearly Achievement of Academic Benchmarks for Grades 3, 9, 12; advancement of Coherent Governance; achievement and maintenance of FCMAT standards required for local governance; completion and implementation of Multi-Year Financial Recovery Plan for District by August, 2008; and successful completion of permanent Superintendent Search resulting in appointment of same by July 1, 2009.

**Attachments:** [Document\(s\)](#)  
[2008-2009 Board and Interim Superintendent of Schools Strategic Objectives.pdf](#)

*President Kakishiba, taking up the next item, said it was for the Board to adopt strategic objectives for the Interim Superintendent to achieve for the 2008-2009 School Year/Fiscal Year. He said to his colleagues what is before them, with copies available to the public at the front of the meeting room, is proposed strategic objectives for the Interim Superintendent: 1) To significantly increase the number of 3rd grade students who are proficient in Reading, 9th grade students who are proficient in Algebra and 12th grade students who graduate high school. He said these are the three Results goals that the Board has in its Coherent Governance Framework and he believes the goals are also shared by the State Administrator and the administration. It is having a focus in these particular points and seeing what the strategies are to move the dial at these three juncture points. 2) To develop a comprehensive multi-year fiscal recovery plan; and 3) To prepare the Board to assume full governing authority:*

*- Addressing the FCMAT standards and returning full governing authority of student achievement and financial administration back to the Board; - facilitate the Board's review, evaluation and action of current District reform initiatives, i.e., Results Based Budgeting, small schools, charters, etc., - facilitate the search and selection process of a permanent Superintendent; - to continue to support and lead the implementation of the Coherent Governance System.*

*President Kakishiba invited Dr. Mayor and then Board Member comments.*

*Dr. Mayor said that she appreciates that this Board Meeting has been scheduled to try to determine what the expectations are going to be for this next year. She said that the things listed, by President Kakishiba, are all doable kinds of things and she looks forward to the opportunity to address them. She further said, on No. 1, it is her sense that the Board has*

*accepted the Expect Success concept and vision for the District, noting that there might not have always been a clear acceptance of some of the implementation strategies to achieve those goals but she thinks the goals themselves are things that the District and the Board wants to address. She said keeping those in the forefront is a very important task for the next year. She said developing the multi-year fiscal recovery plan is going to be a very big job - an important one - because it's going to be one of the requirements for the full return to local governance. Continuing, Mayor said, the Board needs to consider this year as the first year of full governance and begin to operate as a full functioning Board. She said, as part of the process of taking a look at some of the implementation strategies that have been implemented in the last four years, can be started by looking at the multi-year fiscal recovery plan. She noted there are some proposals in that Plan that actually speak to or address some of the reform initiatives that have been taking place in the last few years. And the Plan continued Mayor, as mentioned last time, is very daring because it puts everything on the table. She said staff has been very good about really taking a look at what has worked well and what hasn't worked well. She said, consequently, this a very good transition year for everybody - staff and Board, together. She said staff is ready to accept Board's direction for the next year and are looking forward to very clear guidance and direction from the Board of Trustees. She is very optimistic that this is going to be a very good year for this transition.*

*Mayor, continuing, stated but starting with the proposals and the multi-year fiscal recovery plan is going to be one way to address a review of some of the initiatives and determining which ones the Board is going to embrace as its own implementation strategies and moving forward on them. Mayor said what she probably will do is to identify some of the strategies that have been implemented and bring them to the Board for discussion, with some recommendations as to how they might need to be adjusted based on feedback from staff as to what has worked well and what has not and go from there.*

*Mayor also said certainly having the return of full governing authority to the Board is something that she is certainly going to strive to make sure occurs. She said that she had been informed that there may be some funds available in the current version of the State Budget for the review of the two remaining areas that are still under state administration. She said, hopefully those funds will remain in the ultimate version of the State Budget that gets passed. She said staff is looking at having FCMAT come in to do a review probably sometime in October. The FCMAT teams will be working with staff to set those dates up, she said.*

*Mayor said that she wanted the Board to be cognizant that if, for example, Finance and Instructional Services are preparing for the FCMAT reviews, they are going to be very busy also preparing reports for the Board during the month of October. She said that she mentioned October because it is important for the Board to get the FCMAT Report back at the end of November or early December, so the District knows what needs to be done in the spring. She said there is no guarantee that both areas will return in the fall of this year but it is her feeling, there is one area, she is pretty assured that Pupil Achievement will come back because it was very close at the last review. She said that she was not as clear or certain that Financial Management will come back because it was at 5.3 at the last review - a year ago - and it may not have met the criteria for a return by October. She feels, however, if it has not, then this Board, and certainly this District, should request a follow-up FCMAT Review in six-months time so that there is a better chance of having all five areas back before the end of the school year and before a new superintendent starts.*



*Mayor said that she also will be addressing the search and selection of a permanent superintendent. She said that she will have a Plan for review as to what the tasks are going to be including involving the community in the search process and at what point the vacancy announcement should be out to the public to begin the selection process.*

