

BOARD OF EDUCATION AGENDA

SPECIAL MEETING
October 8, 2021 - 4:30 PM

Board Policy Subcommittee Meeting - Meeting Will be Conducted Via Zoom - for Zoom link and password, please see item #1 under Call to Order below.

If you are unable to join the meeting via Zoom but would like to submit a public comment on the item(s) listed on this agenda only, please send public comment to: publiccomments@alamedaunified.org. Comments received by 5:00pm on October 7, 2021 will be distributed to Subcommittee members prior to the meeting.

Adjournment will be no later than 10:30 PM for all regular and special meetings, unless extended by a majority vote of the Board. Writings relating to a board meeting agenda item that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 2060 Challenger Drive, Alameda, CA. Such writings may also be available on the District's website. (Govt Code 54957.5b).

Individuals who require special accommodations (American Sign Language interpreter, accessible seating, documentation in accessible format, etc.) should contact Kerri Lonergan, Assistant to the Superintendent, at 337-7101 as soon as possible preceding the meeting.

IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Please submit a "Request to Address the Board" slip to Kerri Lonergan, Assistant to the Superintendent, prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the President of the Board, please come to the podium and identify yourself prior to speaking. The Board of Education reserves the right to limit speaking time to three (3) minutes or fewer per individual. Speakers are permitted to yield their time to one other speaker, however no one speaker shall have more than four (4) minutes. The public may comment on each item listed as the item is taken up. The Board reserves the right to limit public comment on agenda items to ten (10) minutes per item. The Board may, with the consent of persons representing both sides of an issue, allocate a block of time to each side to present their issue.

A. CALL TO ORDER

1. Call to Order - 4:30 PM - Via Zoom Video Conference.

Join Public Board Meeting (Zoom format):

**<https://us06web.zoom.us/j/85890529953>
Meeting ID: 858 9052 9953**

2. Introduction of Board Members and Staff

B. MODIFICATION(S) OF THE AGENDA - The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, withdrawn, postponed, or rescheduled.

C. APPROVAL OF MINUTES

1. Approval of Minutes - Minutes from the May 27, 2021 Board Policy Subcommittee Meeting will be considered (5 Mins/Action)

D. BUSINESS – Informational reports and action items are presented under this section.

1. Review and Discuss Potential Updates to Board Policy on Concurrent and Dual Enrollment (35 Mins/Information/Discussion)
2. Review and Discuss Potential Updates to Board Policy and Administrative Regulation 4311: Composition of Interview Panels (15 Mins/Information/Discussion)

E. ADJOURNMENT

ALAMEDA UNIFIED SCHOOL DISTRICT
SPECIAL AGENDA ITEM

Item Title: Approval of Minutes - Minutes from the May 27, 2021 Board Policy Subcommittee Meeting will be considered (5 Mins/Action)

Item Type: Action

Background: Staff has prepared minutes following Board Bylaw 9324 – Minutes and Recordings:

In order to ensure that the minutes are focused on Board action, the minutes shall include only a brief summary of the Board's discussion, but shall not include a verbatim record of the Board's discussion on each agenda topic or the names of Board members who made specific points during the discussion.

AUSD LCAP Goals:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle:

Submitted By: Meira Nalamothu, Administrative Assistant, Educational Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Unadopted Minutes_May 27, 2021	10/5/2021	Backup Material

BOARD POLICY SUBCOMMITTEE MEETING

May 27, 2021

Remotely Via Zoom

Meeting ID: 974 1471 9131

UNADOPTED MINUTES

SPECIAL MEETING: A Special Meeting of the Board of Education was held on the date and place mentioned above.

A. CALL TO ORDER: The meeting was called to order at 5:00 PM.

1. Introduction of Board Members and Staff:

Board of Education Members present: Mialisa Bonta and Gary Lym

Student Board Members present: Henry Mills, William Lau, and Brian Lin

Cabinet Members present: Superintendent Pasquale Scuderi, Chief Human Resources Officer Tim Erwin, Chief Business Officer Shariq Khan, Chief Student Support Officer Kirsten Zazo, and Senior Manager Community Affairs Susan Davis

Additional: Meira Nalamothu, Admin. Asst. Ed. Services

B. MODIFICATION(S) OF THE AGENDA: There were no modifications to the Agenda.

C. APPROVAL OF MINUTES:

1. Approval of Minutes:

Minutes from the April 26, 2021 Subcommittee Meeting were considered.

Motion to approve the minutes of the April 26, 2021 Board Policy Subcommittee Meeting.

