

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 McMahon at 5:03 PM.

PRESENT: Jensen, McMahon, Mooney, Spencer, Tam

ABSENT: None.

PUBLIC COMMENT: None at this time.

ADJOURN TO CLOSED SESSION: By President McMahon at 5:03 PM to discuss

RECONVENE TO PUBLIC SESSION: by President McMahon at 6:31 PM.

CALL TO ORDER / PLEDGE OF ALLEGIANCE: Led by Alameda Science & Technology Institute students.

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

ADOPTION OF AGENDA/APPROVAL OF CONSENT CALENDAR

MOTION: Member Jensen

That the Board of Education adopt the agenda.

SECONDED: Member Mooney

AYES: Jensen, McMahon, Mooney, Spencer, Tam

NOES: None

MOTION CARRIED

CONSENT CALENDAR – The Board of Education approved the following consent items (such items are identified by a plus (+) mark in the body of these minutes):

+Certificated Personnel Actions: The Board of Education approved 20 appointments (Fetterly, Giles, Miller, Goldberg, Kernkamp, Limon, Chelshire, Smith, Taylor, Bliquez, Garcia, Hansen, Hayes, Holeva, Kligerman, Lee, Packer, Prichard, Singer, Thomas); 40 changes of status (Allen, Apigo, Bens, Boyes, Chan, Chung, Covey, Crawford, DiGiovanni, Donahoe, Dunn, Elkin, Fedor, Fleming, Garnica, Greathouse, Haapanen, Johnson, Kahn, Kameny, Kelley, Kernkamp, Koeberl, Lama, Lenhardt, Lewis, Matera, Mulholland, Parodi, Patil, Peters, Pola, Rivard, Shafer, Sigmon, Smith, Thomas, Varghese, Whitman, Wu); 13 leaves of absence (Bailey, Bliss, Braunohler, Chaney, Katz, Kruse, Mercer, Otieku, Piazza, Rivard, Sanders, Vester, Villalba).

+Classified Personnel Actions: The Board of Education approved 20 appointments (Driscoll, Acquistapae, Gee, Lyons, Maleno, Morgan, Ramirez, Riddle, Cobb, McDonald, Bruland, Ibarra, Macias, Neal-De-Stanton, Otiz, Rodriguez, Seyum, Van Dyne, Wilson, Young); 6 changes of status (Aguilar, Brown, Carrasco, Hill, Koneffklat, Tutwiler); 1 resignation (Knox); 2 terminations (Jones, Nicolas); 26 changes of status (Bonino, Brooks, Bruno, Coakley, Codd, Cohen, Cortez, Delendeck, Dow, Fierro,

Gonzalez, Hansen, Hipol, Honnibal, idle, Jones, Menendez, Miller, Mogg, Mohan, Padrones, Rauen, Sanchez, Santos, Stewart, Tongson).

+Approval of Bill Warrants and Payroll Registers: The Board of Education approved warrants numbered 878413-878422, 878434-878500, 878501, 878502-878546, 878547-878576.

+Approval of Lease Agreement with Girls Inc. of the Island City

+Approval of Contract with MGT of America, Inc.

+Resolution No. 09-0052 Local Agreement for Child Development Services July 1, 2009 through June 30, 2010 CCTR-9001

+California High School Exit Exam Waiver for Students with Special Needs

+Approval of Alameda Science & Technology Institute (ASTI) 2009/10 School Year Calendar

+Approval of Contract with Eagle Software for Aeries Student Information System

+Authorization to Allow “Piggyback” Contracts with Eagle Software for Aeries Student Information System

+Approval of Student Teaching Contracts

+Approval of the Job Description, Paraprofessional – Educational Interpreter for the Deaf

APPROVAL OF MINUTES: Minutes of the regular meeting of August 11, 2009 and the special meeting of August 12, 2009 were considered.

MOTION: Member Mooney

SECONDED: Member Tam

That the Board of Education approve the minutes of the regular meetings of August 11, 2009 and the special meeting of August 12, 2009 as submitted.

AYES: Jensen, McMahon, Mooney, Spencer, Tam

NOES: None

MOTION CARRIED

COMMUNICATIONS:

Written Correspondence: An e-mail dated August 24, 2009 from Patricia Linert regarding online registration for AUSD students.