*Mayor said at this point, the foregoing is her initial "gut reaction" to the things listed. And she would be glad to hear what the Board would like to have her do if there are other things than what is on the list.*

*President Kakishiba said that he would recognize Hodge, Yee and Dobbins, in that order.*

*Director Gregory Hodge thanked Dr. Mayor for her comments and noted "There is plenty of other stuff to do if you just want some other stuff on your plate." He said the first question he has is around the first objective - which goes to the heart of what the Board is here to do - around Student Achievement. What are the interim measures that you think are important, because there is no way to do all three of these things in a year probably in two years, or maybe ten years, said Hodge? Hodge said, notwithstanding, there ought to be some very clear pathways to those goals. He said back five years ago, as an example, it was about having a coherent reading curriculum, Open Court, that we could train to it; that everybody was using that as a starting point and then came variations. He said there are issues around having access to pre-Algebra or Algebra in the seventh and eighth grade, is going to make a difference around the 9th grade students. He said the ultimate thing of graduation rates is starting at pre-K and saying that in 12 years a set of kids are going to graduate based on what is done. He said the question is "What are some of the intermediate measures that the District ought to be paying attention to, in your mind, Dr Mayor?" And then, said Hodge, we can get some sense of the approach to this. He said one other question around the multi-year fiscal recovery plan, which he assumes is the same, as was called back in May, the multi-year financial sustainability plan. Summarizing, Hodge said, the questions are intermediate measures on 3rd Grade reading proficiency, 9th grade Algebra proficiency and, the ultimate one of graduation.*

*Dr. Mayor, responding, said as she mentioned earlier, the District probably can expect to get back the Instructional Program to local control because the District staff has been trying to address these very goals over the last three-four years. Mayor said certainly there has been a lot of attention paid to assessments; trying to determine where students are every year; measuring that growth and trying to plan interventions based on data. She said there are a lot of the right pieces in place and certainly making sure that there is a focused kind of curriculum for the students at the early grade levels. She said those kinds of things are happening. Mayor said that she does not want to say too much in terms of what more she would like to see happen, pending assessment of what has been happening. She said although she has visited the District once a year for the last four years, it really is just a snap shot in time. She, acknowledging that a lot has been happening since the last FCMAT visit last October-November, wants to make sure that the staff does get credit for the progress that has been made all along. She stated these are very ambitious goals; hard to achieve. She said when one speaks of "significant improvement," she and the Board will need to talk about what is "significant." She said there is a need to establish some benchmarks, realistic benchmarks. She said everything really does focus back down on what happens in the classroom. She said that she is aware that there has been a lot of initiatives about small schools, class size reduction and Results Based Budgeting and*

*everything else but the real crux of how to address student learning, it's in the classroom and making sure there are very strong, qualified teachers to work with the pupils of the District. Mayor said there are a lot of ways to implement intervention strategies, taking a look at teacher recruitment and hiring, professional development training, the curriculum, the assessment that has been occurring, making sure the data is readily available to the staff to see how their students are performing, and having a lot of articulation among teachers themselves within a school: taking a look at where successes have been happening, learning from each other and helping to build real team effort at the school site.*

*Hodge thanked Mayor for the response. He said he appreciated what she said about the need to get into conversation with staff that are leading, teaching centrally and in the schools to get a sense of what things are being done well, things that could be done better. He said what he would like to see, when Dr. Mayor comes back in the Fall, is a work plan that essentially lays out what you think are the key leverage points for student achievement. He said that "we" always talk about having a quality teacher in every classroom; time on task; great professional development for young teachers who are learning and veteran teachers continuing to build skills in the craft. He said it would be really nice for the Board to have the four or five key leverage points and be able to say based on those leverage points, x percent of our kids that are far below basic in first and second grade move up to below basic in one year or two years and below basic to right at proficiency or at a certain point. Hodge, continuing, but some way to clearly gauge it. He said in the past it seems like we evaluated individual reform efforts outside of the context of everything that is going on, so one thing is pulled along and it pushes something else. He said it has been very difficult to say these are things that we are going to relentlessly pursue to make sure student achievement is there. He said that he knows that we have tried. He said he feels like this is the moment for the District to renew some of those conversations, so that we can be really, really clear about it and then be able to say to our parents, here is what your role is. For instance, "You have got to make sure your kid is reading fifteen hours a week", said Hodge. If ten hours are in the classroom and another five hours at home on weekends and evenings that is something that is really clear; that people would say what it would really take to do that, said Hodge. He said this is one example of the kind of clarity he is looking for so that everybody in the enterprise is a partner who knows what their role is, said Hodge. As the District goes forward that our Communications Department helps to articulate that; it is great to have the posters that say the big goals but if you, in your school, do not know how many kids are at far below basic and hence are holding the school back, so to speak, it's hard to do anything about it, continued Hodge.*

*Dr. Mayor, responding, said to Hodge that she thinks his statement is absolutely right; that clarity, she thought, has been lacking. She said someone told her that Expect Success really was a group of twenty-eight initiatives originally. She said that she is not sure what all of them are. She said she thinks some of them have worked well and maybe some others not as well. But that she agreed, there needs to be greater focus on the particular ones that have worked well, and that is where the effort and priority should be, and identify some key things to be addressing in the next year. Hodge thanked Mayor for her further response.*