MOTION: Lym

SECONDED: Lin

STUDENT BOARD MEMBER (PREFERENTIAL) VOTES

AYES: Lau, Lin, Mills

NOES:

BOARD MEMBER VOTES:

AYES: Lym, Bonta

NOES:

ABSTAINING:

MOTION APPROVED

D. COMMUNICATIONS:

1. Public Comments: There were no public comments

E. BUSINESS:

1. Review and Discuss Staff Recommended Updates to Board Policies and Administrative Regulations:

- BP 3471.1 Citizens' Parcel Tax Oversight Committee/Use and Oversight of Parcel Tax Funds

No change in the policy, only the title has been changed to match that of CSBA and sub sections created for each parcel tax.

Recommendation was made to place this on the consent calendar for the June 8th Board meeting.

MOTION: Bonta

SECONDED: Lym

STUDENT BOARD MEMBER (PREFERENTIAL) VOTES

AYES: Lin, Mills, Lau

NOES:

BOARD MEMBER VOTES:

AYES: Bonta, Lym

NOES:

ABSTAINING:

MOTION APPROVED

- BP 6146.1 High School Graduation Requirements

After the robust conversation last month, specific language has been added to the policy around guidance for students in choosing their pathways, knowing that they have multiple pathways, and counseling around how to meet their graduation requirements.

Staff also met with Peralta Community Colleges around extending some dual enrollment options that work within the COA pathways. More planning and discussion to happen before the new school year.

A few takeaways:

- Classes that would be accepted for both college and high school credits. If a student passed the AP test this would count as college

credit. The same with a COA or college level class; qualify for high school as well as college requirement.

- This information would be included in the AR and the handbook.
- Many classes taken by students that are not offered at the schools are added to their elective credits.
- Need to be clear in counseling with students and families on concurrent enrollment is the impact on financial aid with taking college course if the student's do not do well.
- While courses are free, families have to buy textbooks and materials. There is a limit on how many classes can be taken free of cost.
- When applying for FAFSA, you have to list your GPA. If a student is taking too many courses as a high school student, this could affect your GPA for applying to colleges and thus affect their application for FAFSA.

Recommendation was made to place this item on the consent calendar for June 8th. Check back with Peralta Community College on the presentation to be made at one of our board meetings at the start of the school year.

MOTION: Bonta

SECONDED: Lym

STUDENT BOARD MEMBER (PREFERENTIAL) VOTES

AYES: Lin, Mills, Lau

NOES:

BOARD MEMBER VOTES:

AYES: Bonta, Lym

NOES:

ABSTAINING:

MOTION APPROVED

- BP/AR 6172 Gifted and Talented Student Program

This item was added for deletion. There has not been a Gifted and Talented Student Program offered in AUSD since the decision in 2016 per the Memo dated 5.25.16.

There was concern raised by a community member as to whether this would in any way impact students who would normally benefit from this program.

MOTION: Bonta

SECONDED: Lym

STUDENT BOARD MEMBER (PREFERENTIAL) VOTES

AYES: Lin, Mills, Lau

NOES:

BOARD MEMBER VOTES:

AYES: Bonta, Lym
NOES:
ABSTAINING:

MOTION APPROVED

- BP 0110 Statement on Equity
The goal was to create a draft to take to the Board which will further be presented to the community for feedback in the Fall.

The committee reviewed and discussed samples provided.

- Original policy is outdated and does not conform with newer understanding and work around anti-racism and anti white-supremacy framework. There is no mention of any particular groups that need to be highlighted around equity, i.e. the LGBTQ community and ethnic groups.
- Equity not the same as equality. Provide clear definition.
- Provide examples of procedural, distributional and structural equity.

There was a suggestion to include students as artists for the graphics once the draft is presented to the stakeholders in the Fall.

A community member suggested that the Equity policy include supporting staff to ensure students are being educated in a supportive environment. Every single policy needs to include an equity lens.

Recommendation was made to present the first draft to the full board for consideration at a BOE meeting in June for discussion before taking it to the community for refinement. Request was made to include the email from the Black Achievers Alliance. Set a path and timeframe to workshop the policy with the community.

- F. ADJOURNMENT:** The meeting was adjourned at 5:57 PM with appreciation for those in attendance.

ALAMEDA UNIFIED SCHOOL DISTRICT
SPECIAL AGENDA ITEM

Item Title: Review and Discuss Potential Updates to Board Policy on Concurrent and Dual Enrollment (35 Mins/Information/Discussion)

Item Type: Information/Discussion

Background: The Board of Education is considering a change to our past practice of how community college credit is applied. Previously, while AUSD's policies and Administrative Regulations did not specifically or explicitly prohibit credits earned at community colleges to be applied to core graduation requirements, the longstanding practice was to allow students to only apply those credits earned at community colleges to the elective credit requirements associated with AUSD high school graduation requirements.

