

BOARD OF EDUCATION AGENDA

REGULAR MEETING
May 10, 2022 - 6:00 PM

ALL REGULAR AUUSD BOARD OF EDUCATION MEETINGS ARE RECORDED.

Meeting Will be Conducted Via Zoom - for Zoom link and password, please see item #3 (Reconvene to Public Session) 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, or items under the jurisdiction of the Board of Education, please send public comment to: publiccomments@alamedaunified.org. Comments received by 5:00pm on May 9, 2022 will be distributed to Board Trustees prior to the Board meeting.
Alameda, CA 94501

Regular meetings held in Council Chambers will be recorded and broadcast live on Comcast, Channel 15

VIDEO

The Board of Education will meet for Closed Session and to discuss labor negotiations, student discipline, personnel matters, litigation, and other matters as provided under California State law and set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session 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 337-7187 no later than 48 hours 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.

Closed Session Items: may be addressed under Public Comment on Closed Session Topics.

Non Agenda and Consent Items: may be addressed under Public Comments.

Agenda Items: may be addressed after the conclusion of the staff presentation on the item.

A. CALL TO ORDER

1. Public Comment on Closed Session Topics: The Board of Education Reserves the Right to Limit Public Comment to 10 Minutes. Due to this meeting being held via teleconference, please send public comments related to Closed Session agenda items to: publiccomments@alamedaunified.org. Public comments received prior to 5:00 PM on May 9, 2022 will be distributed to the Board of Education prior to the

meeting.

To join the Zoom meeting in order to make a public comment on Closed Session Agenda Items only:

Join Zoom Meeting (Closed Session ONLY!)
[https://alamedaunified.zoom.us/j/89963030968?](https://alamedaunified.zoom.us/j/89963030968?pwd=QjJBM01TaW5zQWl4VkVNVGtuN05pZz09)
[pwd=QjJBM01TaW5zQWl4VkVNVGtuN05pZz09](https://alamedaunified.zoom.us/j/89963030968?pwd=QjJBM01TaW5zQWl4VkVNVGtuN05pZz09)
Meeting ID: 899 6303 0968
Passcode: 562980

2. Adjourn to Closed Session - 6:00 PM - Board Members will meet privately via Zoom for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Conference with Labor Negotiators - Pursuant to Subdivision 54957.6:

Agency designated representative: Timothy Erwin, Assistant Superintendent, Human Resources:

Employee organizations: Alameda Education Association (AEA), California School Employees Association Chapter 27 (CSEA 27), California School Employees Association Chapter 860 (CSEA 860) and Executive Cabinet/Administrative and Supervisory/Confidential/Licensed/Unrepresented.

Conference with Legal Counsel Regarding Existing Litigation Pursuant to Govt. Code Section 54956.9, subdivision (d) (1) (1 case):

1) Traiman v. Alameda Unified School District: Case No.A164935

3. Reconvene to Public Session - 6:30 PM - Via Zoom Video Conference.

Join Zoom Meeting:
[https://alamedaunified.zoom.us/j/82769129867?](https://alamedaunified.zoom.us/j/82769129867?pwd=cXFWWXl0V2hBcy9BT2lqaXBsYTc3Zz09)
[pwd=cXFWWXl0V2hBcy9BT2lqaXBsYTc3Zz09](https://alamedaunified.zoom.us/j/82769129867?pwd=cXFWWXl0V2hBcy9BT2lqaXBsYTc3Zz09)
Meeting ID: 827 6912 9867
Passcode: 057427

To view meeting on Facebook Live at 6:30 PM, please click on the following link: <https://www.facebook.com/AlamedaUnified/>

4. Call to Order - 6:30pm - Introduction of Board Members and Staff via Zoom video conference
5. Pledge of Allegiance - Board of Education President Jennifer Williams will lead the Pledge of Allegiance
6. Closed Session Action Report

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, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action

C. APPROVAL OF MINUTES

1. Approval of Minutes - Minutes from April 26th Board Meeting will be considered (5 Mins/Action)

D. COMMUNICATIONS

1. Proclamation: Asian-Pacific Islander Heritage Month - May (5 Mins/Action)
2. Public Comments - Participants who would like to make comments on items listed on this agenda can join the meeting from their computer, tablet or smartphone. The Board President will announce the opportunity for public comment on items that are not on the agenda but are under the Board's jurisdiction. We ask that all participants who wish to make public comments for that agenda item use the "raise your hand" feature. If a member of the public is unable to join the meeting via Zoom, they may send their public comment to: publiccomments@alamedaunified.org. Emails received by 5:00 PM on Monday, May 9, 2022 will be distributed to Board members prior to the meeting.
3. Written Correspondence - Written correspondence regarding an agenda item that is distributed to a majority of Board Members is shared.
4. Report from Employee Organizations - Representatives from the District's employee organizations may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. Alameda Education Association (AEA); California School Employees Association Chapter 27 (CSEA 27); California School Employees Association Chapter 860 (CSEA 860) (5 Mins Each/Information).
5. PTA Council Report - Representatives from the District's PTA Council group may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. (5 Mins/Information)
6. Board Members' Report - Board of Education Members may make announcements or provide information to the Public in the form of an oral report. The Board will not take action on such items. (5 Mins Each/Information)
7. Student Board Members' Report - Student Board Members may make announcements or provide information to the Board and the Public in the form of an oral report. The Board will not take action on such items.(5 Mins Each/Information)
8. Superintendent's Report - The Superintendent of Schools may make announcements or provide information to the Board and Public in the form of an oral report. The Board will not take action on such items.
9. Report from Student Advisory Group - Representatives from AUSD's Student Advisory Group may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. (5 Mins/Information)

E. ADOPTION OF THE CONSENT CALENDAR

1. Certificated Personnel Actions

2. Classified Personnel Actions
3. Approval of Bill Warrants and Payroll Registers
4. Approval of Measure I Contracts (Standing Item)
5. Approval of Memorandum of Understanding with Colleges and Universities for Student Teacher Interns: Cal State East Bay
6. Approval of Special Education Local Plan Area Master Contracts
7. Approval of Two Dual Enrollment Courses for Encinal Jr./Sr. High School
8. Proclamation: Jewish American Heritage Month - May
9. Proclamation: Employee Appreciation Month - May
10. Proclamation: Girls Inc. of the Island City Appreciation Day - May 10, 2022
11. Proclamation: Harvey Milk Day - May 22, 2022
12. Ratification of Contracts Executed Pursuant to Board Policy 3300
13. Revision of the 2021 Five-Year Developer Fee Findings Report

F. GENERAL BUSINESS – Informational reports and action items are presented under General Business. The public may comment on each item listed under General Business as the item is taken up. The Board reserves the right to limit public comment on General Business 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.