Superintendent’s Report: Superintendent Kirsten Vital reminded everyone that the first day of school is Monday, August 31. There will be a presentation tonight about our back-to-school preparedness. Superintendent Vital introduced new staff hired over the summer – Allegrotti, Osler, Siltanen, Williams-Browning, Shelby, Elgar. Previously approved Fetterly, Freitas, and Guzman.

Superintendent Vital reviewed a follow-up item from the last Board meeting regarding the special education transportation contract with Petermann transportation. It is our understanding that there may be four students who will need to continue with a subcontractor, which may or may not be a taxi service in some instances. There are three students whose families we are still in negotiations with around transportation. Otherwise, all other students will be in busses.

Superintendent Vital reviewed the recent CST data, noting we are moving in the right direction. The Board will receive a full report on September 8 and September 22. Overall, we had 3% gains in math and English language arts, and saw 7% gains in 7th grade algebra and double digit gains in 8th grade algebra. We need to look closer at the data and look at all of our subgroups to be able to understand all student performance so as we plan, we thinking about individual student monitoring and support. We want to continue seeing double-digit gains.

Last week concluded the Administrator Passport Training (Boot Camp) week of learning. There were three days of operational learning and two days work with leadership teams from each school reviewing issues of equity and understanding data inquiry, diversity, subgroups and how they're doing in our district.

Superintendent Vital added the Adult School brochure is out, and the new district website will launch Thursday evening. It will have a new look and feel, more information, and be easier to navigate.

Superintendent Vital will be hosting a weekly Comcast show every Monday evening from 6:00 PM – 6:30 PM on Channel 28 or 29 that will be broadcast across the Bay Area. For the first couple shows, interviews with new employees will be featured, then the shows will focus on different aspects of the master plan, fiscal services, etc.

Oral Communications: None at this time.

Board Oral Communications: Member Spencer asked about item E-4, noting the annual rent is \$87K. Member Spencer asked Leland Noll, Director – Maintenance, Operations & Facilities, to clarify which sites were involved. Mr. Noll noted Bay Farm, Earhart, Edison, Otis, Lum, and Franklin. Member Spencer asked how the cost was calculated – are the district costs completely covered, do we break even, or are we making a profit at all? Mr. Noll noted that the cost basically covers utilities but he would confirm.

Member Spencer noted that with regards to item E-9, noting that although there are initial costs, in subsequent years we will be saving money. Jess Stephens, Director of Technology Services, noted that right now, we pay \$50K in support agreement costs per year and \$20K - \$30K per year for an outside consultant to help us do reports. After a couple years, we will not be paying for either of those and should net \$40K - \$50K in savings starting the second year.

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

Closed Session Action Report: There was no action taken in Closed Session.

Bay Area School of Enterprise (BASE) “Presentations of Greatness”

President McMahon introduced the item. The Bay School of Enterprise (BASE) conducted a five-week session Summer Leadership program for high school students. Approximately 40 students from Alameda and Oakland high schools participated. At the end of the program, each youth was required to make a “Presentation of Greatness” for the community. The presentations included two forms of artistic expression (visual art, music, poetry or play). Each had to demonstrate the student’s learning about his/her leadership strengths and weaknesses.

Patricia Murillo, Alternatives in Action Executive Director, will share a short video highlighting some of the individual presentations at the two community meetings held in early August.

Two BASE and one ACLC student introduced the DVD, highlighting the summer program and talked about how they got involved.

Member Tam thanked the students for presenting and commended their work. Member Jensen asked about the media program at BASE. Member Spencer asked if BASE students would be able to participate in the media classes moved to EHS. Ms. Murillo replied that the west end is losing the TV/video production section because teacher Casey Fenton is going to graduate school. Staff is trying to figure out

how to have BASE students enrolled in the classes at EHS, but it's not working out as far as scheduling is concerned and transportation issues. Member Spencer encouraged staff to continue working to try to come

to a solution so BASE and Island students can also have the opportunity to participate in these classes moved to EHS.

Caring Schools Community Support Guide, FAQ's, and Timeline for Evaluation of Curriculum

On May 26, 2009, the Board of Education approved the Caring Schools Curriculum lessons including Lesson 9. Lesson 9 specifically addresses issues of inclusiveness around lesbian, gay, bisexual, transgender and family diversity. This lesson is prevention-oriented, as it identifies name-calling and teasing as a precursor to bullying. This work is in accordance with legal mandates AB537 Student Safety & Violence Prevention Act of 2000; Board Policy 5145.3 Nondiscrimination/Harassment; Ed Code section 2000; and Penal Code Section 422.6(A). These laws and policies mandate that public schools prevent discrimination and harassment based on all legally-protected categories.

