

**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 5:04 PM to discuss

**RECONVENE TO PUBLIC SESSION:** by President McMahon at 6:37 PM.

**CALL TO ORDER / PLEDGE OF ALLEGIANCE:** Led by Washington Elementary School students and Principal.

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

**ADOPTION OF AGENDA/APPROVAL OF CONSENT CALENDAR**

**MOTION: Member Jensen**

**SECONDED: Member Mooney**

That the Board of Education adopt the agenda with the following changes: pull item E-3 and move to F-5, and move E-6 to F-7.

**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 7 appointments (Williams, Ramirez, Reid, Ryan, Sousa, Tivol, Whetter); 2 leaves of absence (Gilchrist, Lee); 3 resignations (Allen, Madrid, Notch).

**+Classified Personnel Actions:** 10 appointments (Archibeque, Freeman, Lao, Dunlap, Lan, Lopez-Ayllon, Auma, Dalton, Galvan, Villamar); 3 resignations (Anderson-Barrett, Daniels, Ramirez).

**+Approval of Bill Warrants and Payroll Registers:** The Board approved warrants numbered 878577-878577, 878753-878825, 878826-878884, 878885-878886, 878352, 877457, 877169, 877479, 877538, 877537, 877963.

**+Resolution No. 09-0053 Budget Transfer of Funds**

**+Approval of First Amended and Restated Joint Exercise of Powers Agreement and Bylaws of the Alameda County Schools Insurance Group (ACSIG)**

**APPROVAL OF MINUTES:** Minutes of the regular meeting of August 25, 2009 and the special meetings of August 10 and August 18, 2009 were considered.

**MOTION: Member Mooney**

**SECONDED: Member Jensen**

That the Board of Education approve the minutes as submitted.

**AYES:** Jensen, McMahon, Mooney, Spencer, Tam

**NOES:** None

**MOTION CARRIED**

**COMMUNICATIONS:**

**Written Correspondence:** An e-mail dated Monday, September 7 from Jillian Saxty regarding the AUSD Integrated Pest Management policy.

**Superintendent's Report:** Superintendent Kirsten Vital reviewed questions from the last Board meeting and noted a settlement agreement with the Beery case to establish a Parcel Tax Committee. By next Monday, a one-page application will be available on web and in the Superintendent's Office. There was a unanimous vote of this Board to move with this settlement agreement.

We are still looking for Public Education Volunteers. Please sign-up at a school site or on the web. PEV's will be helping with the listening campaign for the Master Plan process.

For district news, sign up for the RSS feed on the website and add your e-mail address to receive ongoing updates.

**Oral Communications:** *Henry Villareal, Co-Chair of CARE*, addressed the Board regarding Caring Schools Community Lesson 9 expressing gratitude to the Board for supporting the lesson and showing compassion, insight, and courage in helping to ensure all Alameda children are provided with a safer learning environment. Mr. Villareal thanked President McMahon for demonstrating patience and fortitude throughout the entire process and Superintendent Vital for her leadership and vision as she takes steps to heal the community and expand the district's social/emotional curriculum.

Mr. Villareal noted it was never the intention to purposely leave others out, and there is strong inclusion language in the broader curriculum that allows other protected classes to have an identity. While CARE is saddened that Lesson 9 has become a competition among various entities, we are grateful that the District – under Ruben Zepeda – will involve diverse groups that reflect and respect diversity.

**Board Oral Communications:** Member Spencer noted after reading item E-6, she would like to see a table that analyzes the different facilities leases and what is charged and how the charges are determined as it seems inconsistent.

Member Jensen requested considering item E-3 as F-1.

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

**Closed Session Action Report:** The Board took action in Closed Session to approve the resolution in the matter of Beery vs. AUSD, case #RG08405984. The motion was made by Member Mooney, seconded by Member Tam, and unanimously approved.

## **Hispanic Heritage Month**

Member Spencer pulled this item, noting that we've had large community discussions lately about treating all protected classes similarly. How do we decide on which proclamations are brought forward? Is this something the Diversity Committee that Interim Assistant Superintendent Ruben Zepeda is putting together should provide direction on? Member Jensen replied that it is probably good for Board Members to have a list of what proclamations are approved throughout the year. The proclamations are obtained from various sites and organizations and do cover many diverse groups.