1. Discuss and Review AUSD's Equity Policy (15 Mins/Information)
2. AUSD's Report on Findings of Nea Community Learning Center's Material Revision Request (10 Mins/Information)
3. 2022-2023 Budget & LCAP Adoption Process: Review of Categorical Programs and Parcel Tax Funds (20 Mins/Information)
4. Resolution 2021-2022.53 Regarding Non-Reemployment of Certificated Employees (5 Mins/Action)
5. Resolution No. 2021-2022.54 Declaration of Intent to Grant an Easement to the City of Alameda (5 Mins/Action)

G. ADJOURNMENT

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Adjourn to Closed Session - 6:00 PM - Board Members will meet privately via Zoom for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Item Type:

Background: Adjourn to Closed Session - 6:00 PM - Board Members will meet privately via Zoom for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Conference with Labor Negotiators - Pursuant to Subdivision 54957.6:
Agency designated representative: Timothy Erwin, Assistant Superintendent, Human Resources:

Employee organizations: Alameda Education Association (AEA), California School Employees Association Chapter 27 (CSEA 27), California School Employees Association Chapter 860 (CSEA 860) and Executive Cabinet/Administrative and Supervisory/Confidential/Licensed/Unrepresented.

Conference with Legal Counsel Regarding Existing Litigation Pursuant to Govt. Code Section 54956.9, subdivision (d) (1) (1 case):

1) Trainman v. Alameda Unified School District: Case No.A164935

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By:

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Minutes - Minutes from April 26th Board 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.

Minutes coming to the Board for approval are:

- April 26, 2022 Regular Board Meeting

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: Approve as submitted.

AUSD Guiding Principle:

Submitted By: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

ATTACHMENTS:

Description	Upload Date	Type
☐ Unadopted minutes from April 26, 2022	5/9/2022	Backup Material

BOARD OF EDUCATION MEETING
April 26, 2022
Regular Meeting of the Board of Education
Meeting Held on Zoom Platform

UNADOPTED MINUTES

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

A. CALL TO ORDER

1. Public Comment on Closed Session Topics:

The Board did not receive any public comments related to this agenda.

2. Adjourn to Closed Session - 5:30 PM

Board of Education Members present: Board President Jennifer Williams, Board Vice President Heather Little, Board Clerk Megan Sweet, Board Trustee Ardella Dailey, and Board Trustee Gary K. Lym. Student Board Members present: Henry Mills (Alameda High School) and Will Lau (ASTI).

AUSD staff members present: Superintendent Pasquale Scuderi, Assistant Superintendent, Human Resources, Timothy Erwin; Assistant Superintendent, Business Services Shariq Khan; Assistant Superintendent, Educational Services, Kirsten Zazo; Senior Director of Equity and African American/Multicultural Achievement, Shamar Edwards; Senior Manager of Community Affairs, Susan Davis.

Items discussed in Closed Session:

- Conference with Labor Negotiators: AEA, CSEA 27, CSEA 860, and Management employee groups were discussed.
- Release of Certain Certificated Probationary Employee(s)
- Conference with Legal Counsel Regarding Existing Litigation Pursuant to Govt. Code Section 54956.9, subdivision (d) (1) (1 case):
 - Traiman v. Alameda Unified School District: Case No. A164935.

3. Reconvene to Public Session - 6:30 PM - Via Zoom Video Conference

4. Call to Order - Pledge of Allegiance - Board of Education President Jennifer Williams led the Pledge of Allegiance

5. Introduction of Board Members and Staff Via Video Conference:

Board of Education Members present: Board President Jennifer Williams, Board Vice President Heather Little, Board Clerk Megan Sweet, Board Trustee Ardella Dailey, and Board Trustee Gary K. Lym.

Student Board Members present: Henry Mills, Alameda High School, and Student Board Member William Lau, ASTI.

AUSD staff members present: Superintendent Pasquale Scuderi, Assistant Superintendent, Human Resources, Timothy Erwin; Assistant Superintendent, Business Services Shariq Khan; Assistant Superintendent, Educational Services, Kirsten Zazo; Senior Director of Equity and African American/Multicultural Achievement, Shamar Edwards; Senior Manager of Community Affairs, Susan Davis and Senior Executive Assistant to the Superintendent, Kerri Lonergan.

6. Closed Session Action Report:

There was no action taken in Closed Session.

B. MODIFICATION(S) OF THE AGENDA:

There were no modifications made to the agenda.

C. APPROVAL OF MINUTES:

Minutes from the March 22nd Regular Board Meeting were submitted for approval.

Motion to adopt the Minutes from the March 22, 2022 Board of Education Meeting.

MOTION: Member Lym

SECONDED: Member Sweet

ROLL CALL VOTE

STUDENT BOARD MEMBER VOTES

AYES: Members Mills and Lau

NOES:

ABSENT: Member Lin

BOARD MEMBER VOTES

AYES: Members Williams, Little, Sweet, Dailey, and Lym

NOES:

ABSTAIN:

MOTION APPROVED

D. COMMUNICATIONS

1. Proclamation: Holocaust Remembrance Day

In 2018, AUSD's Jewish Education Round Table submitted a request to add a proclamation to the agenda to recognize Holocaust Remembrance Day, also known as Yom Hashoah, in Alameda Unified School District.

More than 75 years have passed since the tragic events we now refer to as the Holocaust transpired. Jews were the primary victims, but they were not alone. Five million other people were murdered in Nazi concentration camps.