The Board of Education charged staff to develop an Instructional Support Guide for the Caring School Curriculum, including Lesson 9. Staff was to look at these lessons to ensure that all of the protected classes were included. Also included in the Support Guide is a synthesis of frequently asked questions (FAQ's) as shared by community, teachers, and parents.

Staff presented a report based on the committee's summer work including a preliminary analysis of Caring Schools Community curriculum.

Superintendent Vital framed the item, noting that when we last left, the Board directed her to create a support guide and evaluate the curriculum. Staff did this work over the summer. Margie Sherratt introduced the item.

The summer work included:

- An all-teacher Safe Schools Committee developed an Instructional Support Guide for the Caring Schools Community curriculum, including Lesson 9
- Sixteen K-12 teachers and 2 administrators worked 5 mornings to develop the Instructional Support Guide
- The committee divided into grade level groups to analyze each of the Caring Schools Community curriculum Lessons 1-9

For each Caring Schools Community lesson, the committee looked through the lens of:

- Awareness and support for protected classes
- Strategies for teachers to think about
- Classroom arrangement and management
- Additional teacher resources

The committee developed a format to assist in teaching each K-5 Caring Schools Community lesson, including Lesson 9

After synthesizing the input from involved community representations, principals and Board Members, the committee developed pertinent frequently asked questions and answers.

Community representatives, principals, and Board Members attended a presentation on the committee's work. This presentation included:

- A 4th grade lesson plan example for Lesson 9
- An opportunity for participants to provide input for FAQ's

On August 21, 2009, the committee trained as "Trainers of Teachers" for each of their own school sites on the use of the Instructional Support Guide. This included training on:

- Think Aloud Lesson Planning / Classroom meeting structure
- Role modeling of lessons
- Helpful hints to teachers

An initial analysis of the breadth and depth of the curriculum to address all of the protected classes revealed that:

- The curriculum is a good first step
- The curriculum is not explicit in addressing all of the protected classes. The Support Guide helps raise this awareness
- The Caring Schools Community curriculum is a frame for teaching values-based lessons. All lessons K-5 are the same at each grade level

In September, Teacher Trainers will train all K-5 teachers before implementing the Caring Schools Community lessons.

Moving forward, Ruben Zepeda – Interim Assistant Superintendent – will convene a committee comprised of community members, parents and AUSD staff to:

- Review the preliminary analysis of curriculum from community input, teachers and administrators
- Research a broader-based anti-bullying curriculum, more explicitly inclusive of all the protected classes
- Establish a curriculum that will provide clarity and guidelines to avoid venturing into health-related curricular issues
- Expand and build upon the anti-bullying work of the District in compliance with the California Safe Schools policy

Ms. Sherratt thanked the committee members who worked very hard on this project and really put their heart into this work to study and work through the curriculum to see if we could make this work to the benefit of the students in the district.

Superintendent Vital thanked Ms. Sherratt, noting she sees this as a "passing of the baton" onto Mr. Zepeda, our new Interim Assistant Superintendent, who will take the lead moving forward.

Mr. Zepeda noted that coming to Alameda is an honor, and one reason he wanted to come here was because Alameda is about community involvement and community schools. Mr. Zepeda added that we want safe schools for all of our kids, particularly those from protected class status, and we will work explicitly focused on that area.

The overall vision is to have 2 committees – one that will be a task advisory committee whose job will be to review and recommend a new curriculum. The second committee will be composed primarily of educators, in compliance with Board Policy 1220 and 6161.

The advisory committee will represent a diverse, cross-section of the Alameda community. No one particular group will be over-represented. There should be a seat at the table for everyone in one way or another so as we move forward, in the end, we will be able to say we included folks with diverse views, diverse communities, and an interest in ensuring our students go to school in safe, respectful learning environments. The goal is to compose the committee of those who have expressed concerns and have participated in the process in the past. Just because someone raised a concern doesn't mean that they're going to be moved out of the system. We really want to bring people into the process. However, the committee does need to be a workable size in order to really get the work done.

The second committee comprised primarily of educators – teachers doing the work who will have to teach the lessons – may have an option of including administrators with overall responsibilities, and a small representative number from the advisory committee so they can hear firsthand the information that the second committee is receiving and providing. The transparency and trust will be there.

