



## 2017–2018 Annual Report

### Superintendent's Introduction

Our 2017-18 school year began with the “The Great American Eclipse,” the first eclipse that had been visible across the entire United States since 1918.

Here in Alameda, the eclipse began during the first period of our first day, and across our school sites, teachers and

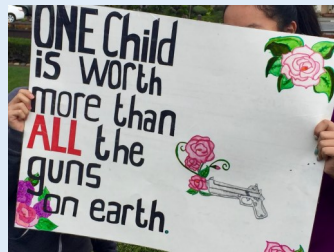


students tracked this astronomical wonder through special glasses, on websites, and in classroom activities. It was not a routine First Day of School, but I was (as I am so often) amazed and inspired by

the flexibility and “teachable moment” attitude of our educators and boundless curiosity of our students.

Every school year has its own rhythms, of course — from the first day of school with the eager (sometimes anxious) excitement of kindergarteners to the last day of school with the ecstatic (often bittersweet) excitement of graduates. Every school year also has its themes. And when I look back at 2017-18, I see two themes: 1) student and employee voice; and 2) a desire to challenge and disrupt what has come to seem routine.

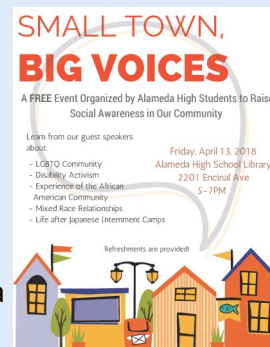
Our students’ voices sprang up in response to the tragic shootings at Stoneman Douglas



High School in February. One week after the shooting, students from Alameda and Encinal High

Schools marched to City Hall to speak out against gun violence. Three weeks later, students from all of our middle and high schools walked out of classes to hold vigils, march through the streets, and attend a centralized demonstration with speakers, voter registration, and information on gun violence prevention. Again, it was not routine, and again I was inspired and moved by our teachers’ and administrators’ abilities to make room for this historic event in our classrooms and campuses.

Students continued to raise their clear and impassioned voices throughout the school year, with forums on the role of race and gender in education and politics, as well as a courageous and insightful campaign to



**Superintendent's Introduction, cont'd.**

tackle the inherent gender bias in AUSD's dress code. Students are on the leading edge of a national push to change the status quo. This is incredibly exciting to watch, and as a district we are making way for them in every way we can.

Our employees, too, are asking for change. The Board of Education made it clear last year that one of its priorities is to increase employee salaries. And during a comprehensive review of AUSD's budget last spring, employees made suggestions over and over of ways the district could shift its priorities so as to be able to improve its compensation packages. At the end of the process, the Board approved \$3.5 million in budget cuts so that employees could be offered a 4.5% raise. So far, two bargaining groups have accepted the offer. We hope that the Alameda Education Association and AUSD will be able to negotiate and agree upon a compensation agreement and contract revision sometime this fall.

But the data and the ideas that are being surfaced may help us find a scenario that achieves both of those objectives.

What we also know is that the committee process itself is amplifying student and employee voices as we all partner to find the best and most equitable way to educate our students and take care of our employees. That takes flexibility, openness, and resilience, of course – characteristics I continue to cherish and admire in AUSD. I look forward to the ongoing discussion, knowing as I do how AUSD values democratic processes and social justice. These two values can and must guide us going forward, especially as we prepare for strategic planning in 2019.

As we look back on the year, we have much to celebrate. And as we look forward, we will continue to work toward listening to students, families, and staff as we aim toward continuous improvement.

Some employees have also asked that the district consider another astronomical shift – a possible consolidation of Alameda High School and Encinal High School. In May, the Board asked staff to convene a committee that would meet to explore whether a potential consolidation could achieve two objectives: 1) provide more educational opportunities to more of our secondary students; and 2) result in cost savings that would enable the district to improve employee salaries, which will help us attract and retain high-quality staff. The committee meetings to analyze the viability of that recurring idea are happening this year, and at this stage we really don't know whether this will ultimately be the best path forward.

What we also know is that the committee process itself is amplifying student and employee voices as we all partner to find the best and most equitable way to educate our students and take care of our employees. That takes flexibility, openness, and resilience, of course – characteristics I continue to cherish and admire in AUSU. I look forward to the ongoing discussion, knowing as I do how AUSU values democratic processes and social justice. These two values can and must guide us going forward, especially as we prepare for strategic planning in 2019.