This year the Holocaust Day of Remembrance falls on April 28th. Mya Nguyen, an Alameda High School student read the proclamation for the Board.

2. Public Comments on Non-Agenda Items:

Flora Tso, parent of AUSD students: Ms. Tso asked the Board to direct staff to keep the music portion of the elective wheel at Lincoln Middle School. Ms. Tso stated that the District fulfilled a Public Records Request one minute prior to the deadline for a staff member to make a decision regarding the site where the staff member would teach for the 2022-2023 school year.

Ben Rose, parent of AUSD students: Mr. Rose asked the Board to direct staff to keep the music portion of the elective wheel at Lincoln Middle School. Mr. Rose stated the District fulfilled a Public Records Request one minute prior to the deadline for a staff member to make a decision regarding the site where the staff member would teach for the 2022-2023 school year.

3. Written Correspondence:

The Board did not receive any communications related to the April 26th Board agenda.

4. Report from Employee Organizations:

Cindy Zecher, California School Employees Association, Chapter 27 (CSEA 27): Ms. Zecher thanked Mya Nguyen for reading the Holocaust Remembrance Day Proclamation. Ms. Zecher shared dates for Employee Appreciation Days. Ms. Zecher stated CSEA is having an event on May 16th to celebrate Classified School Employees, and they will recognize the CSEA 27 scholarship winners at this meeting. Ms. Zecher thanked Jessica Stockwell and LaQuisha Lewis from the District's Student Services Department who enroll every student who comes to Alameda Unified School District. Ms. Zecher thanked the District's Negotiations team for doing an amazing job on the Successor Agreement.

Charlie Satterfield, Alameda Education Association (AEA): Mr. Satterfield announced that AEA will be offering six scholarships for AEA member children, 2 at AHS, 2 at EJSHS, 1 at Island, and 1 at ASTI. Mr. Satterfield thanked Alameda Mosaic for hosting a Fishbowl event last week. Mr. Satterfield stated the event went really well.

Richard Nuñez, California School Employees Association, Chapter 860 (CSEA 860): Mr. Nuñez thanked Cindy Zecher for her help with negotiations. Mr. Nuñez stated his bargaining group reached an agreement on their contract. Mr. Nuñez apologized for missing the last meeting; he was at the meeting but was logged in under his daughter's name.

5. PTA Council Report:

Student Board Member William Lau: The last PTA Council all presidents meeting is this week. They will be electing officers at this meeting. Mr. LaLonde thanked all the PTA Presidents for planning all the end-of-year activities, which our students love so much. Mr. LaLonde stated he has been

very impressed by all the programs the PTAs are putting on, especially the concert put on by Maya Lin students. Mr. LaLonde thanked the schools for inviting him to these different events.

6. Board Members' Report:

Board Clerk Megan Sweet: Board Member Sweet thanked Mya Nguyen for reading the Holocaust Remembrance Day proclamation. Board Member Sweet announced it is Administrative Professionals Day tomorrow and she thanked all the staff who work the front desk at our schools. Board Member Sweet also thanked all the teachers in Alameda for their incredibly hard work during a very difficult time. Board Member Sweet thanked all the school administrators for leading their schools with such joy, again during a very difficult time. Board Member Sweet thanked Wood School teachers for hosting such a special Multicultural Event last week. Board Member Sweet asked parent drivers to please respect the rules, laws, and guidelines around school zones.

Board Member Gary Lym: Board Member Lym congratulated Megan Sweet for being elected to the CSBA Delegate Council. Board Member Lym thanked Mya Nguyen for reading the Holocaust Remembrance Day proclamation.

7. Student Board Members' Report:

Student Board Member William Lau: Student Board Member Lau announced the ASTI WASC process is happening next week, which is a very important time for the school. ASTI will hold their prom on May 7th.

8. Superintendent's Report:

Superintendent Pasquale Scuderi: Superintendent Scuderi thanked Mya Nguyen for her reading of the Holocaust Remembrance Day proclamation tonight. Superintendent Scuderi also recognized Alameda Education Foundation for all the work they do to support Alameda Unified. Superintendent Scuderi thanked the Chamber of Commerce for hosting him and Board President Williams for having them at a recent event. Superintendent Scuderi stated he is a bit puzzled by the comments regarding public information requests and music staffing in our middle schools. Superintendent Scuderi stated he met with secondary music teachers yesterday and will be meeting elementary music teachers next. Superintendent Scuderi announced tomorrow is Administrative Professionals Day and he thanked AUSD's senior executive assistant, Kerri Lonergan for her support.

E. ADOPTION OF THE CONSENT CALENDAR

1. Certificated Personnel Actions
2. Classified Personnel Actions
3. Approval and Acceptance of Donations
4. Approval of Bill Warrants and Payroll Registers
5. Approval of Contract Award per Request for Proposal (RFP) No. 022-014-1 After School Programs for Select Alameda USD School: Paden Elementary
6. Approval of Memorandum of Understanding between Alameda Unified School District and Contra Costa County Office of Education Teacher Induction Program
7. Approval of Memorandum of Understanding with Colleges and Universities for Student Teacher and Student Counselor Interns: Grand Canyon University

- and University of Denver
8. Approval of Revised Course Description at Encinal Jr./Sr. High School: Radio Broadcast Journalism - Radio 2 (CTE)
 9. Approval of Title I Schoolwide Poverty Threshold Waiver Request
 10. Approval of Update to Measure I Bond Oversight Committee Bylaws
 11. Proclamation: Alameda Education Foundation Appreciation Day - April 26, 2022
 12. Ratification of Contracts Executed Pursuant to Board Policy 3300
 13. Ratification of Tentative Agreement between Alameda Unified School District (AUSD) and California School Employees Association, Chapter 27 (CSEA 27) for Successor Agreement Articles 13, 18, and 21 and Appendix G
 14. Ratification of Tentative Agreement between Alameda Unified School District (AUSD) and California School Employees Association, Chapter 860 (CSEA 860) for Successor Agreement Articles 11, 12, 14, and 23
 15. Resolution No. 2021-2022.49 Approval of Budget Transfers, Increases, Decreases
 16. Resolution No. 2021-2022.51 Annual Signature Authorization for CDE General Child Care and Development Program Contracts FY 2022-2023
 17. Resolution No. 2021-2022.52 Intent to Layoff/Reduce Classified Employees

Motion to adopt the Consent Calendar.