In mid-September, we will pull together the educators for the materials review. Their job will be to take rubrics and values and look at some of the options for new curriculum. In late October, the advisory committee will reconvene to review and discuss options and proposals from the materials committee. In early November, the materials committee will meet for the final time and make a recommendation to the Superintendent. The goal is that by the November 24 Board of Education meeting, we will come to you with a recommendation based on the work that both committees have completed.

Peter Hagberg, Attorney, commended staff and the Board in opening up the process. Mr. Hagberg provided copies of documents raising concerns about definitions and vocabulary posted on the district website, and reviewed what he thought were correct definitions. The vocabulary should also define straight and heterosexual, as well as ex-gay. Mr. Hagberg also noted that contrary to the district's definition, no one is "assigned" a sex at birth.

Member Tam thanked Mr. Zepeda for taking on this challenge, noting that 18 years ago, the district conducted a diversity audit in regards to what the needs of the school community was, and published their findings. Member Tam suggested staff revisit the Team Diversity historical documents.

Member Mooney thanked staff for bringing this back timely. We want to make sure this happens quickly, but properly as this is important. Member Mooney noted he is fully support of the plan to move forward.

Member Spencer noted that Lesson 9 reduces bullying for LGBT students, but at this point we are proposing that this school year, the lesson be taught. Superintendent Vital clarified that staff plans to continue as planned with the curriculum approved by the Board. In addition, we will be bringing together two different committees to look at explicit anti-bullying curriculum that addresses all of the protected classes. Our goal is to select a curriculum appropriate for Alameda.

Member Spencer asked if Lesson 9 would be part of the new discussion, or would there be curriculum created for the other protected classes. Superintendent Vital clarified that we will be looking at a totally new curriculum that will address all protected classes explicitly. The new curriculum would no longer be by Caring Schools Community or Lesson 9, but instead, something else because Caring Schools Community does not explicitly support all of the classes in anti-bullying. Theoretically, Caring Schools Community addresses all protected classes, but does not do so explicitly.

Ms. Sherratt added that the Support Guide helps to show more awareness of all protected classes, but the curriculum is not explicit in this way. Superintendent Vital added that families can go to Ed Services to look at any of the curriculum for any subject, and the FAQ's will be posted on the website.

Member Spencer asked if the Support Guide included religion anywhere. Ms. Sherratt noted the Support Guide was revised by a few committee members who went through every single lesson and placed it where appropriate. Superintendent Vital added that teachers are still working on the Support Guide, and this is an informational item at this point. What you see is still being worked on but will be finalized by Friday.

Member Spencer asked when parents can expect these lessons to be taught. Superintendent Vital noted that with regards to the Kindergarten lesson, they cover "welcoming" in the first week. Other lessons depend on situations. Some are tied to HMR reading curriculum, but the way Caring Schools Community is best used is when an issue arises. The curriculum is used at that time to take advantage of the "teachable moment."

Member Spencer asked about the possibility of parents opting out. Danielle Houck, General Counsel, noted that she advised staff not to comment since we are in current litigation and commenting could compromise our position. Member Spencer noted opt-out is part of the FAQ's, so would seem fair to discuss since the FAQ's are going to be posted online. Ms. Houck added unless the majority of the Board chooses to receive legal advice in open session, she would not comment. Member Spencer noted parents have been submitting opt-out forms, and the answer they are receiving from the District is that they will not be honored. Is the district planning to give explicit notice when these lessons will occur?

Superintendent Vital added that as agreed upon in the spring, the district would notice all new curriculum being taught this year to families. That will happen through Ed Services and Principals as part of back-to-school night, conferences, or other opportunities. This is the regular way in which we let families know about new curriculum. However, because of the organic nature of this particular curriculum, there is no way to say on what specific day a particular lesson will be taught. Ms. Sherratt will be looking at suggested timelines to support teachers, but teachers will need to decide for themselves when it makes sense to use these teachable moments.

Member Spencer asked where this curriculum addresses, or attempts to reduce, bullying against students of traditional or conservative religious beliefs. Superintendent Vital responded that clearly this curriculum is not what Alameda wants. The Support Guide provides assistance to teachers, but does not explicitly address specific classes.