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Sean McPhetridge, Ed.D.  
Superintendent of Schools



# About Our School District

## Our Schools

### Preschool

Woodstock Child Development Center

### Transitional Kindergarten Sites

Earhart Elementary School  
Henry Haight Elementary School  
Paden Elementary School  
Ruby Bridges Elementary School

### Elementary Schools

Earhart Elementary School  
Edison Elementary School  
Franklin Elementary School  
Henry Haight Elementary School  
Maya Lin School  
Otis Elementary School  
Paden Elementary School  
Ruby Bridges Elementary School

### Middle Schools

Encinal Junior Jets  
Lincoln Middle School  
Wood Middle School

### K-8 School

Bay Farm School

### High Schools

Alameda High School  
ASTI (Early College High School)  
Encinal Junior & Senior High School  
Island High School (Continuation)

### Specialized Programs

Maya Lin School  
Alameda Science and Technology Institute  
Junior Jets

### Innovative Programs

Bay Farm School  
21st Century Learning  
Earhart Elementary School  
*Math, Science, Technology, Music*  
Franklin Elementary School  
*Integrated Learning*  
Haight Elementary School  
*Global Learning & STEM*  
Paden Elementary School  
*Learn & Play by the Bay*  
Ruby Bridges Elementary School  
*Science, Technology, Engineering, Arts, Math*

### Adult School

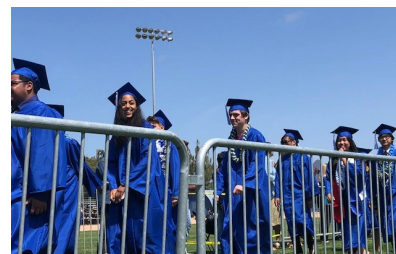
Alameda Adult School

## Our Students

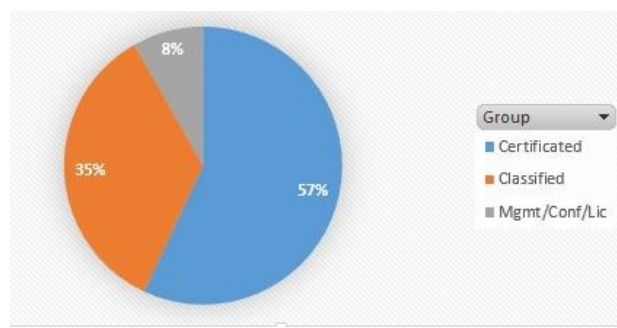
Total enrollment: 9483

- Asian - 29%
- White - 29%
- Hispanic - 15%
- Black/African American - 7%
- Filipino - 7%
- Multiple Races - 11%
- Pacific Islander - .76%
- American Indian/Alaskan Native - .25%
- English Language Learners - 15%
- Special Education - 11%
- Receiving Free & Reduced Meals - 29%
- Unduplicated Count Under LCFF\* - 36%

*\*Under the state's Local Control Funding Formula, "unduplicated students" are those who are low-income, English Language Learners, or foster youth.*



## Our Employees



Certificated: 566  
Classified: 345  
Management: 82

# Awards and Accolades



**2018 Teacher of the Year**

AUSD's 2018 Teacher of the Year is Mary Otioku, a former Lum Elementary School teacher who is now an educator at Bay Farm School.

Otioku, who received both her BA and her teaching credential from St. Mary's College in Moraga, has been working with AUSD for 18 years. Last year she taught a 4/5 combo at Bay Farm.

"Teaching is in my blood," Otioku says. "My grandmother was a teacher, my grandfather was a geology professor at Stanford and UCLA, and my mother was an elementary school teacher. It is what I am meant to be doing."

Recommendation letters submitted in support of Otioku's nomination cited her use of differentiated instruction, books from different cultures and mixed-race authors, regular classroom meetings, gratitude cards, respect for students, and clear and consistent communication with parents.

The other finalists this year were Tyra Cable (Lincoln Middle School), Rebecca Baumgartner (also Lincoln Middle School), and Pauline Stahl (Encinal Jr. & Sr. High School).

## 2017-2018 Honors and Awards

**California Department of  
Education**

Green Ribbon Award

ASTI

Lincoln Middle School



**California Department of Education**

Distinguished School Award

Earhart Elementary School

Bay Farm Elementary

**U.S. News & World Reports**

"Best High Schools  
in America"

Silver Medals

Alameda High School

Encinal High School

Bronze Medal

ASTI



**CA Business for Education Excellence**

2017-2018 Honor Roll

ASTI

Wood Middle School

Lincoln Middle School

**California PBIS Coalition**

Silver Award

ASTI

Otis Elementary School



# Student Voice—Action

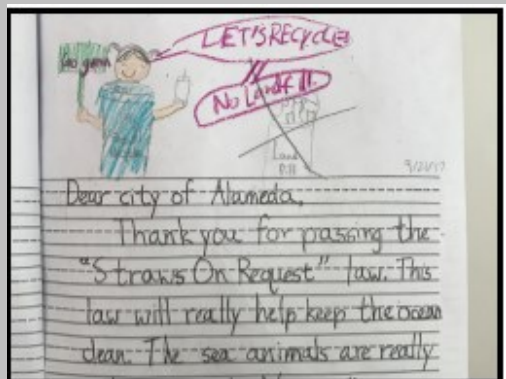
## On Campus

AUSD students also organized political events at their own sites in 2017-18.

**Alameda High School** students, for instance, organized a “Small Town, Big Voices” event focused on raising awareness of social issues here in Alameda. Guest speakers discussed disability activism, the African-American experience, mixed race relationships, and life after Japanese internment, among other issues.