Superintendent Vital noted this is a practice that she inherited and asked if the Board wanted to bring back an agenda item or have staff see if our proclamations align with all protected classes.

Member Mooney suggested reviewing the list of proclamations and forwarding any concerns to the Superintendent. President McMahon volunteered to create the list from the larger agenda log for the year and will publish on his personal website so members of the public can see it and provide feedback if desired.

### **MOTION: Member Mooney**

### **SECONDED: Member Spencer**

That the Board of Education approve the Proclamation for Hispanic Heritage Month as submitted.

**AYES:** Jensen, McMahon, Mooney, Spencer, Tam

**NOES:** None

### **MOTION CARRIED**

## **Standardized Testing and Reporting (STAR) Report**

Ruben Zepeda, Interim Assistant Superintendent of Education Services, introduced the item.

(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. At grades 10-11, the California High School Exit Exam and the CST results are both used.

In spring 2009, AUSD students took the following CST tests:

- English Language Arts: Grades 2-11
- Writing: Grades 4 and 7
- Grade level math: Grades 2-7
- End-of-course math: Grades 7-11 (Beginning with Algebra)
- Grade level social studies: Grade 8 and Grade 11 (US History)
- Grade level science: Grades 5, 8, and 10 (Life Science)
- End-of-course science and social studies: Grades 9-11

Additionally, some students took the following tests that are part of the CST:

- Optional Early Assessment Program (EAP) for CA State University
- CAPA for some special education students, depending on their level
- California Modified Assessment (CMA) for some Special Ed students in Grades 3-8
- Standards Test in Spanish (STS) for newly arrived Spanish speakers

2009 CST results statewide were up slightly but showed an enduring achievement gap: AUSD mirrored the STATE trends. English Language Arts results overall in the District were slightly up 3% in ELA and mathematics by achievement but achievement gaps persist.

Algebra I data will be shared to illustrate growth and continued challenges:

- There continues to be an increase of 7<sup>th</sup> grade students who took Algebra 1 in 2008/09, 40.5%, compared to 40% in 2007/08 and 31% in 2006/07.
- There is both a performance gap and an opportunity gap when it comes to Algebra 1 and other higher-level math based on ethnicity.
- African American, Filipino, and Latino students are under-represented in grade 7 Algebra 1 classes.
- Although African American and Latino students wait a year longer to take Algebra 1, they perform less well than other ethnic groups who take Algebra 1 for the first time in grade 8.

Member Spencer asked if in a later report the Board can see what this looks like in terms of subgroups. When they're leaving our doors, where do they stand in terms of their proficiency?

Member Spencer also noted some sites have higher success rates than others. What are they doing? Can their successes be shared? Mr. Zepeda noted the Principals are doing a lot of work looking at data and how their students are doing.

With regards to the Master Plan, Member Spencer noted it was agreed to keep all of our small schools at the elementary level. Has there been an analysis of smaller vs. larger school populations? Is there proof that smaller schools are better able to academically serve their students? Member Spencer noted in her own experience, she found that the larger sites were able to provide more assistance to fit the personal needs of their student populations and can break down into smaller groups to teach at different levels if necessary.

President McMahon added that from prior years, approximately 80% of students pass the CAHSEE on the first try, so that would seem to indicate that most groups are doing fairly well. What are the consequences for students for CST testing? If there are no consequences, perhaps some students are making a choice to not take the test seriously. Mr. Zepeda noted the assessments systems used across the US are somewhat flawed in a variety of manners. It is true that there are no consequences to students as far as their performance on the CST or STAR. Motivation is a huge issue and some of that is in how our teachers and administrators and public ask students to respond. These aren't necessarily the types of tests that professional educators prefer. Some prefer constructed responses where students show thinking. There are, however, consequences for the students when used to consider placement in classes. It's a flawed system, but it is the system we have to work with.

Mr. Zepeda reviewed professional development:

- Professional development for teachers will concentrate on improving student results in English Language Arts and mathematics.
- Teachers on Assignment will provide coaching opportunities for math teachers.

