

ADOPTED MINUTES

REGULAR MEETING: The regular meeting of the Board of Education was held on the date and place mentioned above.

CALL TO ORDER: The meeting was called to order by President Mooney at 5:32 PM.

PRESENT: McMahon, Mooney, Sherratt, Spencer, Tam

ABSENT: None

PUBLIC COMMENT ON CLOSED SESSION TOPICS: None at this time.

ADJOURN TO CLOSED SESSION by President Mooney at 5:32 PM to consider:

A-2a. Student Discipline/Expulsion/Re-admit (1 case)

A-2b. Public Employee Discipline/Dismissal/Release – Pursuant to Subdivision 54957

A-2-c. Conference with Labor Negotiators – Pursuant to Subdivision 54957.6 Agency Designated Representatives:

Danielle Houck, General Counsel and Tom Rust, Director of Human Resources

Employee organizations: AEA, CSEA

Unrepresented employees: Management, Psychologists, Behavioral Specialists, Occupational Therapists, Confidential

A-2d. Conference with Real Property Negotiators – Pursuant to Section 54956.8

(1) Property: Swim Centers, Thompson Field, Encinal Field, 2200 Central Ave.

Agency negotiators: Danielle Houck, General Counsel and Kirsten Vital, Superintendent

Negotiating parties: City of Alameda

Under negotiation: Joint Use Agreement

RECONVENE TO PUBLIC SESSION: By President Mooney at 6:30 PM.

CALL TO ORDER / PLEDGE OF ALLEGIANCE: Encinal High School students led the Pledge of Allegiance.

INTRODUCTION OF BOARD MEMBERS AND STAFF: Board Members and staff present introduced themselves.

MODIFICATION(S) OF THE AGENDA: None at this time.

APPROVAL OF MINUTES: The minutes of the regular meeting of February 8, 2011 and the special meeting of February 7, 2011 were considered.

MOTION: Member Spencer

SECONDED: Member McMahon

That the Board of Education approve the minutes with the additional comment suggested by Member Spencer regarding the estimated cost of the Surplus Property Committee consultant at \$5,000.

AYES: McMahon, Mooney, Sherratt, Spencer, Tam

NOES: None

MOTION CARRIED

Written Correspondence: None at this time.

Superintendent's Report: Superintendent Vital reviewed site visits and other news.

Public Comments:

Ms. Gilbert, parent of a Lum student, praised Lum principal Ms. Harris and her student’s teacher, Ms. Holt. Ms. Gilbert noted her student just arrived at Lum in January and within 6 weeks, Ms. Holt and Ms. Harris have brought the student up-to-date. Ms. Gilbert thanked the Board for providing such great staff.

Report of Student Board Members:

Student Board Member Dietz from ASTI reported that students visited Lincoln and will be visiting AAMS; applications for ASTI are due on 3/18; Girls, Inc. awards; 8th Grade Info Night last Thursday; juniors retesting.

Student Board Member Singh from Encinal noted the Honor Roll luncheon with over 500 students; spring sports update; Pennies for Patients; Seussical rehearsals; Winter Ball on Saturday; canvassing/phone banking for Measure A; KJETS radio stating on air in the upcoming weeks; Dr. Seuss Day – leadership students will be going to elementary school to read.

Calendar Review: President Mooney reviewed the calendar of events for Board Members.

Closed Session Action Report: No action was taken in Closed Session.

Adoption of the Consent Calendar:

MOTION: Member Sherratt

SECONDED: Member Spencer

That the Board of Education adopt the consent agenda with the corrected date in item E-1.

AYES: McMahan, Mooney, Sherratt, Spencer, Tam

NOES: None

MOTION CARRIED

Certificated Personnel Actions: The Board approved 1 hire (Mason); 2 retirements (Jackson, Marlan); 4 changes of status (Carbajal, Gabel, Morris, Nonan).

Approval of Bill Warrants and Payroll Registers: The Board approved bill warrants and payroll registers numbered 99386-99392, 99393-99464, 99465-99568, 99569-99570.