MOTION: Member Dailey

SECONDED: Member Little

ROLL CALL VOTE

STUDENT BOARD MEMBER VOTES

AYES: Members Mills and Lau

NOES:

ABSTAIN:

BOARD MEMBER VOTES

AYES: Members Williams, Little, Sweet, Dailey, and Lym

NOES:

ABSTAIN:

MOTION APPROVED

F. GENERAL BUSINESS

1. Presentation by NEA Community Learning Center for Material Revision Review and AUSD's Review Process and Criteria
Annalisa Moore, Executive Director of CLCS Schools, Inc, (the parent organization that guides the Nea Community School), gave the Board information on Nea's Charter Material Revision.

On March 22, NEA Community Learning Center submitted a request for Material Revision to the Alameda Unified School District's (AUSD) Board of Education.

Community Learning Center Schools currently operate Alameda Community Learning Center (ACLC) for grades 6-12 and Nea Community Learning

Center (Nea) for grades K-12. Nea intends to phase out their high school program over a three-year period beginning in 2022-2023 and graduating out their last high school cohort in 2025. Nea will shift from serving K-12th grade to TK-8th grade beginning in 2022-2023.

NEA staff gave their presentation to the Board in support of their request for Material Revision. Next steps will include a staff report of their findings on May 10, 2022 and the Board will be asked to take action on the Nea Charter Material Revision on May 24, 2022.

Public Comments:

Heather Dutton, teacher's union representative at Nea Community School:

Ms. Dutton asked the Board to approve the Charter Material Revision when it comes to them for action next month.

2. Strategic Planning and LCAP Process in AUSD

Tonight's presentation covers the assumptions the District will use to prepare the 2022-2023 budget and the timeline of various budget and LCAP-related presentations. Shariq Khan, AUSD's Assistant Superintendent, Business Services explained that these assumptions will be used to allocate funds to school sites and departments and to estimate the District's staffing requirements and revenue. The presentation covered the progress of the Strategic Plan and an overview of the engagement process for the Strategic Plan and the Local Control Accountability Plan (LCAP).

Public Hearings on the Comprehensive Budget proposal and the LCAP are scheduled on June 14, 2022. The 2022-2023 budget and LCAP will be presented for adoption to the Board on June 28, 2022.

3. Update on Curriculum Adoption

Dr. Vernon Walton, Directory of Secondary Education updated the Board on AUSD's textbook adoption process and he reviewed the schedule and sequence of textbook adoptions for the Board.

Education Code (EC) Sections 60200-60204 describes the process for the adoption of instructional materials for grades one through eight. These processes can be adapted for textbook adoptions in grades nine through twelve. Tonight's presentation will cover the status of textbook adoptions for K-5 History, Middle School Math, High School Psychology, Chemistry, Biology, and the timeline for future textbook adoptions.

4. Approval of AB1200 and Associated Salary Schedules: California School Employees Association Chapter 860 (CSEA 860), and Executive Cabinet/Administrative and Supervisory/Confidential/Licensed/Unrepresented

Shariq Khan, Assistant Superintendent of Business Services gave the Board information on the AB 1200 and collective bargaining agreement public disclosure requirements of Government Code Section 3547.5. Mr. Khan explained the forms are designed to present multi-year costs and budget implications of negotiations. The forms and copies of the proposed bargaining

agreements must be submitted to the Alameda County Office of Education after the Board of Education has taken action on the proposed agreement.

The District has reached a tentative agreement with the California School Employees Association (Chapter 860). The cost element of the tentative agreement is listed below:

- 1% ongoing raise retroactive to 07/01/2021
- 1% ongoing raise retroactive to 01/01/2022, and
- \$1275.00 one-time payment prorated by FTE (Paraprofessionals working six or more hours will be considered 1FTE for purposes of this one-time payment)

Per Board Policy 4351, the above-listed compensation increase is also being implemented for Executive Cabinet, Administrative and Supervisory Employees, and Confidential and Licensed Personnel.

The total three-year implementation cost of the tentative agreements reached with the California School Employees Association (Chapter 860) and identical compensation increase for Executive Cabinet, Administrative and Supervisory Employees, and Confidential and Licensed Personnel is \$1,159,271.00.

This AB1200 document, approved by the Board of Education on March 22, 2022, included compensation increases described above.

Student Board Member Henry Mills left the meeting at 8:07pm

Public Hearing Opened: 8:08pm
There were no public comments
Public Hearing Closed: 8:09pm

Motion to approve AB1200 and Associated Salary Schedules: California School Employees Association Chapter 860 (CSEA 860), and Executive Cabinet/Administrative and Supervisory/Confidential/Licensed/Unrepresented.

MOTION: Member Sweet

SECONDED: Member Dailey

ROLL CALL VOTE

STUDENT BOARD MEMBER VOTES

AYES: Member Lau

NOES:

ABSENT: Members Lin and Mills

BOARD MEMBER VOTES

AYES: Members Williams, Little, Sweet, Dailey, and Lym

NOES:

ABSTAIN:

MOTION APPROVED

5. Parcel Tax Program Annual Reports for 2020-2021

Susan Davis, AUSD's Senior Manager of Community Affairs gave the Board information on the Parcel Tax Program. Ms. Davis also introduced Parcel Tax Oversight Committee Chair, Carrie Hahnel, who presented the Parcel Tax Annual Report to the Board.

On November 8, 2016, Alameda voters approved Measure B1, with 74.25% voting yes. This parcel tax will generate approximately \$12 million until it sunsets in 2025. It extended the former Measure A (passed in 2011).

On March 3, 2022, Alameda voters approved Measure A, with 67.1% voting yes. This parcel tax will generate approximately \$10 million per year until it sunsets in 2025.