Member Spencer noted that online, she has seen statements that there are people who think our current bullying curriculum directly goes to reducing bullying against all of the other protected classes, but it's more important than ever that everyone understands the current adopted Caring Schools Community curriculum and Lesson 9 do not address the specific classes of disability, gender, nationality, religion, race, or ethnicity. This curriculum goes to specifically state only one protected class and has vocabulary for only that one protected class. Are there any definitions for any of the other protected classes? Superintendent Vital again specified that this curriculum does not explicitly address other protected classes. This is why the Support Guide intends to address all protected classes with specific supports for teachers. This curriculum was adopted years ago, and we are now moving forward to look at different curriculum so we can have something that does explicitly address all the protected classes.

Member Spencer noted Lesson 9 was adopted and only reduces bullying for a single protected class. We just want to clarify that we are proposing to do future work to develop curriculum to reduce bullying against the other protected classes, as well.

Member Tam noted that in the past, there were community meetings, shared materials, and staff in-service trainings with regards to different types of disabilities and teachers spoke with students about what it means to be disabled. There are different needs at different times. Member Tam added one of the main positive intentions of Caring Schools Community curriculum is focused on building community and being respectful to each other with regards to family and culture.

Superintendent Vital added our teachers are professionals who work with students every day. What we have attempted to do is to support teachers better with best practices and vocabulary and conversation to support them. They would not put a young person in a position where they would be uncomfortable.

Member Spencer asked what would happen if a student states that homosexuality is against their religion? Ms. Sherratt noted that the suggested response is in the FAQ's and the curriculum – everybody has his/her own beliefs and this is something you should discuss with your family. But no matter what we believe, we need to treat everyone with respect.

Member Spencer asked about additional costs. Superintendent Vital noted the increase is due to printing costs and updating of the Caring Schools Community classroom kits. Member Spencer noted that there were suggested changes to the vocabulary and asked if there was the possibility of revising the vocabulary prior to implementation. Superintendent Vital noted that the vocabulary was passed as part of the lesson and has previously been agreed upon. Staff is happy to look at feedback, but the lessons as adopted by the Board will not be changed.

Member Jensen noted that the revised draft does include reference to religion in several places, and very little discussion of LGBT or sexual orientation – mainly different types of families, culture, race, etc. Member Jensen thanked the teachers for their professional and for expressing a need for this curriculum by a wide margin when asked.

Dion Evans, parent, asked why the Board is forcing a curriculum this year when you've already stated many times that it doesn't meet the needs and is clearly not the curriculum the community wants. The litigation, recall, and opt-out conversation could be eliminated. Let Mr. Zepeda do his job. Mr. Evans also stated that people who are against Lesson 9 are not necessarily anti-LGBT, but are against the lesson being exclusive. If you're going to redo an entire new curriculum in a year, anyway, then why squander \$10K on a lesson you know is not good?

Member Spencer noted that it's important for students to see themselves and their families reflected in curriculum and materials and asked if families could bring books into the classrooms that perhaps tell the story of a Muslim, Jewish, or Conservative Christian child, etc. for those who don't think their life is reflected and Lesson 9 doesn't satisfy. What is the process? Superintendent Vital noted it is wonderful when families donate books to libraries and classroom, and they should work with Ed Services so we have a process that we can support. Ms. Sherratt added that the state website has the approved list of library books that could serve as a guideline.

Member Spencer asked if it would be possible to consider suspending Lesson 9 until we have developed and/or selected a new curriculum, as suggested by the previous public speaker. Superintendent Vital noted that Caring Schools Community is our safe schools curriculum. It is a good curriculum, it is just not explicit as it does not explicitly have a lesson on each individual protected class. It serves as a framework and support to teachers. This Board approved Lesson 9 and the continuation of Caring Schools Community. We are continuing with that decision and thus implementing it. At the same time, we will be looking for curriculum that's more explicit. We have heard from many different community members and this Board that it is important we continue to teach lessons and don't go without a good curriculum.

Member Spencer asked Ms. Houck how many related pending lawsuits does the district have at this time. Ms. Houck noted there is only one.