Approval and Acceptance of Donations

Resolution No. 11-0011 Approval of Budget Transfers, Increases, Decreases

Proclamation: California Conservation, Bird and Arbor Day – March 7, 2011

Proclamation: Nutrition Awareness Month – March 2011

Proclamation: Black American Day – March 5, 2011

Proclamation: Art Is Education Month – March 2011

Presentation of 100 Best Communities for Young People Plaque

Assistant Superintendent Sean McPhetridge introduced the item. The *100 Best Communities for Young People* recognizes and celebrates extraordinary community-wide efforts to improve the well-being of youth and end the nation’s dropout crisis. More than 350 communities registered for this year’s competition – including the City of Alameda – representing large cities and suburbs, counties and rural towns in all 50 states.

This year’s winners represent 37 states and 30 of them are first-time recipients of this honor, including Alameda. The 2010 winners were highlighted at a September 21st ceremony in front of the Washington Monument on the National Mall in Washington, D.C.

On Saturday, November 6th, the City of Alameda held a celebration event aboard the USS Hornet where County Supervisor Alice Lai-Bitker, Mayor Beverly Johnson, and former Board of Education Trustee Tracy Jensen – the co-chairs of the Alameda Collaborative for Children, Youth and their Families – accepted the award from America’s Promise Alliance honoring Alameda as one of the nation’s *100 Best Communities for Young People*.

At the November 23, 2010 Board of Education meeting, former Board Member Jensen shared the “push pin” award presented at the November 6th celebration event.

Jim Franz with the Alameda Collaborative for Children, Youth, and their Families shared the site plaques provided to each school and all partners in the Youth Collaborative. The signs are licensed for use for 5 years. Mr. Franz commented that it was an extraordinary experience working with so many supporters of youth and children in the community and thanked current Collaborative Co-Chair Tam for his support and Member Spencer for creating a Facebook page. Mr. Franz also thanked Wood Middle School Principal Jeff Knoth for his assistance in the time consuming application process.

Board Members commended everyone involved in the successful application process and thanked Mr. Franz for the school site plaques.

Highlighting Alameda Unified School District Schools: Encinal High School

Mr. McPhetridge introduced Co-Principals Jonathan Osler and Tracy Allegrotti and Dean of Students Kevin Gorham who introduced the item. Encinal High School is committed to student advancement and providing support for that advancement. To that end, we have consistently looked at ways to improve the academic experience for our students. For our freshman students we continue to create classes to best support their transition to high school. We do this by providing training and coaching to our teachers to use Inquiry by Design and the Strategic Instructional Model. Additionally, we have worked to create and design classes to better address the needs of our freshman.

We also believe that all students should have the opportunity for academic advancement, which we define as taking those courses that challenge students on to the next level. This could be a non-required higher-level science course or an AP class. Our open enrollment AP policy helps us meet this challenge. However, simply offering classes is not enough; we have developed AP support classes for our under-represented students in order to better prepare them for college.

Diana Kenney, Digital Citizenship teacher, outlined the course she offers in which students discuss digital life and how to safely navigate online and maintaining a digital presence.

Board Members thanked the EHS staff for all that they do for all of their students, noted the incredibly diverse opportunities available for students with many different interests, commended staff on their commitment to student support, and their time spent leading and managing the site.

Season for Nonviolence Daily Reading

Mr. McPhetridge introduced the item. A Season for Nonviolence is a national 64-day educational, media, and grassroots campaign dedicated to demonstrating that nonviolence is a powerful way to heal, transform, and empower our lives and our communities. Inspired by the memorial anniversaries of Mahatma Gandhi and Dr. Martin Luther King, Jr., this international event starts January 30th and ends April 4th and thus honors their vision for an empowered, nonviolent world.