To ensure public accountability and fiscal transparency, both measures provide for an Oversight Committee to "review District compliance with the terms of this Measure." In October 2020, the Board of Education approved combining two oversight committees into one, unified "Parcel Tax Oversight Committee" to streamline review of and reporting on the district's overall parcel tax program.

For the 2020-21 school year, the Committee met four times in public meetings to review the District's compliance with the terms of Measure B1 and Measure A. All meetings of the Committee were open to the public and complied with open meeting laws as set forth under the Brown Act. Agendas were posted at least 72 hours before each meeting.

6. Resolution No. 2021-2022.50 Approval to Accept the Developer Fee Justification Report and the Proposed Adjustment to the Developer Fees Levied by the District Educators

Assistant Superintendent, Business Resources, Shariq Khan gave the Board information on the proposed adjustment to the Developer Fees.

In 1986, the California Legislature authorized school districts to levy school impact or developer fees on residential and commercial/industrial development for funding the construction or reconstruction of school facilities. The basis of the school facilities legislation is the relationship between new development and the impact on school districts to provide adequate school facilities for the student population new development generates.

The authority for the district's assessment of developer fees is set forth in Education Code Section 17620, pursuant to Government Code 65995, authorizing school districts to collect fees for mitigation of the impact of new development on facilities. The State allocation Board (SAB) is charged with adjusting the fee amounts for changes in the cost of construction. On February 23, 2022, the SAB approved the increase of the Developer Fee Level 1 rates to \$4.79 per square foot for residential development and \$0.78 per square foot for commercial/industrial development. This is an increase of \$0.71 for residential and \$0.12 for commercial/industrial development. To levy these fees, the district needs to provide justification for fees represented.

SchoolWorks, Inc. completed the attached 2022 Developer Fee Justification Study. The findings provide the required justification for AUSD to levy the maximum fees.

Following approval of this Resolution, the City of Alameda shall begin collecting the fees at an increased rate in sixty (60) days, beginning on June 25, 2022.

Public Hearing Opened: 8:20pm
There were no public comments
Public Hearing Closed: 8:21pm

Motion to approve Resolution No. 2021-2022.50 Approval to Accept the Developer Fee Justification Report and the Proposed Adjustment to the Developer Fees Levied by the District Educators.

MOTION: Member Sweet

SECONDED: Member Dailey

ROLL CALL VOTE

STUDENT BOARD MEMBER VOTES

AYES: Member Lau

NOES:

ABSENT: Members Mills and Lin

BOARD MEMBER VOTES

AYES: Members Williams, Little, Sweet, Dailey, and Lym

NOES:

ABSTAIN:

MOTION APPROVED

7. Approval of Superintendent's Recommendation to Appoint Members to the Measure I Bond Oversight Committee

A Proposition 39 general obligation bond measure requires the creation of a Citizens' Bond Oversight Committee (BOC). AUSD voters approved Measure I in November 2014 with 62.75% approval.

On March 15, 2022, the District received an application for the At-Large #2 open position on the BOC. Superintendent Scuderi reviewed the application and recommends the following for membership:

- Caroline Brossard

Other members continuing their service on the Bond Oversight Committee include:

Business Representative: Liana Hans
Senior Citizen: Don Sherratt
Parent in Alameda: John Baum

Parent Active in a PTA: Ryan LaLonde
At-Large #1: Sarah Olaes

***Motion to Approve the Superintendent's Recommendation to Appoint Caroline
Brossard to the Measure I Bond Oversight Committee.***

MOTION: Member Little

SECONDED: Member Dailey

ROLL CALL VOTE

STUDENT BOARD MEMBER VOTES

AYES: Member Lau

NOES:

ABSENT: Members Mills and Lin

BOARD MEMBER VOTES

AYES: Members Williams, Little, Sweet, Dailey, and Lym

NOES:

ABSTAIN:

MOTION APPROVED

- G. **ADJOURNMENT** – Board President Jennifer Williams adjourned the meeting at 8:24pm and she announced the next regular meeting of the Board of Education would be on May 10th.

Respectively Submitted,

Kerri Lonergan
Senior Executive Assistant
Alameda Unified School District

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Asian-Pacific Islander Heritage Month - May (5 Mins/Action)

Item Type: Action

Background: Asian-Pacific Islander Heritage Month is celebrated annually during the month of May at the local, state, and national level. With this proclamation, the Board of Education proclaims our respect of the identity and heritage of all students of Asian and Pacific Islander descent.

AUSD LCAP Goals: 2a. Support all students in becoming college and career ready.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

	Description	Upload Date	Type
□	Proclamation: Asian-Pacific Islander Heritage Month - May 2022	5/4/2022	Backup Material

PROCLAMATION
Asian-Pacific Islander Heritage Month
May 2022

WHEREAS, the State of California is home to more than 6,000,000 students of Asian and Pacific Islander descent, kindergarten through grade twelve; and

WHEREAS, these students reflect the great diversity of cultures and heritage of the many different countries of Asia and the Pacific Islands; and

WHEREAS, despite the hardships and barriers of the past, the people of Asia and the Pacific Islands who came to this country and their descendants have made substantial contributions to California's economic growth and development and have woven clear, distinct threads into the state's social fabric; and

WHEREAS, the *History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve*, states that the history curriculum of the community, state, region, nation, and the world must reflect the experiences of men and women of different racial, religious, and ethnic groups and must be integrated at every level; and

WHEREAS, Asian-Pacific Islander Heritage Month is celebrated annually at the local, state, and national levels;

NOW, THEREFORE, BE IT PROCLAIMED, that the Alameda Unified School District Board of Education hereby recognizes the month of May as Asian-Pacific Islander Heritage Month.

PASSED AND ADOPTED by the following votes this 26th day of April, 2022.

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Jennifer Williams, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Certificated Personnel Actions

Item Type: Consent

Background:

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2021-2022 budget.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
☐ Certificated Personnel Actions	5/12/2022	Cover Memo

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Classified Personnel Actions

Item Type: Consent

Background:

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2021-2022 budget.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
☐ Classified Personnel Actions	5/12/2022	Cover Memo

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Bill Warrants and Payroll Registers

Item Type: Consent

Background: On a routine basis, all payments from the funds of the District are made by written order of the Board of Education. This requirement is provided under Education Code 42631.