*Director Yee, following up on the conversation, addressed Dr. Mayor's comment, assuming the Board supports Expect Success. Yee said that is very problematic for him. He said, looking at the Expect Success posters [in Board Room], it is sort of what Director Hodge is saying. He said the three goals, in his view are completely different from the*

organizational strategies, the 28 strategies mentioned, and he may have missed a meeting or something, but he still does not know which reforms the current staff believes of those 28 initiatives are effective or not. Yee said that he does not mean simply effective in terms of whether they were well implemented but what did they do to help achieve the goals and at what cost. He is interested in effect size and cost effectiveness of such initiatives. Yee said this is the turning point of local control because Expect Success was under state administration and if Director Gallo was here he probably would say, "I want to know what we got for the four or five years of state administration." He said that is his first comment about Dr. Mayor's comment on Expect Success. He said he hopes his comments do not come as a shock to anybody because he has been consistent from the beginning, before more of the senior staff and most of the people in this audience were in this audience. He said that he has been very cautious about accepting or endorsing something because it is new, experimental and funded because of the problem of effect size.

Yee said, his comment is that he agrees with Director Hodge for an Interim Superintendent to embrace goal one. If you think about it, said Yee, the District is not going to get the report until October about student achievement and the Interim Superintendent will be out of here by June, whether she significantly increases it or not .... He would rather have the Superintendent take a look, help the Board to review all the initiatives that have been put in place in terms of the three goals and make a recommendation to the Board about which ones are the most promising in terms of cost effectiveness and effect size. Yee said these are the two things that matter to him the most. Yee continuing cited information provided by CAO last meeting, the relative effect size of the improvements over the last three or four years have been in the range of about 3% or so. Yee said that he does not know if we would agree that is significant. If it is, he would like to know that ahead of time. He said the Superintendent's comments about "significance" are important. Yee, continuing, said the third thing, asked where the initiatives around facilities and parcel taxes fit in, because we may need the Interim Superintendent to help with that if we are serious about raising more money? He said, regarding 3d, Support and Lead Implementation of Coherent Governance, the Board has been exiled for so long that he is not sure, or know what the role of a Board ought to be. He said he is making the statement in terms of traditional notions of micromanaging, engagement with staff - He has been told that principals have been told not to speak with Board members. Yee said that he needs clarity for Board members on what is an appropriate role for the Board. And, in particular, what is the appropriate role for us to weigh in on things like organizational structure, the hiring of leadership and so forth. He said that he really did not know and he does not know what the Superintendent's expectation is during this time. Yee also, speaking to the Superintendent, said he did not expect her to put into place policies for the permanent superintendent but he needs to know what the Interim Superintendent is comfortable with. He views the latter as part of Coherent Governance. He said to the Interim Superintendent if in order for her to do her job, if she believes the Board needs to behave in a certain way, then tell him up front so that the Board does not get half-way down the line and find out that from your point of view "you are sick and tired of us."

Yee said next, he is thinking of some high profiled stuff. A couple of them: 1) Board is proposing passing a policy around boundaries. He said this has created a huge e-mail flow for sure for several of us as Board members and has a history. That, plus the school closure stuff, said Yee, is going to probably happen under the Interim Superintendent. He said, consequently, the Board should not short shrift the operational issues. He said, while they are not strategic, but maybe there is a set of operational objectives for the Interim

*Superintendent as well as strategic ones.*

*Yee, continuing, also said, speaking to Interim Superintendent Mayor, "You know we have what some people would call our flagship principalship sitting out there. And he knows there is a lot of antipathy about hiring the Skyline principalship and all of the things that entails. He said he wanted to throw that out at the operational level. In speaking to Mayor, he said she may say to him, "Just bug off" and he would be very respectful of that.*

*Yee said, the last thing is FCMAT. He said that he was glad of the reminder about FCMAT. Where does FCMAT fit into our work schedule, asked Yee? He said it seems to him that FCMAT is fairly high priority and he would rather it not be a separate meeting that the Board has, so that it ends of up being two meetings a week: one for our Coherent Governance and one for FCMAT. He said he would prefer one meeting, the same data, the same everything for both meetings.*

*Yee continuing, addressing Mayor, asked as the primary author or editor of the five FCMAT Reports, if the average person, parent, administrator or teacher wanted to know her assessment of the District and its progress over time, is it fair to say, by examining those reports, one could figure out your analysis or are there some things written regrettable in hindsight? In other words, addressing Mayor, Yee asked, can the District rely on the Reports as, sort of, "your overall assessment of where we have come and where you think we have to go?"*

*Dr. Mayor, responding, said, "I stand behind those reports." She believes the reports were objective, not just her own assessment but the assessment of the field teams.*

*Yee said that gives the District a high degree of predictability in terms of what Dr. Mayor originally saw. Yee ask Mayor to confirm that she would have to be convinced that the Report snapshots were incorrect for a change of mind on any matter... Mayor responded, "That's correct." Yee said her responses were very helpful.*