The proposed change would allow, with some limits, the application of community college credits earned in relevant subject areas to some core high school graduation requirements.

One driver for this change is to allow for students and families to have additional flexibility in selecting their schedules in ways that progressively concentrate around their own interests. For example, a student inclined toward science could, through concurrent and summer community college classes, finish a four year high school English requirement early and take additional science classes in their high school schedule.

The basic caps for concurrent college coursework will remain in place; specifically, comprehensive high school students will be allowed to take up to 14 community college classes during their high school term (2 per semester from spring semester of freshman year through senior year).

The general rule that only classes NOT offered at AUSD schools would remain in effect as the principal change here would simply allow the application of credits earned at the community college to be counted toward select core class requirements for high school graduation.

General Rule #1: AUSD students are only permitted to take community college classes that are not offered at their AUSD school.

General Rule #2: AUSD students in Comprehensive High Schools (EHS and AHS) can take up to two community college courses per semester beginning with the second semester of their 9th grade year.

General Rule #3: Community college classes taken during high school will generally count towards the elective requirements associated with high school graduation; the exceptions, those classes that can be applied to core graduation requirements other than electives.

Changes or revisions to a policy discussed at a Subcommittee meeting can only be made after being added to the agenda of a regularly scheduled Board of Education meeting.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: This item is presented for information and will return to the Board for approval at a subsequent meeting.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Board Member Referral

ATTACHMENTS:

	Description	Upload Date	Type
□	Application of College Credits Table	10/6/2021	Backup Material
□	BP 6172.1 Concurrent Enrollment in College Classes	10/5/2021	Backup Material

Proposed Changes to Past Practice and Administrative Regulations Related to Concurrent Enrollment

The Board of Education is considering a change to our past practice of how community college credit is applied. Previously, while AUSD's policies and Administrative Regulations did not specifically or explicitly prohibit credits earned at community colleges to be applied to core graduation requirements, the longstanding practice was to allow students to *only* apply those credits earned at community colleges to the elective credit requirements associated with AUSD high school graduation requirements.

The proposed change would allow, with some limits, the application of community college credits earned in relevant subject areas to core high school graduation requirements.

One driver for this change is to allow for students and families to have additional flexibility in selecting their schedules in ways that progressively concentrate around their own interests. For example, a student inclined toward science could, through concurrent and summer community college classes, finish a four year high school English requirement early and take additional science classes in their high school schedule.

The basic caps for concurrent college coursework will remain in place; specifically, comprehensive high school students will be allowed to take up to 14 community college classes during their high school term (2 per semester from spring semester of freshman year through senior year).

The general rule that only classes NOT offered at AUSD schools would remain in effect as the principal change here would simply allow the application of credits earned at the community college to be counted toward select core class requirements for high school graduation.

General Rule #1: AUSD students are only permitted to take community college classes that are not offered at their AUSD school.

General Rule #2: AUSD students in Comprehensive High Schools (EHS and AHS) can take up to two community college courses per semester beginning with the second semester of their 9th grade year.

General Rule #3: Community college classes taken during high school will generally count towards the elective requirements associated with high school graduation; the exceptions, those classes that can be applied to core graduation requirements other than electives are articulated in the table below.

Proposed Changes to Past Practice and Administrative Regulations Related to Concurrent Enrollment

Application of Community College Class Credit to AUSD Core Graduation Requirements		
Subject	HS Graduation Requirements	Community College Course Alternatives
English	Forty (40) credits/4 years	Community college courses beginning with English 1A or above can be used to meet up to 2 years or 20 of the required 40 high school English credits. Other examples from COA include: ENG 31 Survey of African-American Literature ENG 32A Contemporary Women Writers ENG 47 Children's Literature
World Languages	Ten (10) credits/1 year ¹	AUSD students can take world language classes at Community Colleges to satisfy this requirement provided the course is NOT offered at the student's school. Note that CSU/UC require a second course in the same language; 1 course more than the current AUSD graduation requirement. Families should be sure that a second year of language is offered at the college if the intent is to satisfy the HS graduation World Language requirement at the community college.
Social Science	Thirty (30) credits/3 years	History or Social Studies courses NOT offered at a students school can be taken to meet up to 1 year or 10 high school social science credits. COA examples include: HIST 17 History of Mexican-Americans AFRAM 30 African-American History ASAME 45A Asian-American History
Mathematics	Twenty (20) credits/2 years	Since this is only a two year requirement, two (2) courses MUST be completed in AUSD schools 1 of which must be Algebra 1. Additional math courses taken at the community college can count toward elective credit for graduation requirements.
Science	Twenty (20) credits/2 years	Since this is only a two year requirement, two (2) lab science courses MUST be completed in AUSD schools. Additional math courses taken at the community college can count toward elective credit for graduation requirements.
Visual and Performing Arts	Ten (10) credits/1 year ²	Only courses that are NOT offered at a student's school can be taken at the community college to satisfy this one (1) year requirement. Any additional courses taken at the community college must NOT be offered at a student's AUSD school and will be applied to elective credit for HS graduation upon completion.
Physical Education	Twenty (20) credits/2 years	All AUSD students are required to meet this requirement in AUSD schools.