Daily readings are just one of the highlighted activities practiced during the season. AUSD schools have been provided materials by which teachers and administrators integrate these daily readings to the school day. Today's reading is based on the principle of harmony:

Harmony: Today's principle from A Season for Nonviolence is HARMONY. Choosing not to engage in any form of gossip contributes to harmony. One way to practice harmony today would be not to find fault with anyone. Look for the good in yourself and others. If you must say something about another person, be sure it's kind and caring.

Review of Student Achievement Data: English Learners

Ms. McPhetridge introduced Suzanne Bryant, Teacher on Special Assignment, who reviewed the information.

English Learners (ELs) are initially identified when the required Home language Survey (HLS) is completed at the time each student registers in the Alameda Unified School District. When a student new to our district indicates on the HLS that a language other than English is spoken at home, we are required to assess the child's language proficiency. If the assessment results indicate that the student is an English Learner (EL), we must provide a program of English Language Development (ELD) until redesignation.

The instrument used to assess English language proficiency is the California English language Development Test (CELDT). For K-12 students, the CELDT is composed of the following language domain performance areas: listening, speaking, reading, and writing.

By law, the CELDT must be administered annually to an English Learner until that student is redesignated as Fluent English Proficient (FEP). All English Learners must also take the annual California Standards Tests (CSTs) and, beginning in Grade 10, the California High School Exit Exam (CAHSEE). Results of all these assessments of English Learners are reported annually by the state in the Title III Accountability Report.

Data included the current EL identification process, EL demographic information, the administration of the CELDT, redesignations to Fluent English Proficiency (FEP) status, the 2009/10 Title III Annual Measurable Achievement Objectives (AMAO) Report, progress of ELs toward State AYP targets, and our district goals for the continued success of AUSD ELs.

Board Members suggested using colors that were not as similar and white text on dark backgrounds to make the colored charts easier to read; how literate newcomers are to their native language and whether or not that impacts designation and testing; when 2011/12 goals will be set and how to align them to NCLB guidelines; providing the EL demographic data broken down by percentages of students per ethnic group to determine whether or not groups are performing significantly higher; and proficiency levels by EL groups.

Board Members thanked staff for the excellent report and taking the time to pull all of the data together.

Resolution No. 11-0012 Request to the Board of Supervisors of Alameda County to Issue Tax and Revenue Anticipation Notes (TRAN) in the Name of Alameda Unified School District for Fiscal Year 2011/12 in the Principal Amount Not to Exceed \$10,000,000 and Authorizing the Sale Thereof and Authorizing Preparation of an Official Statement in Connect Therewith

Robert Shemwell, Chief Business Officer, introduced the item.

As a routine matter of business, the Alameda Unified School District issues Tax and Revenue Anticipation Notes (TRAN) annually to address its cash flow needs. School districts are authorized by the California Government Code to borrow money by the issuance of temporary notes, the proceeds of which may be used and expended for any purpose for which the school district is authorized to spend moneys. Pursuant to the law, such notes may be issued in the name of the school district by the Board of Supervisors of the county, the County Superintendent of which has jurisdiction over the school district, as soon as possible following receipt of a resolution of the Governing Board of the school district requesting the borrowing.

The District has determined that it is desirable that the District borrow funds in an amount not to exceed \$10,000,000 with respect to fiscal year 2011/12 for authorized purposes of the District. The financial advisor to the District has been directed to prepare an official statement meeting the requirements of Securities and Exchange Commission Rule 15c2-12 under the Securities Exchange Act of 1934 and bond counsel to the District has been directed to prepare a notice of sale and a notice of intention relating to the offering and sale of the notes for the District.

Board Members discussed the cost of issuance (\$30K last year) and bringing back a direct resolution that corresponds with exact dollar amounts.

MOTION: Member Sherratt

SECONDED: Member Mooney

That the Board of Education approve Resolution No. 11-0012 as submitted.