Seven (7) redactions were made where posting of that information would violate agreed upon confidentiality settlements. The District is posting all bills and warrants except for the ones that are redacted.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Will reduce the available funds of each respective site/department budget by \$2,209,618.55

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
□ Summary of Register	5/2/2022	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Measure I Contracts (Standing Item)

Item Type: Consent

Background: Alameda voters approved Measure I in November 2014, and the Bond Program Project Schedule: Option 5A was approved at the April 14, 2015 board meeting.

As the bond program schedule dictates, there will be various contracts to come before the Board for approval. Contracts may include construction bid contracts, architectural services contract addenda, specialists/consultants agreements, etc. Staff has created a standing board item to approve the bond program contracts to keep the bond program contracts separate from the approval of other contracts.

1. (Fund 21) Professional Services Agreement between AUSD and School Facility Consultants for a flat fee not to exceed \$5,000.00. (Various)
2. (Fund 21) Project Addendum no. 211615.3 to Agreement for Architectural Services for Measure I Bond Projects between AUSD and Quattrocchi Kwok Architects, Inc. for an increase of \$3,780.00 and a new total fee of \$346,525.00. (Bay Farm)

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 21 Building – Bond Fund

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
❑ School Facility Consultants	5/3/2022	Backup Material
❑ Quattrocchi Kwok Architects, Inc.	5/3/2022	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Memorandum of Understanding with Colleges and Universities for Student Teacher Interns: Cal State East Bay

Item Type: Consent

Background: The District enters into yearly contracts and partnerships with Universities' Departments of Education to provide a professional preparation program for student teachers and intern candidates. These programs are a benefit to the District and enable student teachers and intern candidates to continue vital training. The program which seeks to establish a partnership is:

- Cal State East Bay (Student Teaching Interns)

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
☐ MOU AUSD and Cal State East Bay	5/4/2022	Backup Material

California State University East Bay
Memorandum of Understanding and Agreement
to Provide Student Teacher Placements to University Students

This agreement is between the **Alameda Unified School District** (“District”) and the **California State University, East Bay** (“University”), who may be referred to collectively as the parties. This Agreement describes and confirms the expectations and responsibilities of the Parties regarding the Student Teacher Program through which University students enrolled in a credentialing program (“Student Teachers”) will gain experience in the public school setting.

TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of 5 years beginning **July 1, 2022** and ending **June 30, 2027**, unless terminated sooner. Either party may terminate this Agreement on 30 days’ written notice to the other party; provided, however, that credential candidates shall be allowed to conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. The District will provide the Student Teachers with supervised experience. The District’s Designated Supervisor(s) will hold an appropriate degree, credential or license in the specified field, if any is required for that field, and at least five years’ experience in that field. The Supervisor will provide the Student Teacher with at least two hours of face-to-face supervision per week for the duration of the Student Placement. Supervision may be shared among more than one qualified District staff member.
2. The District will designate a member of its staff to participate with the University’s designee in planning, implementing, and coordinating the Student Teacher Program.
3. The District will maintain complete records and reports on each Student Teacher’s performance and provide an evaluation to the University on forms the University shall provide.
4. The District may, in its sole discretion, refuse to accept as a participant in the Student Teacher Program any University student assigned to participate, and, upon request of the District, University shall withdraw the assignment of any University student participant.
5. After the District accepts the assignment of a Student Teacher, the District may terminate the Student Teacher for “good cause.” “Good cause” may include, but is not limited to failure to perform satisfactorily, refusal to follow District administrative policies, procedures, rules and regulations, or violation of any federal or state law. The District will immediately notify University in writing if it terminates an assignment. The District reserves the right to ban anyone from District facilities when the District finds, in its sole discretion that the presence of the person poses a threat or disrupts operations. University is responsible for informing its student participants of the provisions of this Section. District will immediately notify University, if District knows or suspects any professional or ethical or legal violations. University will cooperate with District in any investigation concerning the reported violation.
6. District shall, on any day when a Student Teacher is receiving training at its facilities, arrange for the Student Teacher to receive any necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, District

shall have no obligation to furnish medical care, surgical care or other health care to any Student Teacher.

UNIVERSITY RESPONSIBILITIES

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the Student Teacher.
2. University will confer regularly with District and site administration and district-employed mentor/liaison through meetings, telephone calls, and/or e-mail.
3. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a Student Teacher in the school. University and District agree they will cooperate in any investigation concerning the reported violation.
4. University will guarantee that Student Teachers and university supervisors have appropriate tuberculosis and fingerprinting clearance, including subsequent arrest notification service.
5. University will instruct Student Teachers in state laws regarding child abuse reporting, sexual harassment and professional conduct.
6. University supervisors will conduct systematic and regular observations of Student Teachers' performances in the District's classrooms.
7. University will be responsible for ensuring that Student Teachers have appropriate insurance coverage.
8. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, to be eligible for supervised fieldwork including proof of negative TB test current within one year of supervised fieldwork and issuance of finger print clearance.

STUDENT TEACHER RESPONSIBILITIES

1. Provide the District with the following documentation:
 - a. a copy of the letter from the University assigning the student to the District.
 - b. a background check fingerprint clearance report.
 - c. a negative tuberculosis test result, and
2. Comply with all applicable terms and provisions of this Agreement while serving as a Student Teacher.
3. Comply with the District's policies and procedures, and applicable state and federal laws and regulations while serving as a Student Teacher.
4. Provide services to District pupils only under the direct supervision of District staff.
5. Maintain the confidentiality of pupil information. No Student Teacher will have access to or have the right to receive any District pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the Student Teacher program. The discussion, transmission, or narration in any form by Student Teachers of any individually identifiable pupil information, educational, medical or otherwise, which is obtained in the course of the Student Teacher program is forbidden except as a necessary part of the practical Student Teacher experience. Otherwise, Student Teachers shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the Student Teacher experience with University, its employees, agents or others.