STAR Accountability Results 2009:

- California Department of Education will release Academic Performance Index (API) results and Adequate Yearly Progress (AYP) on September 15, 2009.
- A full report will be made to the Board of Education at the next meeting on September 22, 2009.

President McMahon noted the community needs to understand the process by which their children have the opportunity to take Algebra in 7<sup>th</sup> grade. How are students selected? What is the criteria used to

determine whether or not students are ready?

**First Week of School Enrollment Status Report**

Jeff Knoth, Student Services Coordinator, reviewed the item.

	07-08	08-09	09-10
Projected	9621	9657	9316
Day 5	9507 (-114)	9561 (-96)	9441 (125)
Day 10	9596 (-25)	9592 (-65)	
Day 20	9641 (20)	9591 (-66)	

**Average Class Size:**

	K	1st	2nd	3rd	4th	5th
Average Class Size	19.7	20.1	19.2	18.8	33.1	27.0

Initial numbers show a decline of 120 students compared to last year.

**Enrollment Policy – Transfers:**

- Parents are notified in writing at registration
- Ask for voluntary transfers
- Involuntary transfers redirected to other schools, based on enrollment date:
  - Students on interdistrict permits first
  - Students residing in attendance area last

Superintendent Vital added we are trying to make decisions quickly, but also be fiscally responsible and do what’s educationally correct. We looked at numbers today and places where it might make sense to do combo classes or for brand new enrollments to be at another site. Where we needed to add right away, we did. But there are more decisions to be made about Kindergarten by the end of the week around where we could add a class and have all families go to a particular school.

President McMahon noted the projected number for use for enrollment isn’t necessary used for budget purposes. One thing that happens is that a school district gets funded either based on current year ADA if enrollment is increasing, or prior year’s ADA if decreasing. However, if we look at the budget assumptions built last year, because of the anticipate NEA reduction – approximately 250 students – that had to be taken out of our previous year ADA in order to come up with our base number. Member McMahon added that he is hoping the unaudited actuals provide some clarity.

## **Report of the State Budget's Impact on AUSD (45-Day Review)**

Judy Parker, Interim Chief Financial Officer, reviewed the item. On July 28, 2009, the Governor signed amendments to the State Budget. This year, EC 42127(i)(4) requiring a 45-day revision is not applicable to districts like AUSD that have elected a single-budget adoption. The language refers to the Governor signing the annual Budget Act, which was signed in February 2009; the language does not specify amendments to the State Budget.

In a year that has been anything but ordinary, we are providing a 45-day update as it is still a best practice and opportunity to communicate the impact of the amended State Budget.

The amendments to the State Budget include:

- Districts will use a deficit of 7.844% in Revenue Limit calculations at 2008/09 year-end closing
- Districts will use a deficit of 18.355% in Revenue Limit calculations for 2009/10 fiscal year. In addition, a one-time reduction of \$252.83 per ADA will be taken
- ABX42 extends the suspension of the Instructional Materials requirement from 2009/10 until 2013/14 and postpones the State Board of Education's adoption cycle for an equivalent timeframe
- There are changes to the apportionment schedule

The new budget lowered AUSD revenues by an additional \$2M for 2009/10.

Member Mooney noted based on the state economy and revenues, it doesn't seem like there's going to be an increase anytime soon. Given that, when we come to early January with the Governor's budget and next May's budget revise, our numbers are going to be even worse.

Member Jensen added we are receiving \$700 less per ADA than we received last year. Basically, no matter what we do, we're being cut every year by close to 8-9% per year.

President McMahon asked about our current cash flow position in terms of number of months. Ms. Parker replied we are good for the next 2.5 months. Superintendent Vital stated we are thinking about potentially doing a trans approved by the Board, which would serve as a "bridge loan". We would not necessarily act on it, but it would be good to have a plan B. Fil Guzman will be pursuing. Superintendent Vital noted that we are in better shape in large part due to our parcel taxes.

## **Master Plan Update Based on Directional Feedback from the Board of Education**

Superintendent Vital introduced the item.