*Dr. Mayor, having been recognized by the chair, further commented, addressing Director Yee, clarified her first statement about supporting Expect Success. Mayor said perhaps she assumed the Board accepted the goals and the vision statements behind Expect Success. Speaking further, Mayor, said that she knew that the Board has not embraced all of the implementation strategies which is why she believes those should be reviewed. Mayor further stated, "We can work with those that have some possibilities or have worked well. And maybe discard those that haven't worked well." Mayor explained that when she says that she accepts Expect Success she is really only accepting the vision and goal statements. Mayor further said if the Board is not willing to accept the Expect Success visions and goals then the Board needs to determine what the goals will be for the next three, four, five years. And specifically for the next year.*

*President Kakishiba, stating that he does not wish to belabor the matter, but believed it would be helpful if the Board speaks directly to the issue of Expect Success. President Kakishiba, continuing, said, the Board has not adopted the vision or the goals or the strategies of Expect Success. What the Board has done, continued Kakishiba, through the Coherent Governance Planning, is adopted five student Results goals, of which three are listed in [Interim Superintendent] objective number one. He said that is not a judgment on Expect Success but an on the record what the Board has legislated - just these five results*

areas.

Mayor further responding, suggested, perhaps one of the first things the Board needs to do is to determine or develop the goals for the next year and formally adopt them so that the entire community and the staff knows what the goals are. That gives direction to staff, said Mayor.

Yee responding said, He would be happy to call Dr. Mayor's suggestion and probably the Board's actions, "Expect Success."

President Kakishiba, asked his colleague to "not go down that road. Just let's simply state the facts." President Kakishiba continuing stated, the reason the three objectives are here are because the Board formally adopted them. President Kakishiba said his write up is for the purpose of bringing forward the strategies to move the dial in the three areas which he believes Director Hodge is raising. He, having apologized, said he wrote the items in the current way for the purpose stated.

Director Dobbins said, following up on his colleagues comments, he believes all participants are getting on the same page. He said the three initiatives were developed before he became a member of the Board; has never been a Superintendent, but was an eighth grade teacher. He said pupils have to be able to read. He said his question, like Director Hodge, is about quantifiable benchmarks. He said goals are great; keep it simple; keep to three goals. He said he favors keeping it simple and not trying to do twenty-eight things in a year is what he favors. He requested that the quantifiable benchmarks be flushed out.

Director Dobbins continuing said, number two (second objective), is a huge issue. He said that he has spent this past year; year and half championing one of the schools in his district. He said looking last night at the budget - what is going on, the numbers; - it is going to be a very hard discussion to make. He said that the District has one hundred seven sites; schools, so that he is looking forward to getting something on paper so that the Board can have a discussion and not make decisions in a vacuum - not looking at the broader picture; as hard as they are going to be. He said closing a school is probably the hardest [decision] a Superintendent or a Board will have to make. He said people are coming and going but the schools are here. He said he will support looking at that.

Dobbins commenting on 3b - Reform Initiatives said, "We all champion certain things" citing his work with the Oakland Athletic League. He said the OAL is in a quandary, and speaking to Mayor, needs leadership to sort that out; get a commissioner in there. He, too, would like the twenty-eight initiatives spelled out. He said "Obviously we would like to do everything but with the limited resources and limited staff time ..." He asked Mayor, "to delineate what tangibly can be accomplished in the next year." He acknowledged that he was not in favor of appointing an interim superintendent, nothing personal to Mayor, but he is committed to working with her to make this a reality for the next year and try to have a good year.

Director Hamill said because the Board has decided to have an Interim Superintendent for a year, the Board has to be realistic as to what can be accomplished within that time. Hamill said that she agreed with Director Yee regarding objective no. 1 even though it is the most important thing to everybody who lives, works and goes to school here, it is not a

*realistic thing to expect. She said that the District needs really strong educational leadership that is going to be sustained over a period of ten years. She said that she is not sure of what the wisdom was of an appointment on a one year person currently when the District has gone through so much change and transition but like Director Dobbins she is here and willing to give the Interim Superintendency a try.*

*Hamill, continuing said, realistically number one should be taken off of the list. Hamill recalled last night, the Board was looking at school budgets, and the need for a comprehensive and realistic multi-year fiscal recovery plan, that acknowledges the fact that school sites are struggling like crazy and getting less to do everything, even though they may have to hire more teachers next year, they are actually getting less money to pay for those teachers, doesn't give her knowledge or confidence of how it is going to work. She said if Board and senior staff care, in the short term, about school sites, the most important thing that needs to be done is to get the budget together and look realistically at the fact that a 55,000 pupil District is heading toward a 30,000 pupil District and actually do something in the next year that plans accordingly not expanding; not moving classes, to empty spaces and then incurring all costs that go with it when you have fewer and fewer students. Hamill asked Mayor to "give us a road map to transition the way the district has to transition." Hamill said that the first meeting that she came to seven and a half years ago when elected to the Board, Pete Yasitis [former CFO) was talking to the Board about how the District would shrink and, in fact, the District has never done anything realistic in all the time she has been on the Board to really prepare for it. The consequence of that, said Hamill, was so apparent to her when she was looking at the school site budgets. Hamill said, the District has to develop a comprehensive multi-year fiscal recovery plan and, at the same time, the exercise that the Board will go through to prepare for leadership means that one has to be out at the school sites, talking very specifically about some of the initiatives under Expect Success and how successful, realistic and/or financially sustainable, etc. Hamill said when she hears that there are twenty-eight initiatives - it's ridiculous. She said that she has no idea what the twenty-eight are but the thought that an institution as fragile as the District could take on that kind of change in a relatively short period of time, in her opinion, speaks a lot of "sort of bad planning."*