STATUS OF DISTRICT AND UNIVERSITY STUDENTS

The parties expressly understand and agree that all University students serving as Student Teachers in District schools pursuant to this Agreement are doing so for educational purposes only, and Student Teachers are not considered employees of the District for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. It is the responsibility of University to provide notice to its student participants of the provisions of this Section. The provisions of this Section shall survive the termination or expiration of this Agreement.

LIABILITY INSURANCE & WORKERS' COMPENSATION

The University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than \$1 million per loss and damage to property of others up to \$5,000 per incident), with extended reporting period of three (3) years, covering Student Teachers, and naming District as an additional named insured under such insurance policy or policies. Further, University agrees to maintain professional and comprehensive general liability insurance, with no exclusion for molestation or abuse, at a minimum of Five Million Dollars (\$5,000,000) per occurrence and Twenty-Five Million Dollars (\$25,000,000) in aggregate throughout the course of this Agreement.

Further, University shall provide written notice that should any of the above described policies be cancelled before the expiration thereof, notice will be delivered in accordance with the policy provisions. University also agrees to maintain statutory Workers' Compensation coverage on Student Teachers, any individuals characterized as employees of University and instructors working at District pursuant to this Agreement at all times during the course of this Agreement.

University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, University hereby agrees that not less than thirty (30) days prior to the effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

The University is permissibly self-insured through the State of California for automobile liability.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University set forth above, and such coverages shall be primary to any coverages maintained by the District. Limits of liability for each type of liability coverage shall be at least \$5 million per claim per occurrence/ \$25 million aggregate.

NO WORKERS' COMPENSATION LIABILITY

The Parties agree that the District is not to assume, nor shall it assume by this Agreement any liability under the California Workers' Compensation Insurance and Safety Act for, by or on behalf of any Student Teacher or University employees while they are on the premises of the District or

while performing any duty whatsoever under the terms of the Agreement or while going to or from any of the Student Teacher placement sites. University shall provide written notice to each Student Teacher regarding the lack of coverage of Workers' Compensation insurance by the District.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the District is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

8. The District is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as “COVID-19”. The District is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state and local governmental directives regarding COVID-19. The District, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, the District will take steps to comply with the modified, changed or updated guidelines or directives. If at any time the District becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the University of that fact.

Signed by DISTRICT:

By: _____

Name: _____

Title: _____

Date: _____

By: _____

Name: _____

Title: _____

Date: _____

Signed by UNIVERSITY:

By: _____

Name: _____ Robert Williams _____

Title: _____ Dean, CEAS _____

Date: _____

By: _____

Name: _____ Eric Engdahl _____

Title: _____ Chair, Teacher Education Dept _____

Date: _____

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Special Education Local Plan Area Master Contracts

Item Type: Consent

Background: Alameda Unified School District's Special Education Department contracts with non-public schools and non-public agencies to provide services to AUSD students under SELPA (Special Educational Local Plan Areas) agreements.

(Fund 01) Agreement between AUSD and The Speech Pathology Group for a total of \$66,260.00.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): \$66,260.00

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

Description	Upload Date	Type
☐ SELPA Contracts_5.10.22	5/4/2022	Cover Memo

Meeting Date: May 10, 2022

Item Title: Approval of Special Education Local Plan Area Contracts

Each year, Alameda Unified School District’s Special Education Department prepares “Master Contracts” that allocate funds for its ongoing annual services provided to AUSD students under SELPA (Special Education Local Plan Area) agreements.

In order to protect confidential student information, the contracts for non-public schools and non-public agencies related service providers listed below will be maintained in the Special Education Department for board members and public review.

Speech Pathology Group (SLPA)	\$60,760.00
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Speech Pathology Group (IEE)	\$5,500.00
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ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Two Dual Enrollment Courses for Encinal Jr./Sr. High School

Item Type: Consent

Background: Laney College created a *Certificate of Biotechnology*. Students of Encinal Jr./Sr. High School enrolled in the dual enrollment biotech program can obtain this certificate upon completion of the additional two courses listed below.

1. Introductory General Chemistry

Prerequisite: N/A

Elective/Required: Elective

Grade Level: 11th-12th

Subject Area: Chemistry

Length: One year

Credits: 10

Proposed by: Vernon Walton, Director of Secondary Education

2. Microbiology

Prerequisite: Introductory General Chemistry

Elective/Required: Elective

Grade Level: 11th-12th

Subject Area: Biological Science

Length: One year

Credits: 10

Proposed by: Vernon Walton, Director of Secondary Education

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Estimated cost for textbooks: \$9,735.00

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.

Submitted By: Dr. Vernon Walton, Director of Secondary Education

ATTACHMENTS:

Description

Upload Date

Type

New Course Description: Introductory

▣	General Chemistry_5.10.22	5/4/2022	Backup Material
▣	New Course Description: Microbiology_5.10.22	5/4/2022	Backup Material

SECONDARY COURSE DESCRIPTION
SECTION A: COURSE CLASSIFICATION

ALAMEDA UNIFIED SCHOOL DISTRICT
 Excellence & Equity For All Students

1. Course Title: Introductory General Chemistry	6. Prerequisite(s): <i>NA</i>
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: 11th-12th
3. Transcript Title/Abbreviation: <i>Intro Gen Chem P</i> <small>(For Educational Services)</small>	8. Elective/Required: Elective
4. Transcript Course Code/Course Number: <i>QCOM</i> <small>(For Educational Services)</small>	9. Subject Area: Chemistry / <i>Physical Science</i>
5. CBEDS Code: <small>(For Educational Services)</small> <i>9358</i>	10. Department: Science
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) - 4 unit college lab course <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, year removed from list: _____	
13. Meets the "___D___" requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: <u>Pauline Stahl</u> Title/Position: <u>Teacher</u> Phone: <u>748-4023 ext:2102</u> Fax: <u>521-4956</u> E-Mail: <u>pstahl@alamedaunified.org</u>	
16. Signatures: Department Chair: <u><i>[Signature]</i></u> Principal: <u><i>[Signature]</i></u> Acknowledged by Other Principals: <u><i>[Signature]</i></u> Educational Services: <u><i>[Signature]</i></u>	
16. Date Approved by Board of Education:	

SECTION B. COURSE CONTENT

17. Course Description:

Broadcast Journalism, a Career Technical Education (CTE, Arts, Media and Entertainment) course focuses on the analysis and practice of electronic news gathering, media production and presentation from a variety of theoretical, philosophical, artistic and historical perspectives. The main concentration of this course, Radio II, will be to apply skills learned in Radio I and develop programming for daily live broadcasts on 93.1/KJ TZ. Students will operate all aspects of the radio station from being on-air, production, Promotions, and program directing. Students will entertain live on the air operating a morning show, daily talk shows, and will broadcast live from several remote locations such as the annual Island Bowl, Park Street Art & Wine Festival, and the West End Street Fair.