Member Spencer made a motion that the Board suspend the teaching of Lesson 9 and proceed with the formation of a committee that reflects the diversity of the community and charge them with the mission of creating/selecting an anti-bullying curriculum that goes to reducing bullying against all of our students (all 6 protected classes). President McMahon asked if there was a second to the motion.. Ms. Houck cautioned the Board that if they intend to take action, proper notice needs to be provided to the community and at this time, this is an informational item. The item would need to be placed on a future agenda for action in order to be compliant with the Brown Act. As such, Member Spencer withdrew her motion and asked to have the item brought back at the next meeting as an action item based upon the new information being provided by the district that we proceed with adopting an anti-bullying curriculum that goes to reducing bullying against all protected classes and also reconsidering the opt-out and/or giving specific notice if the district chooses to proceed with the curriculum prior to having input that reflects the diversity of our community. Superintendent Vital asked if the majority of the Board agreed to agendize this as an action item as proposed by Member Spencer. The majority of the Board did not agree, and the suggestion died on the floor.

Back-to-School Preparation Report – Staffing/Hiring Status, Modernization, Facilities, Technology, Enrollment, and Textbooks

As the new school year begins, there are many things that must take place to ready our campuses for students. Several different departments have been working diligently throughout the summer to make sure that everything is in place for our students and staff.

Superintendent Vital thanked staff in the district office, school sites, principals, teachers, facilities, etc. who are working really hard to get our schools prepared and ready to open on August 31.

Mr. Zepeda introduced the item.

Clean and Safe Schools

- 508 classrooms, multipurpose rooms, offices, gyms and media centers are cleaned and ready for use

Facility Renewal

- Asphalt slurry, roofing, and painting has been completed at:
 - Edison Elementary
 - Lum Elementary
 - Otis Elementary
 - Longfellow/NEA
 - Earhart Elementary

- Encinal High School

As of 4:00 PM today, staffing information is:

Certificated:

- Principal hiring complete
- Teacher hiring is nearly complete for all schools (total of 5 teachers needed district wide)

Classified:

- Hiring is nearly complete (11 positions to be filled)

Math

- Math leadership
 - K-12 math teacher leaders – best practices
- All day math
 - All AUSD teaching staff – changing practice
- Math expressions
 - K-5 math teachers – new math expressions curriculum

Enrollment

- Expected to hit our anticipated ADA of 9,640 students
- We are balancing over/under enrollment at some schools at some grade levels
- Updated procedures and policies

After-school grants

- 21st Century - \$310,000
- McKinney-Vento - \$75,000 + \$53,360 ARRA
- Even Start - \$120,750

Staffing Information

- One position to fill at the high school level
- One position to fill at the elementary level
- One adaptive PE position that serves K-12 schools

Student Placement

- Nearly all Special Education students placed
- Working with parents to finalize placement by start of school

Transportation

- Petermann Bus contract – 50% savings compared to 2008/09

New AUSD Website

- Live release this Friday
- New look, easy to navigate, better service to families and staff

New computer labs – technology and computer lab upgrades at various schools

- Lum
- Otis
- Adult School
- Alameda Family Literacy Program
- Encinal – in progress
- Alameda – in progress

Member Mooney asked about enrollment numbers. Jeff Knoth, Student Services Coordinator, noted we're running very tight in first grade across the island. There is some room in 3rd grade. There is a lot of action happening and lots of families still enrolling. As for the secondary level, there are a lot of people who haven't picked up their packets, yet. We will be checking numbers daily when school starts.

Mr. Zepeda reminded parents that it's important students be in school prior to Labor Day, and also the first week all elementary schools are on early release.

Member Jensen asked Mr. Noll if all changes regarding adding portables and changing configurations were completed. Mr. Noll replied he walked Otis today and teachers are unpacking. There are some rooms with low-voltage connections that are being worked on, and staff will be doing final cleanup on Friday and possibly Saturday. Member Spencer noted that the Edison configuration didn't seem to take place. Mr. Noll added staff worked with the site and they came up with an idea that was implemented whereby a wall was placed across one of the portables which created a full-size classroom and other services moved into a room adjacent to the administrative office. It worked well for the site and was easier for MOF staff, and saved some money.

Member Mooney noted he sincerely thanks all staff, noting it's not easy to get all these sites ready in every way in such a finite amount of time. Member Tam echoed Member Mooney's comments, noting that he had an opportunity to visit sites and was noted how hard everyone is working to get ready for the opening of schools.