Students at **Encinal Jr. & Sr. High School** organized a “Political and Proud” event to champion women and girls getting more involved in politics, and the Black Student Union hosted a “Black Lives Matter: Supporting Black Students in Alameda” event that included speakers and youth workshops.

And students at **Edison Elementary School** led an effort to get the City of Alameda to ban plastic straws, a major contributor to plastic pollution in our waterways and oceans. Due in part to the students’ letter-writing campaign, City Council voted 5-0 in October, 2017 to pass an ordinance asking restaurants and retailers to serve straws only on request. The ordinance went into effect January 1, 2018.



out of their schools on the March 14 National Walkout Day and gathered for 17 minutes to honor the 17 students killed in the Parkland shootings. About 1000 students then marched to

Washington Park for a rally that was organized by and attracted students from all four of our high schools, two charter schools, and several middle schools. The rally included voter registration, opportunities to write and call legislators, information on gun control, and student speeches. It was a powerful and humbling event.



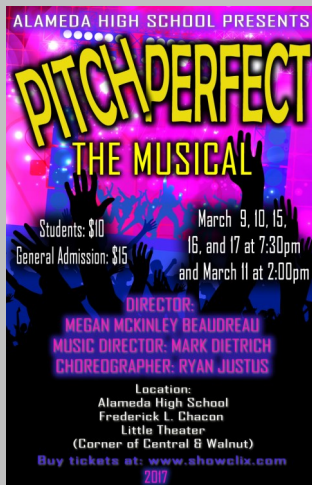
## On the Island

In 2017-18, AUSD students raised their voices in ways that impressed and inspired people not only in Alameda but across the state and country. In protests that were entirely organized by young people, for instance, 1000s of our middle and high school students walked

Students also participated in both our Homework and Dress Code Policy Workgroups and on our Board of Education as student board members.

# Student Voice—The Arts

## Drama



AUSD's middle and high schools put on dramatic productions every year, including plays, musicals, and cabarets. Productions in 2017-18 included:

### Alameda High School

- "Heathers the Musical"
- "Pitch Perfect the Musical"

### Encinal Jr. & Sr. High School

- "Midsummer Night's Dream"
- "A Chorus Line"

### Lincoln Middle School

- "Sympathy Jones"

### Wood Middle School

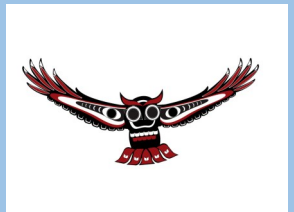
- "Alice in Wonderland"



## Visual and Performing Arts in AUSD

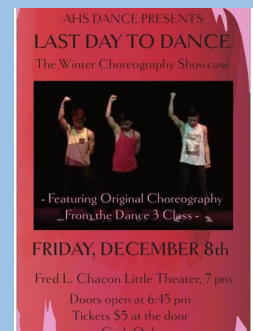


AUSD students are exposed to the visual and performing arts starting in kindergarten. Elementary students take music classes every week; middle and high school students can participate in various bands (including marching, jazz, and symphonic), orchestra, choir, and other musical groups as electives.



Volunteer art docents teach art to our elementary school students (as do our elementary school teachers, of course). And depending on which middle and high school students go to, they can take several levels of studio art classes, multimedia art, filmmaking, photography, and ceramics.

Both middle schools also offer drama as electives, and the high schools offer drama classes, musical theater, theater technology, and various dance classes.



## Performances and Competitions

In addition to concerts at their own schools, our middle and high school musical groups performed and placed at musical competitions near and far, including Walnut Creek, Santa Cruz, Disneyland, and Chicago.



# Student Achievement



In the spring of 2017, the State Board of Education (SBE) and the California Department of Education (CDE) released the "California School Dashboard," a website that communicates information about public schools and school districts with easy-to-use indicators and graphics.

The new dashboard provides 10 different measures to gain a holistic impression of performance.

The six **state measures** are:

- Academic Achievement
- Career/ College Readiness
- Graduation Rate
- Suspension Rate
- English Learner Progress
- Chronic Absenteeism

The four **local measures** are:

- Basic Services/ School Conditions
- Parent Engagement
- School Climate
- Academic Standards Implementation

Results are displayed two ways. On the [dashboard](#), a school's or district's performance on each measure is displayed as a colored pie chart indicator. Clicking on the indicators brings up more detailed information on the particular group's most recent status.

The new system also provides colored "[Five by Five Placement Reports](#)" for the state indicators. On these charts, the different colors signify very performance and change over time.

You can find AUSD's dashboard [here](#).

## CAASPP Scores

Student scores on the Common Core tests administered in the spring of 2017 generally stayed stable and continue to be higher than county and state averages. The tests measure students' mastery of the Common Core State Standards in English Language Arts (ELA) and Mathematics.

Taken as a whole, AUSD continued to be a high-performing district, receiving green marks for five state measures on the California School Dashboard: Academic Achievement; Graduation Rate; Suspension Rate; English Learner Progress; and Chronic Absenteeism (see left).