¹ AUSD students may substitute ten (10) credits in a Career Technical Education (CTE) course to meet the HS graduation requirement for either World language or Visual and Performing Arts

² AUSD students may substitute ten (10) credits in a Career Technical Education (CTE) course to meet the HS graduation requirement for either World language or Visual and Performing Arts

Proposed Changes to Past Practice and Administrative Regulations Related to Concurrent Enrollment

Related Policy and Administrative Regulations

While our past practice has been to only allow for community college/concurrent enrollment courses to be counted towards elective credits, the exceptions and adjustments being proposed are in fact not in conflict with existing policies and administrative regulations.

AR 6172.1 does not specifically or explicitly prevent the application of community college credits to core graduation requirements as it reads:

To receive district credit for coursework completed at a community college or four-year college, the student or parent/guardian shall submit a transcript showing completion of the course with a passing grade.

Board Policy 6146.11: Alternative Credits Toward Graduation, also appears supportive of this modification as it reads:

With the active involvement of parents/guardians, administrators, teachers, and students, the Board shall adopt alternative means for students to complete the prescribed course of study required for high school graduation. These alternative means shall be made available to students, parents/guardians, and the public. (Education Code 51225.3)

Students may fulfill any course requirement for graduation through the following:

1. *Practical demonstration of skills and competencies (Education Code 51225.3)*
2. *Supervised work experience or other outside school experience in accordance with Education Code 51760.3 and 5 CCR 1635 (Education Code 51225.3)*
3. *Career technical education classes offered in high school (Education Code 51225.3)*
4. *Courses offered by regional occupational centers or programs (Education Code 51225.3)*
5. *Interdisciplinary study (Education Code 51225.3)*
6. *Independent study (Education Code 51225.3)*
7. *Credit earned at a postsecondary institution (Education Code 48800, 51225.3)*

Policy 6172.1: Concurrent Enrollment In College Classes

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** 10/27/2020 | **Last Reviewed Date:** 10/27/2020

The Governing Board desires to provide opportunities for eligible district students to enroll concurrently in courses offered at postsecondary institutions in order to foster individual student achievement, increase opportunities for students to complete college preparatory course requirements and/or participate in career technical education (CTE), and prepare students for a smooth transition into college by providing exposure to the collegiate environment.

When it is determined that the postsecondary course in which the student intends to enroll is substantially equivalent to a course provided by the district, the student may receive credit toward high school graduation requirements in addition to credit received from the college.

Approval of Concurrent Enrollment

The Board may approve a limited number of students of any age or grade level to apply for part-time or full-time concurrent enrollment in a community college or four-year college when it is determined to be in the student's best interest and the student is adequately prepared for such coursework.

Upon recommendation of the principal and with parent/guardian consent, the Board may authorize a student to attend a community college during any session or term as a special part-time or full-time student and to undertake one or more courses of instruction offered at the community college level. (Education Code 48800)

Within the enrollment limits and exceptions allowed by law, the principal may recommend a student for community college summer session if that student demonstrates adequate preparation in the discipline to be studied and exhausts all opportunities to enroll in an equivalent course, if any, at the school of attendance. (Education Code 48800)

A student's parent/guardian, regardless of the student's age or grade level, may petition the Board to authorize special full-time attendance at a community college on the ground that the student would benefit from advanced scholastic or career technical work that would be available. If the petition is denied, an appeal may be filed with the County Board of Education. (Education Code 48800.5)

If the Board denies a request for special part-time or full-time enrollment at a community college for a student who is identified as highly gifted and talented, the Board shall issue its written recommendation and the reasons for the denial at its next regularly scheduled Board meeting that falls at least 30 days, but within 60 days, after the request has been submitted. (Education Code 48800, 48800.5)

The Board may authorize a student who is pursuing a high school diploma or a high school equivalency certificate through an adult education program, upon recommendation of the administrator of the student's adult school, to attend a community college during any session or term as a special part-time student. (Education Code 52620)