AYES: McMahon, Mooney, Sherratt, Spencer, Tam

NOES: None

MOTION CARRIED

Equitable Distribution Update on Highly-Qualified Teachers

Tom Rust, Director of Human Resources, introduced the item. California's federally-approved and State Board of Education adopted a revised state plan for No Child Left Behind (NCLB) Highly-Qualified Teacher (HQT) which requires Local Educational Agencies (LEA) to develop and implement a detailed, coherent set of specific activities to ensure that poor and minority children are not taught by inexperienced, under qualified, or out-of-field teachers at higher rates than other children in the District.

In June 2007, CDE identified 247 California school districts to participate in the Compliance Monitoring, Intervention and Sanctions (CM(S)) program. These districts were selected from a wider pool of California school districts that fell short of compliance with full staffing of core academic subjects by NCLB highly-qualified teachers.

To meet federal and state requirements, each CMIS school district is required to collect data about the qualifications and experience of its teaching staff and calculate whether any inequities exist, specifically as it relates to the staffing of schools with high rate of poverty, a large minority student population, and schools that have consistently been unable to meet AYP.

Mr. Rust reviewed the summary of findings:

- 16 schools included in review
- 403 teachers included in review
- 5 are not NCLB highly qualified (1¼%)
- 23 teachers have less than 5 years of experience (about 5 ½%)

State of the District III: Focus on K-5 Achievement Data

Mr. McPhetridge introduced Terri Elkin, Teacher on Special Assignment, who reviewed the item. Reports on student achievement data in the District this year will be presented in six separate presentations throughout the year. We are continuing tonight with an overview of AUSD data focusing on elementary school data. It is our intention that, by presenting each level separately, the audience will have the opportunity to absorb the data fully and focus on student achievement in particular areas.

STAR is the system used in California to assess and report on the academic progress of students, schools and school districts across the state. The California Standards Test (CST) is the primary source of data used by the California Department of Education to determine the Academic Performance Index (API) and to determine Adequate Yearly Progress (AYP) under federal NCLB requirements at grades 2-9.

Ms. Elkin reviewed elementary school assessments measuring language arts and math literacy skills as well as providing intervention placement data; K-1 testing by school and ethnicity; Kindergarten early literacy survey results by significant subgroup; grades 2-5 benchmark assessments; CST ELA progress charts for grades 3-5; K-5 writing; CST math from 2007-2010 percent proficient, by school and significant subgroup; math benchmark tests; distribution summary sample; 5th grade science; physical fitness training; why math is a focus; and next steps.

Key points:

- Despite some discrepancies and fluctuations – especially at Title I schools – most kindergarten and first grade students are progressing towards reading competence by the end of 1st grade
- Disaggregation by significant subgroups reveal an achievement/service gap as early as kindergarten and first grade
- Given the extra year, more students master the ELS materials as they move on with 1st grade curriculum
- Despite a steady improvement for most subgroups, our African American and Hispanic/Latino students reflect an achievement/service gap
- While 17% of students decreased one (16%) or two (1%) levels between 2009 and 2010 on CST ELA, 27% increased one (24%) or two (3%) levels, reflecting a net gain in increase. Of the 1016 students who stayed at the same level, 78% were already at the Proficient or Advanced level
- 22% of African American students who took both tests decreased one or more levels, and 28% increased. Of the 97 students who stayed at the same level, 52% were already Proficient or Advanced

- Both 4th and 5th grade, which received the majority of support from the ACOE MDC SIMI2 grant and AUSD-funded math coaches supported by ACOE, had significant jumps on the CST testing in 2010; both grades increased by 6 points
- Half the elementary schools have maintained steady growth over the last four years and eight of the schools improved from the previous year; two Title I schools that had been on the decline did a significant turn around
- All subgroups showed an increase over last year; while AUSD has an achievement/service gap of approximately 30%, there is progress being made in all subgroups
- CST Math – while 15.6% decreased one or two levels, 20.5% increased one or two levels. 1167 students stayed at the same performance level, with 88% of those already Proficient or Advanced
- 18% of African American who took both tests decreased one or more levels, and 30.5% increased. Of the 100 students who stayed the same, 70% were already Proficient or Advanced.
- When science test scores have been on the rise, there is an achievement/service gap for several subgroups. Of note, the gap between African American and White students is 39%
- Physical fitness test scores have been decreasing for AUSD 5th graders over the last 23 years with the exception of aerobic performance. While AUSD scores are decreasing, 5th graders are still performing above the state averages
- Although the last four years AUSD 9-11 graders have repeated Algebra 1 at consistently lower levels than their peers across the state or country, the number of repeating students is still too high. AUSD focuses its efforts on math achievement in lower grades to ensure high school readiness later on