Within the overall numbers, some student groups scored very highly in some areas. For instance, the following groups were ranked blue (or "highest performance"):

- Asian students for suspensions and mathematics
- Filipino students for graduation
- White students for English Language Arts

The data also shows that certain student groups are struggling more than others. African-American, American Indian, Hispanic, and Pacific Islander students have chronic absenteeism rates that are 2% to 4% greater than the district average, for instance. Similarly, although AUSD ranked "green" ("high performance") on its suspension rate, Students with Disabilities, African Americans, and Foster Youth scored red ("lowest performance") in that category. There is work AUSD must continue now to address these performance issues.

Students with disabilities also received "red" for graduation rates and English Language Arts scores. And under the new accountability system, districts with student groups that are low-performing (red) across two or more state dashboard indicators have to work with their county offices of education to identify the causes of the subgroup's struggle and develop ways to support them.

AUSD began working with the Alameda County Office of Education to develop strategies to address these student needs last spring.

# Student Wellness

## Special Education Plan

In the spring of 2017, AUSD formed a committee to create a three- to five-year plan for the delivery of special education services in AUSD. Based on recommendations from the Fiscal Crisis Management Assistance Team, the committee was comprised of parents, community members, general and special education teachers, specialists, classified staff, and administrators.

The committee met 10 times between March of 2017 and March of 2018. The resulting plan identifies key services and supports that must be in place to ensure that all students with special needs have the highest quality, fiscally responsible academic and behavioral programs in the least restrictive, most inclusive environment possible.

The plan is organized around five priorities that compose the backbone of a highly effective special education program in AUSD.

- Intervention and Identification
- Service Delivery Models
- Support Systems
- Leadership and Communication
- Monitoring and Compliance

Each priority includes a goal, strategies, and action steps.

The full plan is available [here](#).



## Mental Health and Wellness

In the winter of 2018, the Student Services Department conducted a Mental and Emotional Wellness Needs Assessment survey of AUSD students, families, and staff. The goal of the survey was to identify student behavioral health needs, inventory existing school and community-based services, and create a more coordinated, integrated, and accessible behavioral health service system that works for all students.

Among the key needs identified from the survey results:

- Additional behavioral health staff, services, and partnerships
- More clarity and collaboration about roles and responsibilities of behavioral health staff and supporters
- Improved engagement of parents/guardians and key partners in student mental and behavioral health efforts
- Continued implementation of MTSS and PBIS (see below)
- Continued training on social-emotional learning, bias, and cultural responsiveness

You can see the full report [here](#).

## MTSS/PBIS

AUSD continues to train staff on implementing Multi-Tiered Systems of Support (MTSS), an integrated, comprehensive framework that focuses on supporting students' academic, behavioral, and social success. MTSS includes Positive Behavioral Interventions and Supports (PBIS), which is aimed at improving school-wide cultures.

Both MTSS and PBIS identify three "tiers" of support, ranging from basic/core (which all students receive) to intensive (for students with higher need). At Tier 2, a team of AUSD professionals (called a Coordination of Services Team) meets weekly to discuss best next steps. At Tier 3, parent/guardians are also involved.

Staff across AUSD are also being trained in restorative practices and justice.



# Anti-Bias Work

## AUSD's Anti-Bias Credo

*(passed in September 2017)*

**We believe** everyone belongs here – no matter your nationality, ethnicity, faith, race, sexual identity, gender identity, or abilities, AUSD's mission is to include you, respect you, learn with you, and help you feel safe in our schools.

**We believe** hate speech and action based on bias are wrong and intolerable. Intimidation and violence have no place in our schools, our town, or our nation.

**We believe** critical thinking, cultural competence, and scientific inquiry are crucial to helping students understand historical context, make complex arguments, find solutions to the world's problems, and benefit from varied experiences and diverse viewpoints of those who share the planet with us.

**We believe** social and emotional learning is a powerful key to helping students navigate our increasingly complex, connected, and diverse world.

**We ask** you to join in our work to...

*Name* and confront all forms of hate, bigotry, and bullying.

*Counter* any speech or any action preventing any child or adult from feeling included and safe.

*Help* our students and staff understand our need to stand up for the rights of all and teach students and staff to stand up against racism and ethnocentrism.

*Stand up* against anti-Semitic and anti-Muslim actions and speech, as well as speech and actions that are homophobic or anti-LGBTQ.

*Protect* the rights of immigrants to this country.

*Uplift* all students in our district, regardless of any differences in ability or whether or not they receive Special Education services.