Member Spencer noted there is an achievement gap in math and asked Mr. Zepeda for more clarification. Mr. Zepeda noted that there is still some data that hasn't been released, yet. Globally, we recognize the achievement gap between Whites/Asians and Latinos/African American students. We find there is a gap in achievement between various groups and our goal is to raise the floor for everybody and continue to raise the ceiling for gifted and advanced students as well so all our kids are challenged to reach their maximum potential. Superintendent Vital added that at the September 8 and 22nd Board of Education meetings, more in-depth data will be shared. Member Spencer added that bullying and harassment of these subgroups may very well be contributing to the gap. Mr. Zepeda added students cannot learn well unless they are in a safe learning environment. Mr. Zepeda also stressed that we do have students in these subgroups who, across the district, are also very high achievers. We don't want to give the impression that all students in these subgroups are basic or below.

Member Spencer asked about homeless students. Mr. Zepeda noted McKinney-Vento grant program works with homeless and transitional students and families, and this is one of the most sensitive areas. Staff is guided about how to provide confidential services and ensure that parents and children are respected and honored and not felt to be "less" than someone else just because they've fallen on tough economic times. Member Spencer asked that staff provide the percentage of students who fit into this category in the future updates. Perhaps site PTA's could help support their needs.

Approval of Board of Education Policy Handbook

The Alameda Unified School District operates under a set of policies, administrative regulations, and bylaws. AUSD has historically contracted with the California School Boards Association (CSBA) to host our policies online at www.gamutonline.net and to provide mandated and optional update information.

Through the years, AUSD's policies were not kept up-to-date. This past May, district staff worked with a representative from CSBA to thoroughly review every policy, administrative regulation, and bylaw in order to bring the district documents to legal compliance.

Any policy, administrative regulation, or bylaw that requires additional modifications or further discussion will be brought to the Board individually for discussion, revision, and approval at a future date.

Once approved, CSBA will be authorized to post all current AUSD policies on its website, which typically happens within a month's time. AUSD's own website will also provide a link so that parents, staff, and families can access current policies.

MOTION: Member Jensen

SECONDED: Member Mooney

That the Board of Education approve the Board of Education Policy Handbook as presented.

AYES: Jensen, McMahon, Mooney, Spencer, Tam

NOES: None

MOTION CARRIED

Master Plan Update and Directional Feedback

Because more than \$7M in cuts have been made to our schools over the past seven years and state funding has become less and less reliable (with the situation worsening this year in the face of the state budget crisis), the new School Board and Superintendent recognized the need to define the direction Alameda schools will take over the next several years.

As a result, at the March 24, 2009 Board of Education meeting, Superintendent Vital proposed a nine-month process to develop a Master Plan for the district beginning with identifying three scenarios to address the long-term fiscal sustainability of public education in Alameda:

Scenario One – Can AUSD live on state funding alone?

Community workshop held May 20th at Haight Elementary School

Scenario Two – What would a district of charter schools look like?

Community workshop held June 2nd at Edison Elementary School

Scenario Three – How do we define and provide for a quality education in light of the funding challenges we face?

Community workshop held August 18th at Wood Middle School

Superintendent Vital provided a Master Plan update, recapping feedback received at the August 18th community workshop, and summarized plans for continued community involvement.

Feedback from the August 18th Workshop

Community members ranked the priorities we presented that emerged from previous workshops:

1. Neighborhood schools
2. Enrichment and specialized programs
3. Small class sizes
4. Priority consideration for Alameda students' educational needs
5. Flexible spaces for differing educational activities

Neighborhood elementary schools are a high priority for Alameda

Community members and the Board asked AUSD staff to:

- Share results of the Facilities Master Plan upon completion to look at demographics and boundaries
- Be transparent about facilities use and projections
- Investigate elementary grade configurations such as K-6

So far there is a strong desire to examine options for secondary schools

Community members and the Board asked AUSD staff to:

- Investigate possible grade configurations and specialized programs for middle and high schools
- Investigate consolidation or restructuring schools
- Share the connection between Program Improvement under No Child Left Behind (NCLB) and charter options of district-led restructuring (Chipman and Wood)
- Examine best use of facilities

Ensure equity, access, and sustainability of enrichment and specialized programs

Community members and the Board want AUSD staff to:

- Look at opening a magnet program in the west end
- Assess the fiscal sustainability of a new program
- Be transparent about what programs are offered so that parents can make informed choices about all schools

Investigate changing class size as a way of increasing funding stability

Community members and the Board asked AUSD staff to:

- Look at increasing class size to 22:1 (*requires negotiation with the Alameda Education Association (AEA)*)
- Look at keeping 20:1 ratio for Title 1 schools

Alameda students have priority now; transfers only attend under-enrolled schools

Community members and the Board asked AUSD staff to:

- Look at filling all available seats using interdistrict transfers to increase enrollment at under-enrolled sites

Alameda wants to keep flexible spaces at school sites

Community members and the Board asked AUSD staff to:

- Be transparent about facilities use and projections
- Investigate collaboration with partners such as the City of Alameda to increase access to Technology, Libraries, and Recreation and Parks facilities
- Keep flexible space at schools (i.e., daycare, media centers, reading intervention, etc.)