Next steps:

- AUSD has made steady progress in development and implementation of regular assessments to better inform instructional practice and improve student outcomes
- The creation of benchmarks is a teacher-informed and practitioner-based process that focuses our work and is ever-evolving to meet the needs of the instructional core and reflect the rigor of state standards
- AUSD will work to refine the benchmark process in order to ensure teaching and learning show progress through the elementary grades

Superintendent Vital noted we've learned a lot with the first benchmark that was difficult and heart-wrenching as not a lot of students are proficient. This is an inquiry year to really figure this out. There is a lot to learn for each individual school in terms of work they're doing. Superintendent Vital appreciated the work of our teachers and noted that Ruby Bridges alone went up 48 points just for its African American students.

Board Members discussed any standards changes; the ability of teachers to individually see scores for students in their classrooms; building capacity for grade-level collaboration time; and more information about physical fitness.

2011 California School Boards Association (CSBA) Delegate Assembly Election

President Mooney introduced the item. The California School Boards Association (CSBA) Delegate Assembly is a vital link to the Association's governance structure. The Delegate Assembly is made up of approximately 270+ delegates who are elected by local board members in 21 geographic regions throughout the state, and ensures that the Association reflects the interest of school districts and county offices of education throughout the state.

Subregion 7B (Alameda County) currently has 4 vacancies. Delegates selected will serve two-year terms from April 1, 2011 through March 31, 2013. The candidates running for delegate assembly are (* denotes incumbent):

Valerie Arkin (Pleasanton USD)

George Granger (Castro Valley USD)

David Haubert (Dublin USD)

Lily Mei (Fremont USD)

Diana Prola (San Leandro USD)*

Nancy Thomas (Newark USD)*

Board Members discussed the candidates.

MOTION: Member Spencer

That the Board of Education vote for Valeria Arkin (Pleasanton USD), David Haubert (Dublin USD), Lily Mei (Fremont USD), and Diana Prola (San Leandro USD) for CSBA Delegate Assembly.

SECONDED: Member McMahon

AYES: McMahon, Mooney, Sherratt, Spencer, Tam

NOES: None

MOTION CARRIED

Board Member Reports

Member Spencer noted she drove some Interact students to a Rotary training session in Boulder Creek this past weekend which included students from ASTI, EHS, and AHS. Member Spencer commended Rotary for sponsoring the students who attended the session free of charge. Member Spencer also noted she attended the Elks Breakfast, Multicultural Center film screening, the Youth Collaborative meeting, and participated in phone banking.

Member Tam also attended the Elks Breakfast, noted the Youth Collaborative is now in the process of putting together a grant to continue the work of the 100 Best Communities for Young People, and noted an Anti-Bullying Workshop scheduled for March 12th at Wood Middle School.

Member Sherratt added she attended the Elks Breakfast and participated in precinct walking last Sunday with 40 other community members, including students.

Member Mooney reminded everyone that Measure A will be on the March 8th ballot and urged Board members to sign up to accompany the Superintendent on school site visits.

Student Discipline

MOTION: Member McMahon

SECONDED: Member Tam

That student #70964 be expelled from the Alameda Unified School District for violation of code 489915(c)2.

ROLL CALL VOTE

AYES: McMahon, Mooney, Sherratt, Spencer, Tam

NOES: None

MOTION CARRIED

Adjournment

President Mooney adjourned the meeting at 8:45 PM.