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.

At the August 25, 2009 Board of Education meeting, Superintendent Vital provided a Master Plan update, recapped feedback received at the August 18th community workshop, and summarized plans for continued community involvement.

Superintendent Vital provided a summary of the Board's direction on the Master Plan from the August 25th meeting, probable community workshop topics, and final thoughts moving forward.

Superintendent Vital stated she wants to make sure that she documents the strategies the Board wants her to pursue in the Master Plan process, and asked the Board to vote that these are the appropriate strategies.

- Maintain neighborhood elementary schools
- Preserve flexible spaces at school sites, particularly for elementary schools
- Produce a cost-benefit analysis (fiscal impact) and closely examine the educational value of restructuring secondary schools, including charters
- Analyze the sustainability of possible magnet programs
- Examine whether and how AUSD can attract both families who have never enrolled in AUSD and those who have left for private and charter schools
- Determine the impact of increasing class sizes on education, financial and working conditions
- Examine possible scenarios for restructuring the district office to make it more efficient and accountable
- Determine the impact of out-of-district students
- Consider development of community and parent special interest foundations to support AUSD programs (like sports, arts and music)
- Investigate city partnerships with organizations like the Recreation & Parks Department to support AUSD programs (like sports)
- Pursue a parcel tax

*Roxanne Clement, Teacher*, asked that in preserving flexible space, we also identify spaces to make sure we provide equity of programs across the district regardless of the size of schools. Pay attention to individual aspects of neighborhood schools. This impact will be huge if the community doesn't understand what we're giving away and/or losing in those discussions.

Member Mooney stated he agrees with all of the strategies discussed over the past 2 meetings. Member Mooney clarified that examining possible scenarios for the district office should include district functions. Member Mooney also asked about the suggestion of going out to some sites with a "Roadshow" about the Master Plan. It would also be good to have Principals report back – maybe one from each level – on what they're hearing from their communities.

Member Tam agreed. We need to completely analyze what the site needs in terms of support and also what administrators can handle as far as mandates. The District Office has been cut so deep already; in order to be efficient over time, an analysis needs to be made on how we serve sites. Does the district have the capacity? Superintendent Vital noted over the past 7 years, with the best of intentions, positions have been cut but we have not stepped back and asked what it takes to run departments. We need clear core business practices and a strategy to deliver services.

Member Spencer noted there is talk of restructuring secondary schools, but it seems the sentiment is to leave elementary schools alone. We need to educate ourselves and the community and perform a cost benefit analysis on our current structure to determine the best way to serve our elementary school students. Would a different formation meet their needs better? What do each of our elementary, middle, and high schools offer and how similar is the education provided? A few years ago, we had a report on electives being offered and how different they are at different sites. Member Spencer noted she appreciates that a magnet program is being considered. What does that do to equity? If a charter is a good idea for Chipman, why wouldn't Lincoln or Wood follow suit? We need to think outside the box and be creative in this process.

Member Jensen agreed and noted her support for the strategies, as many already look outside the box in various ways. The Board agreed, based on input, that neighborhood schools meant elementary. The Board

agreed with the community that this was a priority.

Superintendent Vital asked if the majority of the Board wanted elementary restructuring to be revisited as a strategy. Member Jensen noted that secondary restructuring and the support strategies are dependent on the development and approval of a facilities master plan that includes a demographic analysis and enrollment zone changes and grade configuration changes. It will be hard to consider options without this information.

Member Jensen asked if in reviewing secondary restructuring, there may be the possibility of impacting the elementary schools, such as moving 6<sup>th</sup> grade back to the elementary level or suggesting K-8 configurations. Superintendent clarified that Member Jensen is asking to maintain elementary schools as is unless part of secondary reconfiguration.

Member Spencer added that for her, there is a big difference in what's offered across the elementary schools. It's important to analyze them. We have some as small as 200 students all the way up to 600 students. They have different PTA abilities, parental support levels, programs, etc. This needs to be discussed. Also, how many interdistricts are there at each elementary site? This is all information we need to share with the community.