*Hamill continuing said that when the Board is planning ontaking a review of objective no. 1, the Board should be very specific; say Charter Schools, new small schools, Results Based Budgeting, and the policies that accompany those very large reforms so that when Board and senior staff are "out there" people are being spoken to about very specific things and not just doing constant town hall meetings that never seem to end; where people just talk about everything instead of specifics. She said the conversations should be accompanied by real data that informs the conversation and helps the Board to get to some kind of conclusion - at the end - so that when the Board hires the long term Superintendent, the Board is actually presenting a work plan instead of sitting and having a conversation about what the work plan is with someone whom the Board just hired.*

*Hamill said those two things: 1) taking a year to look at a real comprehensive recovery plan that is a plan and that looks outward for ten years and acknowledges the fact that the District has changed dramatically, and is still doing so, puts some pressure on the Board to practice discipline and really do right by school sites so that the District does not have budgets year after year with less money to do more things and 2) then gets the Board out into the school community to talk to practitioners and to the parents about very specific outcomes from changes that have occurred and then the Board can make sensible decisions*

by the end of the year on how the District is going to proceed.

Vice President Spearman, after welcoming Dr. Mayor, stated she needed to say a couple of things: 1) that she has been on the Board for three and one-half years and she does not know what ever Expect Success is and she would bet most of her Board colleagues do not know either. She said the 28 initiatives are not known to the Board; its - Expect Success - is just a title and that she agreed with Director Yee, that not knowing, it is whatever was directed from State Administration. Because, as a Board member, she was not asked to advise or be a part of "anything." It was a top down decision. It was "a do as I say do and it was more theory than practice," said Spearman.

Spearman said that one of the things that her District constituents would like to see is assessment of programs. She said the assessment piece is the most important thing that needs to be done next to the fiscal recovery plan. She said that she also agreed with Director Hamill that the Board needs to be disciplined, understand its role as a Board. She said "that might be the problem because a lot of folks don't have any experience in any type of governance and how governance goes. We go on tangents about what I want to see. My schools this and we are over in ... directing school stuff." She acknowledge that Board members "should not be doing that but servicing schools; giving support to schools but not ... actively in there telling them what to do. We do that. We get personal in a lot of things. And we want to see it done our way. And then there are some folk who have been on the Board for a long time that are not going to change their ways. They are going to go into some tangent. So I just ignore them. I do." She said that with others she is beginning to not have patience because as adults, policy makers, there needs to be a focus on policy. She also said that staff needs to understand that when the Board supports and makes policy that is what staff is directed to follow and not undercut the Board, because of responsibilities prior to restoration of local control; the culture. Spearman said that she is more fearful of the culture; the culture of "do as I say do and not as I do" continuing. Spearman said that she does not know how you address it (the culture), but she is hopeful that Dr. Mayor will do so.

President Kakishiba, making a couple of comments, said: First, what he tried to do in the proposal (before the Board) is to call for the Board to be presented strategies, key strategies "to move the dial" in the three areas stated, reflecting on the current and past efforts, an example being Open Court Curriculum is one and the whole school reform with the new small schools is another. He said there is a need to evaluate both of them. Results Based Budgeting, putting more power and money down to school sites, is another, said Kakishiba. Kakishiba further said it's about the Board being able to outline what the Board thinks are going to be the "key levers about changing and moving the dial here." He said, in the foregoing context, then, secondly, the District develops a multi-year fiscal recovery plan. He said if the District does not watch what it is attempting to do and what it will cost, then the District will be flying blind with the fiscal recovery plan. Finally, Kakishiba said, preparing the Board to get full governing authority. He said it's what Director Hamill said, that the Board has a Plan and the Board is not going to hire a new Superintendent and then wait around for a year or two to development a vision. It is handing that person - the permanent Superintendent - the work plan. The Board will have determined where the District is going and the Board will need to and be hiring someone that can implement the "game plan." That is essentially objective No. 3, said Kakishiba.

Yee and several other colleagues acknowledged, after hearing President Kakishiba's

statement, "They get it."