Other approaches recommended to ensure quality education and fiscal sustainability in Alameda

- Restructure the District Office
 - Look at streamlining the District Office and investigate the use of technology to assist in this effort
- Look at fewer school days
 - Look at work furloughs and decreasing the school days in the academic year (*Requires negotiation with the Alameda Education Association (AEA)*)

Participants suggested increasing and diversifying fundraising efforts

- Look at federal funding streams such as “Race to the Top” and other dollars for Science and Technology Programs
- Look at charging fees for specialized programs and services when the AUSD facilities are used by groups

Participants suggested other ways to community and engage families and the community

- “Roadshow” presentation at each school
- “Good News” sharing
- Reach out to pre-K population
- Online surveys

Here is how you can participate:

- Become a Public Education Volunteer and help conduct the community Listening Campaign
- You can also give feedback on the district website and on the district’s Facebook page
- You can attend the Board Community Workshops and give additional feedback on the Master Plan

Possible Topics:

September 15th: magnet schools, district wide programs, school site programs, collaboration with community partners

September 29th: fiscal update on program costs, Chipman Middle School charter conversion, program improvement

October 6th: district office accountability system, technology use, furloughs, decreasing school days

October 20th: Public Education Volunteers report on community feedback, Facilities Master Plan update, interdistrict transfers, grade configurations, secondary restructure

November 3rd: final Public Education Volunteers report, parcel tax, maximizing fundraising efforts

The Board provided Superintendent Vital with further direction in the Master Plan process and provided explicit and specific strategies to consider:

- Keep neighborhood schools at the elementary level; balance this against what the potential tradeoffs would be to funding low enrollment schools – what is the cost/benefit of this?
- Examine consolidating or restructuring the secondary schools in order to best serve students through both a cost benefit and educational lens – how will this close the achievement gap and accelerate achievement?
- Conceptually, magnet programs are great; but what are the potential financial and staff sustainability issues?
- Can our district re-attract families who have never enrolled or left for private or charter schools?
- What is the educational tradeoff and impact on students’ academic environment when class sizes are increased? Need research on this issue
- Consider furlough days and shortening the school year – examine the educational impact

- How do out-of-district students have an impact on Alameda students' educational performance?
- Keep flexible spaces at school sites (this is primarily an elementary issue)
- How do we restructure the district office so we get the most for our money and examine what positions are really needed and how these positions are addressing the needs of the school sites
- Community and parent fundraising ideas may include creating special interest foundations to raise funds for athletics, arts, and/or music, etc.
- Consider strategic partnership with the city regarding high school sports with Parks & Rec Department and adult education classes

This item will be an action item at the next Board of Education meeting.

Board Member Reports

Member Mooney noted the administrator passport training that took place was amazing. The Superintendent and Assistant Superintendent need to be leaders, but really, the leaders need to be the principals all across the island. The district's job is to support them and what they need. It was made very clear to site administrators that the Superintendent expects them to know what's going on but also to be fully engaged in the Master Plan process. After visiting some sites with the Superintendent, Member Mooney noted he has a broader and deeper appreciation for what is happening with the serious, deep work we have to do.

Member Tam commended Superintendent Vital with regards to having BayCES do a seminar with administrators regarding equity. This is going to be a continuing conversation, and the amount that has been covered thus far is impressive.

Member Spencer noted she was on a family vacation last week and so was unable to attend the August 18th workshop. She did attend an event at the US Department of Education while in Washington, D.C., and added it was very interesting to observe the many charter elementary school students who attended, including a Mandarin/Chinese language school. The event celebrated improvements in reading, and it highlighted what Washington, D.C. is doing to serve their students from lower academic-achieving subgroups.

President McMahon acknowledged the district classified staff that held down the fort while their site leadership teams met at the district office for their passport trainings.

Adjournment

President McMahon adjourned the meeting at 10:18 PM.