## Steps to a More Inclusive District

In 2017-18, AUSD took a number of steps to respond to an increase in reports of bias-related incidences in the district and the community at large. Those steps included the following:

- Providing AUSD teachers and administrators with foundational anti-bias training from the Anti-Defamation League
- Developing an online reporting tool and database for site administrators to track bias-related incidents
- Exploring ways to align AUSD's History/Social Sciences curriculum with the district's anti-bias/anti-bullying work
- Reviewing the literature used in conjunction with the anti-bullying lessons developed in 2010, updating it, and continuing to train staff in the anti-bullying curriculum
- Providing tips and lesson plans on talking to students about hate and bias on [AUSD's website](#)
- Holding a series of district-wide workshops to discuss recent incidents, district responses, and next steps with families
- Adopting a Resolution Affirming Our AUSD Pledge to Protect All Students and providing it to schools to post in every classroom
- Providing support to the [Haight Renaming Committee](#), which seeks to find a new name for Haight Elementary School, as Henry H. Haight espoused racist and xenophobic views.

## "No Place for Hate"

Three AUSD schools became "No Place for Hate" schools last year through the Anti-Defamation League (ADL). Under the program, schools do an assessment of their need, form a committee, sign a resolution of respect, and then design or implement three anti-bias or anti-bullying activities for the school.



The three schools distinguished with this honor by ADL are Otis Elementary School, Alameda High School, and Alameda Science and Technology Institute.

# New Educational Programs

## Environmental Literacy in AUSD

AUSD is currently focusing its environmental literacy efforts on three theme areas: 1) Ocean and Bay Science; 2) Watershed Protection; and 3) Ecology and Biodiversity Awareness.

Currently three of AUSD's schools have earned Ocean Guardian School designations from the National Marine Sanctuaries. (An Ocean Guardian School makes a commitment to protect its local watersheds, the world's ocean, and special ocean areas and then develops and implements a school- or community-based conservation project.) Those schools are Earhart Elementary School, Lincoln Middle School, and Wood Middle School. In August of 2017, AUSD also received an Ocean Guardian District Grant. The funds from that grant have been used for professional development, materials, and other resources for teaching about sustainability and environmental literacy. AUSD is the second (and largest) district in the state to receive this designation.

AUSD also continues to partner with BaySci, the Lawrence Hall of Science, and ChangeScale to develop teacher-leaders who can help AUSD support all students in becoming environmentally literate.

You can learn more about AUSD's Green Schools programs [here](#).

## Math Pathways

Throughout 2017-18, AUSD explored placement, interventions, and pathways for secondary school students. The goal is to find ways to help more students succeed in their math studies in middle and high school.

## Collaborative Literacy In K-5 Classrooms

In 2017-2018, AUSD introduced a new English Language Arts (ELA) curriculum in grades K-5. Called "Collaborative Literacy," the curriculum was chosen for its comprehensive literacy program, embedded social and emotional learning (SEL) components, and comprehensive professional development for classroom teachers.

The curriculum includes a number of appealing features, including a balance of fiction and non-fiction representing different cultures and world views; research-based practices such as shared reading and systematic phonics instruction; large and small group instruction; individualized reading and writing; and teaching that encourages students to assess and take responsibility for their own development.

A video about the curriculum is available [here](#). Or go to [www.collaborativeclassroom.org](http://www.collaborativeclassroom.org) for more information about AUSD's ELA curriculum.



# AUSD's Facilities

## Measure I

### Measure I Bond Oversight Committee

Under state law, bond oversight committees have to be composed of two at-large members, a parent, a parent who is active in a district PTA or PTSA, a business person, a member of a taxpayer group, and a member of a senior citizen group.

The members approved for Measure I Bond Oversight Committee in 2017-2018 were:

**Business Representative:**

Open

**Senior Citizen:**

Don Sherratt

**Parent in Alameda:**

John Baum

**Parent Active in a PTA:**

Michelle Pero

**Taxpayer Organization:**

Open

**At-Large #1:**

Sarah Olaes

**At-Large #2:**

Kim Ondreck Carim

Each year, the Measure I Citizens' Bond Oversight Committee produces an Annual Report to apprise community members of the work being done using the bond revenues. You can see the 2016-17 Annual Report [here](#).



## Facilities Projects

On November 4, 2014, Alameda voters approved Measure I — a \$179.5 million facilities bond — by 62.75%. The bond was based on the 2014

**Facilities Master Plan**, which identified \$590 million worth of renovations and modernizations needed across AUSD's properties. The first \$90 million of bond money is being spent on modernizing AUSD's elementary, middle, and charter schools and beginning renovations to Alameda High School and Encinal Junior & Senior High School.

The two biggest Measure I projects in the 2017-18 school year were at **Maya Lin School**, which received all new windows and a new office, and **Otis Elementary School**, which received a new 6-classroom building.

In addition, designs for Lincoln Middle School, Encinal High School, Paden Elementary School, and Edison Elementary School were finalized, as well.

Work also continued on the restoration of **Historic Alameda High School** last year. When completed in December of 2019, the restored building will include 46 restored and modernized classrooms, including 10 new science labs, advanced teaching technology, required seismic upgrades, and new landscaping along Central Avenue.

Also in 2017-18, AUSD convened a **District Advisory Committee** to review the district's real estate holdings and make recommendations on the best use of those that the committee deems to be "surplus" (meaning no longer necessary for educational uses).