Director Gregory Hodge stated that he now understands the intent of the objectives are to cause the Board to develop a "Work Plan to Be Hired To" not the other way around. Consequently, Director Hodge said the question he has "has to do with timing." He said if that is the idea, as put forth by President Kakishiba, it suggests that the multi-year fiscal recovery plan has to be done before the hiring process for the permanent Superintendent begins. In other words, Hodge said, the Board will be sending out a job description and a Plan to potential applicants and asking candidates to respond. The question, asked Director Hodge, is "How soon ... will we have a fiscal recovery plan if that is going to trigger the Superintendent Search?" Hodge also said that he, too, wants to amplify what Director Hamill and President Kakishiba, respectively said, that if the first objective is more about the key strategies being used to obtain the listed objectives, it is important to say what the strategies are. He said, what he would like to see, essentially, is a Multi-year Academic Success Plan. He said the language of fiscal recovery always sounds like it is just about the money; it is not; it is about the money the District needs to do the educational program. He said there is a fiscal part and there is the academic part; that those two things need to be joined. He said even as he speaks, he feels that the District has something like those past sundry plan developments but it's not clear to him anymore. He asked that if the plan is adopted tonight, that the Multi-Year Recovery Plan has both a fiscal aspect and an interrelated academic, teaching and learning aspect and that the language of such be adjusted accordingly.

Hodge said he does not care what the Plan is called, but that when the Board is ready to hire a permanent Superintendent, the fiscal constraints are known and the plan is developed, and the key question to the candidate(s) will be how to implement the plan. No new plan. ....

Hamill said the State Administrator says it is no longer 28; has narrowed it significantly. ....

President Kakishiba said the process is, if the Board adopts this kind of basic framework, Dr. Mayor is going to take it and essentially develop a game plan. Her own work plan on this with deadlines and timelines that will be reported back to the Board on August 6th, the first Wednesday in August.

President Kakishiba, recognized public speaker, Board Member - Elect Jumoka Hinton Hodge.

Ms. Hinton-Hodge stated that she was not coming in her capacity as Board Member-Elect, but in association with the West Oakland Education Task Force. She said that she knows that she will not get her questions answered in this meeting; that she definitely appreciated Director Hamill's comments on the calendar, the work and being very specific about naming things, such as Charters, RBB, small schools, etc. She also said that she definitely appreciated President Kakishiba's re-ordering of the pieces.

Hinton-Hodge continuing, stated that she honestly has to state that she is so disturbed every time she hears this Board not knowing Expect Success and not understanding it because there was a lot of energy and effort done out in the community to actually understand it. So, she continued, sometimes it feels like a slap in the face that community



members went about the process - of not necessarily understanding 25 or 28 initiatives or 14 initiatives - but being very clear as to things that were meaningful to them in the classroom. As a leader in the community, Hinton-Hodge said she spends a lot of time attempting to build relationships, rapport to understand that document. She said she did not think anyone was quizzing her on her leadership, on whether she could remember all 28 but they clearly helped her to task and to rebuild partnerships and relationships based on some of those pieces. Hinton-Hodge said "What did we get?" We got the Office of Community and Family Engagement; the Chief of Community Accountability; clarity around services in a lot of ways, said Hinton-Hodge.

Hinton-Hodge said that her hope on objective 3b is that before the Board gets into the multi-fiscal recovery plan, or however it is ultimately named, that there really be some evaluation and review, and essentially some buy in at some point so that there is not continually ... "because you sound very wounded, ultimately, around the state takeover and about not having been a part of that." She said that she understood that, in particular a part of the community that has not had its voice for sure, but she thinks there is a moment in time where there needs to be healing and decide what parts of it is owned. She stated that herself and people in the community have gone through pains taking processes to understand the rubrics of Expect Success, how it fitted and connected. She said the constant review of them is very important.

Hinton-Hodge said, although she had not been around a lot, she had to throw out questions, and stated that she was not sure how this is communicated to the community. So the District has a state administrator and an interim superintendent, and she recalls hearing a little of the debate about it out in the community, said Hinton-Hodge, but she does not understand it and whether or not the Board is clarifying it as the Board goes forward. She said it seemed like a lot of money to her and she wanted to know if there are some cross-purposes around work plans, etc. She asked for clarification.

Hinton-Hodge, continuing, stated that she knew the objectives were a draft. She said under community conversations there was nothing even in the draft portion of it and that seems like a really important piece, addressing Dr. Mayor. She said she was excited about knowing what Mayor would do in that element. Regarding 3rd grade, 9th grade and 12th grade objectives, Hinton-Hodge said she is still stuck with wondering what happened to middle school. She asked for clarification, given the work of the West Oakland Middle School Task Force.

President Kakishiba asked State Administrator Matthews if he could speak to the division of labor, with the Interim Superintendent. On the Community Conversations, President Kakishiba repeated what he said earlier, that on August 6th staff will be presenting a proposal and a schedule of the community conversations at the high school campuses. The Board agreed earlier this year, said Kakishiba, to focus this effort on high school campuses and schools that are in the red tier in the Tiered Intervention Framework. He said, "Those boxes will get filled out on August 6th."