*Patricia Sanders, AEA President*, expressed concern that the Board is narrowing strategies before all the voices are heard. Teachers have an important voice in this, especially since they are the ones who will be delivering the instruction. As people become educated in this process, ideas will surface. Please be open-minded as voices come forward. Ms. Sanders added she will be analyzing data provided by 500 teachers that they would like to be considered as part of this process.

President McMahon added that there are only 3 months left in this process and we have to narrow our scope of work at this point. This doesn't preclude input, but we have spent 6 months attempting to educate and inform ourselves around this process. If we continue to redefine and change what we're looking at, we're never going to get to the point where we're forced to make a decision.

President McMahon added the numbers are clear – we are failing more kinds in greater numbers across the board at the secondary level, not elementary. We don't have the resources or the time to fix absolutely everything at this point. Secondary is the right place to focus. President McMahon asked staff, as educational professional, to provide clarity around values and principles around the educational impact so the Board has an understanding of what the educational impact is and means. This will come into play as the Board considers budget reductions.

Member Mooney asked if the AEA President and Superintendent have had conversations about what the teacher feedback is, and if AEA could provide a presentation on the findings. Ms. Sanders noted she is starting to put data together, and some will require a little bit more work to disaggregate. Information will be shared when ready. Member Jensen added even if the data analysis isn't complete, it would be good to see what questions were asked.

Superintendent Vital reiterated the direction she heard was if it makes sense to look at elementary around K-8, K-5 tied to secondary restructuring, then we will. Otherwise, maintain neighborhood elementary schools.

Member Jensen noted she is not recommending an extensive review of elementary.

**MOTION: Member Mooney**

**SECONDED: Member Spencer**

That the Board of Education affirm the Master Plan strategies as discussed and agreed upon.

**AYES:** Jensen, McMahon, Mooney, Tam

**NOES:** Spencer

**MOTION CARRIED**

Member Mooney noted although we are not quite in the home stretch, this is serious and some decisions start getting made as we get closer. Member Mooney urged the public to get involved and communicate with the Board.

**Board Member Reports**

Member Jensen, who co-chairs the ACCYF, talked about a child and youth survey done by the city with redevelopment services that was presented to the Collaborative. It provides an analysis of all services available to youth and children in Alameda. Member Jensen also mentioned the Hospital Strategic Planning Committee and its effective use of its parcel tax and outreach to community, and noted there may be opportunities for partnerships between the hospital and the district. Also, those interested in discussing possible AC Transit cuts to West End Alameda service should attend the AC Transit meeting on 9/12 at 703 Atlantic from 2:00 – 4:00 PM. On 9/19, Bike Alameda will have a critical mass bike ride beginning at 10:00 AM beginning at McDonald's at the Alameda Towne Centre. Thanks to AEF and Bike Alameda for sponsoring 4 schools' bike safety class for 1-5 graders.

Member Tam added the Alameda Multi-Cultural Center will be hosting a community film screening in honor of Hispanic Heritage Month, and that Ruben Zepeda will facilitate the discussion afterwards. Member Tam also attended the AFS Board meeting and noted the number of clients served in 2008/09 was a total of 3,211 individuals.

Member Mooney noted in the last 2 weeks there have been many meetings and visits to sites. Member Mooney thanked staff for supporting students, as well as all volunteers and community members who understand that school doesn't just start at 8:00 Am on August 31. There is a tremendous amount of hard work that goes into preparing for the opening of schools. Thanks to all for getting us up and running.

Member Spencer volunteered at AHS to help with registration, attended the "Welcome Back" at Kofman, and the Earhart first day "Parent Welcome" event as well as events at Lincoln and BayFarm. Member Spencer added today she watched President Obama's address with Earhart students and encouraged everyone who missed it to watch it online. The President spoke to students, encouraging them to step up and take responsibility for their education.

President McMahon added last Tuesday, he spoke on behalf of the request for the Boys & Girls Club and the apportionment of \$2M of ww bond money from the City to be used in the beginning of construction on their new site as leased by the district. Also, the EBROP had its first meeting at their new office located at on the Woodstock Education Center campus, building 23.

**Adjournment**

President McMahon adjourned the meeting at 9:31 PM.