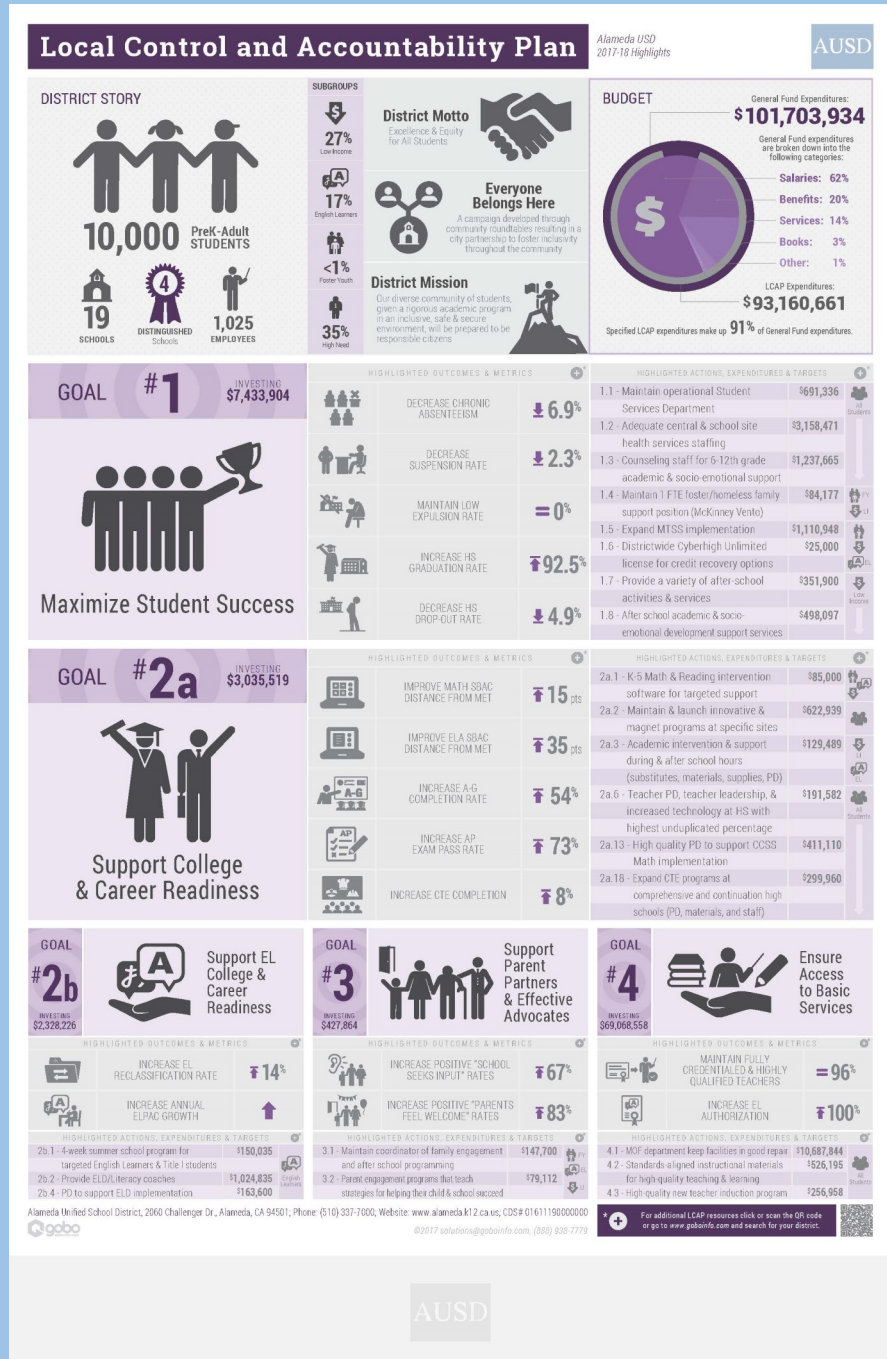
# AUSD's LCAP

The state-mandated three-year Local Control Accountability Plan (LCAP) describes how the district's goals, actions, services, and expenditures support positive student outcomes, local needs, and state and local priorities.

LCAPs are key provisions of the Local Control Funding Formula (LCFF), a new public education funding system adopted by the state in 2013. Put very simply, the LCFF aims to provide more funding for students who need more support. To accomplish this, LCFF provides a "base grant" per grade to all districts. On top of that, districts receive "supplemental" monies for all students who are socioeconomically disadvantaged, English learners, or foster youth. Districts whose enrollment consists of more than 55% of these students also receive "concentration" grants.

As a district with less than 55% unduplicated students, AUSD does not receive concentration grant funding, although it does receive supplemental grant funding. This funding is used both for centralized actions/services and site-based programs that support our neediest learners.

The infographic on this page provides information on both AUSD's general revenues and expenditures, its LCAP goals, and the expenditures allocated to meet those goals.