College and Career Access Pathways Partnerships

The Board may enter into a College and Career Access Pathways (CCAP) partnership agreement with the board of a community college district for the purpose of offering or expanding dual enrollment opportunities for students. The agreement shall be approved at an open public Board meeting, with an opportunity for public input provided prior to the Board taking action. If the CCAP agreement provides for CTE pathways, the Board shall consult with and consider input from appropriate local workforce board(s) to determine the extent to which the pathways are aligned with regional and statewide employment needs. (Education Code 76004)

Program Evaluation

The Superintendent or designee shall regularly report to the Board regarding the number and demographics of district students participating in the concurrent enrollment option, their success in completing college preparatory courses ("a-g" courses) and postsecondary courses, and any impact on their achievement in district courses and graduation rates.

ALAMEDA UNIFIED SCHOOL DISTRICT
SPECIAL AGENDA ITEM

Item Title: Review and Discuss Potential Updates to Board Policy and Administrative Regulation 4311: Composition of Interview Panels (15 Mins/Information/Discussion)

Item Type: Information/Discussion

Background: Subcommittee members and staff will discuss potential modifications to BP 4311 and accompanying administrative regulations. This policy articulates the recommended composition of interview panels, both staff and community, for the hiring processes of school site administrators.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: This item is presented for information and will return to the Board for approval at a subsequent meeting.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Board Member Referral

ATTACHMENTS:

	Description	Upload Date	Type
▢	Redline Version of Policy and AR on Composition of Interview Panels	10/6/2021	Backup Material
▢	Policy and AR on Composition of Interview Panels with Changes Implemented	10/6/2021	Backup Material

Regulation 4311: Recruitment and Selection

The Interview Committee

1. The Superintendent or his or her designee shall make best efforts to ensure that ~~At a minimum,~~ the Interview Committee ~~shall be~~ is comprised of the following individuals selected by the respective groups:

- a. A total of three parents/guardians from the school site. The parent/guardian ~~shall~~ may be selected from the following groups:

One (1) Parent/Guardian representing School Site Council

One (1) Parent/Guardian representing PTA

One (1) Parent/Guardian representing English Language Advisory Committee (ELAC)

One (1) Parent/Guardian from a community-based organization focused on improving educational opportunities for African American/Black/Multi-Ethnic AUSD students

- b. Three teachers from the school site
- c. One classified staff from the school site
- d. Two administrators selected by the Superintendent
- e. Two students (for middle and high school positions)
- f. One member from the school community (could be parent/guardian), if appropriate

The Equal Employment Opportunity representative will serve as a process and resource person to the selection team, similar to the role of the Chief

Human Resource Officer.

The Equal Employment Opportunity Committee representative will be a voting member of the selection team.

2. The Superintendent may meet with ACSA Chapter's President or designee prior to making a final decision and prior to making a recommendation to the Board for appointment.
3. In debriefing with the Superintendent, the Equal Employment Opportunity representative will provide the strengths and areas of growth for each of the finalists for the job.
4. The Superintendent shall make a recommendation to the Board for appointment. The Board shall approve the Superintendent's recommendation.

Alternative Procedure: Direct Appointment

Regulation 4311: Recruitment and Selection

The Interview Committee

1. The Superintendent or his or her designee shall make best efforts to ensure that the Interview Committee is comprised of the following individuals selected by the respective groups:
 - a. A total of three parents/guardians from the school site. The parent/guardian may be selected from the following groups:
 - One (1) Parent/Guardian representing School Site Council
 - One (1) Parent/Guardian representing PTA
 - One (1) Parent/Guardian representing English Language Advisory Committee (ELAC)
 - One (1) Parent/Guardian from a community-based organization focused on improving educational opportunities for African American/Black/Multi-Ethnic AUSD students
 - b. Three teachers from the school site
 - c. One classified staff from the school site
 - d. Two administrators selected by the Superintendent
 - e. Two students (for middle and high school positions)
 - f. One member from the school community (could be parent/guardian), if appropriate

The Equal Employment Opportunity representative will serve as a process and resource person to the selection team, similar to the role of the Chief Human Resource Officer.

The Equal Employment Opportunity Committee representative will be a voting member of the selection team.

2. The Superintendent may meet with ACSA Chapter's President or designee prior to making a final decision and prior to making a recommendation to the Board for appointment.
3. In debriefing with the Superintendent, the Equal Employment Opportunity representative will provide the strengths and areas of growth for each of the finalists for the job.
4. The Superintendent shall make a recommendation to the Board for appointment. The Board shall approve the Superintendent's recommendation.

Alternative Procedure: Direct Appointment