State Administrator Matthews, responding to the question from Board Member-elect Hinton Hodge, stated State Administration is currently responsible for two areas of authority: Instruction and Fiscal. He said what happens now is basically, in simplified terms, the Board is over the other three areas and then he is the Board over the other two areas. Matthews further stated, He and Dr. Mayor have met, spoken about the division of

labor and how that will carry forward. He said basically she will be the Superintendent on the day to day and the day to day implementation over all five areas. Matthews reiterated that he will basically be the Board over the other two areas. He said there is mutual agreement between Dr. Mayor and himself to work together to make sure the two areas remaining [under state administration] the Board's objectives are carried forward. He said, as you know, the commitment of state administration is to work himself out of a job. He said he hope his statement clarifies it.

Matthews said he knows the situation is unique as the District moves forward and the goal is to continue to clarify to the community, so that there is understanding as to how the District will move forward.

Director Hamill stated, as a Work Plan, it is important that the Board lift out what the elements of Expect Success are. Hamill, addressing Mayor, stated that of the main five or six elements she determines that remains of Expect Success, it would be good to e-mail that to the Board. She said the Board should respond back to Dr. Mayor to make sure the Board is in agreement about what is being talked about out at the school sites, the data that backs it up is being prepared, etc, so that the conversation has a frame around it.

Director Hodge asked Director Hamill for clarification of what she last said. He said this is where the label "Expect Success" is misleading in some ways because his understanding of what "Expect Success" is now to be immersed into the organization of the District; it was a major reorganization that had some programmatic elements to it. He said he does not know how one would pull it out anymore. And maybe that is what Director Hamill is asking, said Hodge. Is there something sort of unique to "Expect Success" that is different from teaching and learning; different from the operation side? Hodge said he does not know quite what that would look like. He said that he is real clear about the other parts under 3b, in terms of the things that have been listed, RBB, new small schools, those kinds of things. But in terms of how the operation side gets set up and the Office of Community Accountability and all that got set up, Hodge said, he does not know how you separate that out any more. He said his statement is not a defense of it in any way except to say it is part and parcel of the District now. He said that he does not know how to pull it out, addressing his colleague, Director Hamill, trying to understand her request. He said he definitely agrees the Work Plan should be detailed.

Director Hamill, addressing Dr. Mayor, asked if she felt comfortable delivering a Work Plan to the Board and being very specific about how the conversations can be shaped out in the Community w/o [at the moment] the Board giving any more input?

Mayor responded that it is her Plan to try to bring some of the initiatives to the Board for their review, with recommendations from herself and the staff in terms of how to strengthen or how they may need to be changed or perhaps not even implemented in the future. The Board, continued Mayor, needs to decide whether it is something that is continued. As the Governing Board, Mayor said, "You are going to be faced with some very, very difficult decisions." One of the very first decisions is a look at the small school initiative, said Mayor. Mayor said such was a very zealous effort by the District to move to small schools. The rhetoric, said Mayor, now needs to be refocused on "quality schools" because it is not size alone and all of our schools should be quality schools. Mayor continuing said, but because the District now has a large number of small schools there are going to have to be some hard looks at whether or not the certain size of a school is sustainable. She said it is

costing the District a lot of money to subsidize the small schools and maybe the rhetoric should be, as she has said, "What is a quality school? What is a right sized school?" She said some of the language has already come up in the proposed fiscal sustainability plan; that is why she complimented the staff for being candid about some of the proposals they are putting forth. Mayor also said, in talking to staff, they have discussed the Service Organization vs. the Instructional Organization. She said the rhetoric there is changing as well because the District is not two different organizations. It's one organization, said Mayor, and the operational support services supports instruction. She said that she believed the staff has come to that conclusion and is working toward that, so it's a matter of changing some of the focus. She said that staff has kind of changed the focus and given some very hard thought about all of these initiatives in the last two or three years and been very open about what has worked well and what has not.

Mayor said it's not the notion that the staff does not support small schools but it was an overzealous effort to spring off all these small schools that are too small. They cannot sustain themselves, said Mayor. "There are too many administrators in the District because we have an administrator at all of these little small school settings." So, continued Mayor, there are going to be some very hard decisions that the Board is going to have to take a look at. She pledged to certainly try to help the Board to become a cohesive, more experienced Board and will certainly inform the Board if it is delving into areas that should not be the Board's concern. But the Board will have to take a look at some of the hard decisions that already have been surfaced by staff in this sustainability plan.

President Kakishiba said it would be helpful ----- He said we talk about these different reform initiatives or Expect Success as - like a box. Each of them as a box and unrelated to each other, said Kakishiba. He said there are basic assumptions - at least since Superintendent Chaconas was here - there seems to be two competing kinds of philosophies that continue to this day: One is if the District provides greater autonomy to school sites; more power; more money, in the context of District-wide standards, and allows the schools the freedom to reach those standards, schools through an entrepreneurial kind of framework and standard and spirit, will get to those goals. But if they do not make them, Kakishiba said, they get the hammer. Kakishiba, continuing, said the Second school of thought, which is to have more competent, efficient, reliable centralized instructional practice and guiding principles and schools to do a uniform curriculum, test, test, etc., more of a stronger centralized system resulting in better schools. Kakishiba said the District has always had this conflict. He said we had Open Court and then we rolled out small schools. "And we continue to have this," said Kakishiba. He said Expect Success - not that it muddied it - leaned more on the first - the autonomy ... corporate business practices, more reliance on entrepreneurial market driven forces at schools and such is "almost kind of a third leg to the whole deal," said Kakishiba. Kakishiba said those basic assumptions drive these different kinds of reform efforts. He said the Board has to have that kind of discussion as well. He said without having Board unity on a basic, fundamental philosophical approach it becomes difficult to lead.