# Budget Reprioritization & Secondary School Configurations

In the fall of 2017, AUSD's Board of Education directed staff to review budget priorities in light of the fact that despite recent raises AUSD employees are still among the lowest-paid public school district employees in Alameda County. This, in turn, has significantly affected AUSD's ability to attract and retain high-quality staff.

Over the course of five meetings, staff presented data on a wide range of budget items, including the costs of full day kindergarten, innovative programs, staffing, teachers on special assignment, special education, budget cuts already implemented at District Office, and the parcel tax program. In the course of this analysis, staff found a number of reasons why AUSD's salaries are low, including: 1) AUSD's class sizes are lower than the county average; 2) many AUSD classes are not filled to the contractual limit; and 3) AUSD's special education costs are higher than the county average.

In mid-April, the Board approved more than \$3.5 million in cuts to programs, as detailed in this chart and this [press release](#). Background on the budget meetings is all available [here](#).

During those meetings, community members asked for a new review of the idea of consolidating high schools for two reasons. First, they wanted to see if combining schools could provide cost savings that could go towards improving AUSD employee salaries. Second, the requesters wanted to see if a consolidation might allow AUSD to provide a more comprehensive and equitable secondary education to AUSD students.

In May 2018, the Board directed staff to create a committee to study the issue and provide a report on what a combined high school (or other configurations) could look like. The committee will receive information from architects, demographers, city staff, AUSD staff, and other experts and then prepare a report on the data and scenarios for the Board of Education.

Background information on this committee, as well as agendas, presentations, and videos of its meetings, are available [here](#).

Program	Implementation Year & Estimated Savings	
	2018-19	2019-20
<b>Full Day Kindergarten</b>		\$432,256
<b>Innovative Programs</b>		
Bay Farm Innovative Funding	\$14,000	
Earhart Innovative: Some staff and additional technology	\$47,000	
Maya Lin Innovative: Part-time literacy coach, counselor, and Spanish teacher	\$134,469	
Maya Lin Innovative: 25:1 ratio in grades 4 & 5		\$90,450
Encinal Innovative: Additional supplies & technology	\$30,592	
<b>Teachers on Special Assignment</b>		
TSA ELD/Literacy Coaches (6)	\$377,046	
TSA Math Coaches (4)	\$251,364	
TSA Bay Science (part-time)	\$25,136	
TSA Teacher Induction (1)	\$62,841	
<b>Staffing</b>		
Change LMS/WMS 7-period day to 6-period day; fill classes to contractual limit (33:1)	\$779,228	
Fill high school classes to contractual limit (35:1 except at Island High)		\$314,205
<b>District Office</b>		
Reduce services; eliminate discretionary IT funds; cancel software programs	\$557,446	
Change funding source of some DO positions	\$116,000	
Reduce school site discretionary funds 25%	\$205,000	
Optimize use of LCFF supplemental funds	\$250,000	

# Measures A and B1

## MEASURE A OVERSIGHT COMMITTEE

The 11-member Oversight Committee meets four times a year to review the district's parcel tax revenues and expenditures. Each year, AUSD staff and the oversight committee also submit a report on how the parcel tax was managed.

### 2017-18 Committee Members

- Jose Alvarez
  - David Anstice
  - Doug Biggs
  - Roxanne Clement
  - Robert Gabriel
  - Nilo Garcia
  - Carrie Hahnel
  - Christina Johnson
  - Bob Kreitz
  - Kathryn Saulsgiver, PhD
  - Steven Smith
- [2016 -2017 Measure A Staff Report\\*](#)
  - [2016 -2017 Measure A Oversight Committee Report\\*](#)

## Measure A

2017-18 marked the last year of Measure A, which had been generating approximately \$12 million (12% of AUSD's budget) since 2011.

Broadly speaking, the parcel tax supports the district's core programs, including enrichment classes, athletics, school choice, AP classes, technology, counselors, neighborhood schools, and small class sizes in grades K-3.

Under the terms of the Measure, AUSD has been required to spend parcel tax funds in 11 separate categories, as well as on accountability and transparency. The Measure also mandates the percent of parcel tax revenues allocated on each category.

You can find comprehensive information about Measure A [here](#).

## Measure B1

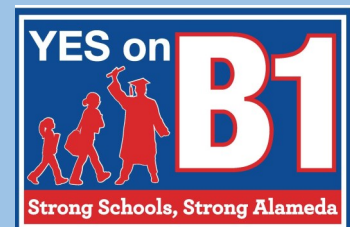
In November, 2016, 74.2% of Alameda voters approved an extension of Measure A. Called Measure B1, the new parcel tax went into effect July 1, 2018 and is nearly identical to Measure A.

Three months after the measure passed, several community members filed a lawsuit claiming that the parcel tax structure was not "uniform" because it caps payments at \$7999 per parcel and because parcels without buildings would pay no tax.

