

<b>Board Office Use: Legislative File Info.</b>	
File ID Number	16-2726
Introduction Date	2-8-17
Enactment Number	
Enactment Date	



**LABOR MANAGEMENT & EMPLOYEE RELATIONS**

# Memo

**To** Board of Education

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

**Board Meeting Date** February 8, 2017

**Subject** **“Sunshining” of the Oakland Education Association (“OEA”) Initial Proposals (IP) to the Oakland Unified School District (“District”)**

**Action Requested** Conduct a Public Hearing on the Oakland Education Association initial proposals (attached) for a full Successor Agreement, effective July 1, 2017.

**Summary** Pursuant to Section 3547 of the Educational Employment Relations Act, before representatives of the District and OEA may begin negotiations for a new Agreement, the parties are required to present their initial proposals for public review and comments (“sunshining”) the proposals.

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

**Recommendation** Conduct a Public Hearing on the Oakland Education Association initial proposals (attached) for a full Successor Agreement, effective July 1, 2017.

**Attachments**

- OEA Initial Proposals



## OEA SUNSHINE PROPOSAL NARRATIVE

FEBRUARY 8, 2017

Oakland is fighting for the very survival of public education. With the likely appointment of Betsy DeVos as Secretary of Education, trumpeting the new administration's advocacy of wholesale privatization, our community's fears are well-founded. Unlike the political dynamics of late in our polarized capitol, the Oakland Education Association is fully prepared to work across the aisle with the Oakland Unified School District's Board of Education in advancing a transformative vision for public education. It is time to move on, transcending the bitter legacy of imposed state trusteeship, accompanied by ineffective top-down initiatives that served only to disrupt our school communities. It is past time to return to Oakland's deep-seated values and rehumanize the classroom, directing funding where education must take place, in student-centered, teacher-mediated learning environments.

Understanding this need, community advocacy has encouraged the District, through its Local Control and Accountability Plan (LCAP), to strengthen the public schools that Oakland voters have long embraced through extra tax dollars. The members of the Oakland Education Association wholeheartedly support the LCAP Vision and ask that District leaders support teachers in making this vision a reality for our students and their families.

**OUSD LCAP Priority 1: Effective Talent Programs: Our work starts with our people. We need to make OUSD the premier employer for educators in the Bay Area.**

Nothing is more important than ensuring our students are taught by experienced, fully credentialed teachers committed to their learning. Oakland students and families both desire and deserve a diverse body of teachers reflective of the students they teach. We need to further develop effective pipelines to recruit from within our highly-educated community, including from the ranks of classified employees and substitutes, themselves incentivized to place Oakland first. With ongoing cost of living challenges for recruiting and retaining qualified educators, early and mid-career teachers have understandably been tempted by superior salary and benefit packages in neighboring Districts and alternate professions. Implementation of a

competitive salary schedule would help realize OUSD's priority of becoming the premier employer for educators in the Bay Area.

Teachers stay in Oakland, and in the profession, for many reasons. Meaningful opportunities for site leadership is one. Pathways to site leadership that only serve to move skilled teachers into administrative positions diminishes the centrality of the classroom. Additional duties distributed transparently, and with equitable compensation across the District, will draw on teacher expertise without sacrificing classroom instruction. Valuing careful teaching preparation in order to differentiate lessons for an array of unique student abilities can only lead to heightened achievement. New teachers, in particular, benefit from effective mentoring. All in all, we need to focus on developing lasting teacher cohorts rather than tolerating an increasingly transient, itinerant classroom workforce.

Empower our own!

**OUSD LCAP Priority 2: Accountable School District: A school district that supports its people is grounded in values and effective systems.**

Our community's values are best embraced at school sites by our students, families, and educators in their commitment to classroom success. Consistent with Board policy, School Site Councils, and other democratically-elected bodies must drive governance rather than site and district appointed leadership teams.

Teachers welcome collaboration and support from shared lesson-planning across grade-levels and subjects and meaningful evaluation systems designed to increase teacher effectiveness. Professional Learning Communities (PLCs) sustain urban educators across the demanding school year. Undifferentiated District-initiated professional development with limited relevance for classroom application derails effective teaching. Introducing conflicting expertise from consultants and coaches frustrates teachers, increases their paperwork, and undermines staff morale.

Let teachers teach!

**OUSD LCAP Priority 3: Quality Community Schools: Every student deserves the right to attend a quality community school in their neighborhood.**

Equitable public education for all is a basic Civil Right. Our ability to provide that depends on acknowledgement of the needs of our most vulnerable students and responsive resource allocation. Every student deserves the benefit of a well-rounded education, complete with art, music, sports, and other experiential activities through which they engage curiosity and create deeper meaning of their world.

With charter expansion, Oakland Unified schools' percentage of students with IEPs has increased dramatically. Belying the intent of soft caps for Special Day Classes, SDC class size has actually risen without sufficient funding for additional instructors. Clearly-defined special

education caseloads in and out of the mainstream, and collaboration time with general education teachers is necessary to advance best practices in any successful Inclusion model.

Similarly, the District has been slow to hire experienced, fully-credentialed classroom teachers for our growing Newcomer student population. Sensitivity to our families by providing culturally-competent oral and written interpretation is another key to unifying our communities. These are necessities in a city and district that prides itself on its Sanctuary status.

Class-size reductions, especially in high needs schools, is critical. General education combo classes, extra subject preparation, and failure to recognize disparities in how classrooms are equipped, also heighten inequity.

Full service community schools need to recognize the role of teachers in reaching out to families, providing compensation for after-hours engagement instead of relying on a host of private contractors, often staffed by inexperienced members of the helping professions. Our counselors, psychologists, speech therapists, nurses, social workers, librarians and athletic coaches are valued members of the educational community, often with unique and powerful relationships with students on their unwieldy caseloads. Students have repeatedly spoken loudly about their needs. Students have repeatedly spoken of their need to feel safe, respected, and inspired by engaging, structured classrooms with powerful teachers who understand the spaces they inhabit, and their visions of their futures.

Let all students learn!

In order to achieve these goals we hereby open the following Articles:

Article 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 21, 23, 24, 25. In addition, we propose three new additional articles on Educator Leadership, Dual and Concurrent Enrollment and Common Sense Accountability for Charter Schools.

The time is now to reinvigorate public education by implementing the LCAP priorities and promises. The time is now to redirect our budget in accordance with community priorities. The time is now for OUSD, in collaboration with OEA, to together reinvigorate classroom instruction in the interest of each of Oakland's remarkable students. The time is now!