Vice President Spearman, addressing Director Hodge, said when talking about number 2 of the objectives, "Are you saying we are going to come up with a different way of saying this? Or are we going to add on..? What are we going to do?"

Director Hodge responding, suggested, if acceptable to everyone present, changing the labeling and calling it a multi-year recovery plan with two elements: fiscal and teaching

and learning. Hodge said the fiscal work began with Mr. Glaster's and the financial staff's work with the document that was presented on May 22, the first reading, [of the Multi-Year Fiscal Recovery Plan] and on the teaching and learning. It would be doing what Director Hamill suggested, the key levers for academic improvement and the measures - 3rd grade proficiency in Reading, 9th grade proficiency in Algebra. He said you would take those elements, and for example, ask "Do Small Schools support this? And if so, how? Does RRB support it - on the fiscal side?" Hodge said the District staff should look at and determine the key academic programs, professional development, community engagement and include all those elements in the plan. Hodge went on to say that he is not advocating reinvention but determining what is working, throwing away things that are a waste of money, time, and energy because they are not working and streamline. Hodge said have one Plan coupled with the ability to say to a potential Superintendent "Here is the Plan" on the money and teaching sides that need to be implemented. Hodge said the interview process, in part, then becomes for a potential Superintendent candidate, "Tell us how you would implement this."

Vice President Spearman, commenting further, said that she is thinking for the public and the community's sake if the Board stated the plan with the elements proposed, rather than Multiyear Recovery Plan, it is clearer to all parties. Director Hodge said he was supportive, and beyond that, he wishes to see the content of the Plan. Spearman suggested that Dr. Mayor come back with a blue print in a month or so for the Board to work with and put action into it. Spearman said regardless of what else is done, the Board has to receive good assessments.

Director Yee said along the same line, "The tragedy - and he appreciated the public comment about the deflation of Expect Success - in every era these things are not objectively cast in stone but all of us are constantly reinterpreting and creating meaning." He said that the Board could create a meaning that rejects the title or keep the title and recreate the meaning. He said the latter is his personal preference. Truthfully, Yee said, he had a dream that the Board would change it from "Expect Success" to "Achieve Success" with some slight switch that captures some of the elements of it; acknowledge it. He said, continuing, this was a campaign and this campaign was created really without the Board's participation. He said it's hard for us - him to embrace it except for the power of the necessity of showing the community that there is continuity - and not throwing out everything. He said the people who created this - the state administration and the elements - bear some of the responsibility because their intention was to discard what happened in the past and create anew. Yee said that is his interpretation as to "Where we are on that."

Yee, continuing said the second thing is - along the same lines - that the District actually had an academic plan. Specifically, Yee mentioned, that Dr. Kimberly Statham, was brought in to create COMPAS and MAPP, etc. He said it just shows you when you have elaborate plans, which are primarily operational, but not simplified like the Expect Success Posters, such is hard to remember. He said such are operational for staff but they do not necessarily work for us - him as a Board member. He said, as he looks at the Expect Success poster, the notion of every student, in every classroom, everyday, for example is not bad. He said that is a call he would acknowledge. He, however, said it was not something that came from the Board. He said we have to remember we have COMPAS and MAPP. The Board has to make a decision, said Yee, to Director Hodge, about the aforementioned plans as to whether that is what is meant by academic recovery plan or a new academic recovery plan. Or an evaluation and a determination of the elements of the

*aforementioned academic plans that can be used, asked Yee? He said that he would rather have less than more. He acknowledged that people in the community may not know of COMPAS and MAPP Plans, of which he has spoken.*

*President Kakishiba said with the adjustments discussed on number 1 - strategies and levers moving the dial on the three points - identify strategies to be used and a review of what is working well and what is not; number 2 - while the Board is not wordsmithing the title, he believes Dr. Mayor understands the spirit of the Board's intention. With those two adjustments, President Kakishiba requested a motion to approve. The motion was made, seconded and adopted according to the record reflected herein.*

**A motion was made by Kerry Hamill, seconded by Alice Spearman, that this matter be Adopted. The motion carried by the following vote:**

**Votes:** Adv Aye: 0

Adv Nay: 0

Adv Abstain: 0

Aye: 6 - Kerry Hamill, Gregory Hodge, Gary Yee, Christopher Dobbins, Alice Spearman and David Kakishiba

Nay: 0

Recused: 0

Absent: 2 - ShaCora Cowart, Markeshia James and Noel Gallo

Preferential Aye: 0

Preferential Abstention: 0

Preferential Nay: 0

## **E. Adjournment**

*President David Kakishiba adjourned the meeting at 6:38 P.M.*

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

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