The plaintiffs had argued a similar lack of uniformity in a lawsuit filed against Measure A soon after it was passed in 2011. AUSD won that case at the trial court level. Because Measure A was found valid, Judge Ioana Petrou found that Measure B1, which has a nearly identical structure, was also valid. In order to bring Measure B1 into full alignment with Measure A, the stipulated judgment approved by Judge Petrou in May, 2018 also required that Measure B1 incorporate the \$299 tax on unimproved parcels provided for by Measure A.

The stipulated judgment preserved all of the approximately \$12,000,000 in revenue that Measure B1 is projected to generate.

Information about Measure B1 is available [here](#).



# Career Technical Education

## KJTZ Student Broadcast

Alameda residents are setting their radio dials to 96.1 FM weekday mornings to hear news, weather, opinion pieces, and music from Encinal's student-run radio station, KJTZ. The Radio Broadcast Journalism pathway features state-of-the-art studios designed to provide Encinal students with hands-on experience by learning all aspects of the broadcast media industry. KJTZ recently launched a website – [Encinalradio.com](http://Encinalradio.com) – where the broadcasts are streamed worldwide.

## FACES For the Future

AUSD continues to work with FACES for the Future, a Public Health Institute program focused on providing holistic support to high school students interested in the health professions. At Alameda High School, FACES partners with the Sports Medicine CTE pathway to provide opportunities for students to complete internship rotations with medical staff at Alameda Hospital. At Encinal High School, FACES partners with Samuel Merritt University's Physician Assistant program to develop case scenarios and simulation workshops in connection with their Behavioral Medicine course. This allows EJSHS students enrolled in Psychology to act as educators for health professional students, which in turn empowers our youth to teach health providers the unique needs of teenagers in clinical setting.

## An Expansion of Programs

AUSD's Career Technical Education programs are undergoing an exciting revitalization. These improvements are largely the result of the substantial grant funding from the state of California that has enabled AUSD to implement CTE programs that integrate strong academic standards and applied learning into pathway courses that are designed to prepare students with 21<sup>st</sup> century job skills.

Highlights from 2017-18 include:

- AUSD partnered with the City of Alameda, Supervisor Wilma Chan, Alameda County Workforce Investment Board, and KRA to host the **3<sup>rd</sup> Annual AUSD Youth Career & Job Fair** held at Encinal High School. During the fair, representatives from businesses, Peralta colleges, and non-profits connected with more than 300 high school students seeking summer jobs and educational programs.
- **Multimedia Pathway** graphic design students at Alameda High developed logos for companies and non-profit clients.
- Three students enrolled in the **Marketing Pathway** at Encinal High competed in the International DECA competition held in Atlanta, Georgia, with two students placing third in the competition.
- Eight students from Island High School's **Early Childhood Pathway** successfully completed a dual enrollment course offered through Merritt College.

## CTE PATHWAYS IN AUSD

### Alameda High School

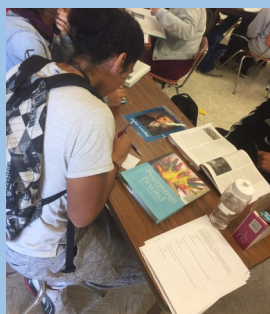
Digital Filmmaking  
Sports Medicine  
ICT/Computer Science  
Multimedia

### Encinal Jr. and Sr. High School

Digital Filmmaking  
Marketing  
Radio Broadcast Journalism

### Island High School

Early Childhood Education



# Community Engagement

## AUSD Community Engagement By the Numbers

### In 2017-18 we sent out:

- 39 newsletters that contained more than 75 community bulletins, press releases, and other notifications

### We responded to:

- 32 public records requests

### We held:

- 2 Beyond Everyone Belongs Here meetings
- 7 Special Education Strategic Plan meetings
- 8 LGBTQ Round Table meetings
- 7 ALCANCE/Latino Achievement Round Table meetings
- 3 Asian Pacific Islander Round Table meetings
- 2 Diversity, Equity, and Inclusion Committee meetings
- 13 Jewish Education Round Table meetings (and 3 events)
- 3 District Advisory Committee meetings
- 5 Measure A Oversight Committee meetings
- 4 Measure I Oversight Committee meetings
- 4 School Smarts Academies (>120 graduates)
- 3 Family Enrichment Events (>300 participants)
- 2 Parent University Programs (>100 participants)
- 2 Multi-Lingual Back-to-School Enrollment events (>150 participants)

## More Engagement for More People

Every year we try to expand and improve our community engagement programs. As such, over the last five years we have added a number of new communication platforms and strategies, including Twitter, Facebook, sending our communications to all employees, creating an email newsletter with links to several different stories, and maintaining an AUSD presence on local Facebook groups and blogs.

In 2017-18, we began sending our weekly newsletter to all families (not just those who sign up). This has greatly expanded the number of people who are hearing about student achievements, teacher innovations, Board of Education decisions, upcoming events, and urgent or emergent issues in our district.

We also created a number of new committees to solicit the voices of more community members, especially those who are often under-represented, including the: Jewish Education Round Table, Asian Pacific Islander Round Table, and Diversity, Equity, and Inclusion Committee.