18. Course Goals and/or Major Student Outcomes:

Upon successful completion of this course, the student will be able to:

- Analyze and compare local and national news broadcasts and the effect they have on society.
- Continued research on the flow of production and related careers within broadcast production
- Evaluate and identify the characteristics of on-air performers, including credibility, comfort, personality, believability and appearance.
- Develop, research, and support stories that are broadcast daily
- Write copy for on air News casts, commercials, and interviews
- Produce and broadcast live daily shows
- Enhance and perfect student production skills on commercial production, jingles for KJ TZ, and edited interviews for live daily broadcasts
- Create a professional Media related resume with a self-produced air-check and/ or production air check, to be sent to career appropriate organizations and secondary institutions.

19. Course Objectives (standards):

Adv.MA.Cr1 Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

Adv.MA.Cr2 Integrate a sophisticated personal aesthetic and knowledge of systems processes in proposing, forming, and testing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations

Adv.MA:Cr3 a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated aesthetic principles, such as hybridization.
b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.

Adv.MA:Pr4 Synthesize various arts, media arts forms, and academic content into unified media arts productions, such as transdisciplinary productions, that retain artistic fidelity across platforms.

Adv.MA:Pr5 a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
b. Fluently employ creativity and innovation in formulating lines of inquiry and solutions to address complex challenges within and through media arts productions.

Adv.MA:Pr6 Curate, design, and promote the presentation of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.

Adv.MA:Re7 a. Analyze and synthesize the qualities and relationships of the components and the audience impact in a variety of media artworks.

b. Examine diverse media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.

Adv.MA:Re8 Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.

Adv.MA:Re9 Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

Adv.MA:Cn10 a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.

b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.

Adv.MA:Cn11 a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.

b. Critically investigate and strategically interact with legal, technological, systemic, cultural, and vocational contexts of media arts considering the impacts upon individuals and the community.

20. Course Outline:

Unit I. Review Legalities: Releases, Copyrights, Plagiarism, Ethics and Public Forums

Students will examine and understand related legal issues in property (public and private) release, talent release, public domain, and the purposes of each. Students will recognize how fair use applies in a classroom, and be able to explain transformative use of material. Students will be able to summarize the characteristics of each type of public forum, and explain how First Amendment applies in the operation of a broadcast journalism course. Students will examine the ethics of journalistic reporting and the importance of truth in journalism.

Standards Addressed:

Adv.MA:Cn11 a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.

Adv.MA:Cn11 b. Critically investigate and strategically interact with legal, technological, systemic, cultural, and vocational contexts of media arts considering the impacts upon individuals and the community.

Essential Question:

How do broadcast laws protect artists and inform the style and content of broadcast media?

How has “remix culture” challenged or upended the traditional role of copyright law??

Student Activities:

Students will investigate, identify, and discuss what copyright protects and what it does not.

Students will analyze a contemporary work of art that relies heavily on remixing of existing intellectual property and evaluate its adherence to broadcast laws and ethics.

Students will research and distinguish what constitutes good judgment in journalism while following established journalistic standards. Students will assess the work of journalistic risk-takers and trail blazers including the negative effects of some recent and historic career-changing judgment calls (For example: Dan Rather, Don Imus).

Unit 2. Continued Skill Building of Audio Production

Students will examine and state the functions and features of sound (as distinguished from video impact) for radio, television, and web based media. Students will recognize and demonstrate hands-on familiarity with different types and functions of microphones: dynamic, condenser, wired/wireless, pickup patterns, and how to handle microphones in the studio, on the set, or in the field. Students will identify and describe the particular capacities and applications of different microphone arrays, recording levels and the basics of mixing audio sources through a mixing board.

Standards Addressed:

Adv.MA.Cr1 Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

Essential Question:

What are the key basic considerations for audio media in terms of: clarity in voice, background sound, enhancement or special effects?

Student Activities:

Students will record or transfer electronic news items selected from various electronic journalistic sources and then record original voice-over files and transfer prerecorded material (clips of news, sports, music, ambient noises) to a new audio file (individual portfolio item), learning to anticipate, plan, and monitor input levels and mix a variety of media sources into a single piece.

Unit 3. Continued Emphasis on - News Headlines, Scriptwriting and Story Development

Students will learn to develop, research, and support story ideas for writing (and subsequent possible treatment in live broadcast interviews). Students will acquire and demonstrate the steps required to frame issues and develop a news story as segments of different depths and lengths/ content: editorial headline briefs, "hard" news headline segments, and short-form feature.

Students analyze and evaluate issues and events as news and feature stories and discuss ideas collaboratively with editorial and production teammates and staff.

Students will learn to outline and develop and craft story lines over time observant of the current news cycle, as they progress through course units. Students will understand the importance of sound/video bites as an enhancement element in journalistic content.

Standards Addressed:

Adv.MA:Cr3 a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated aesthetic principles, such as hybridization.
b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.

Essential Question:

What are the essential components and considerations for composition, context, and delivery of a credible short form editorial/ opinion feature?

Student Activities:

Students will draw upon and cite a minimum of three credible sources, and compose a "perspective" to bring public awareness to an issue in current events news, articulating a theme in social/ educational environmental equity and justice. Students will identify sources, attach citations in-script, and search identify sound / video bites for subsequent production.

Individual Student's final portfolio will include an individual editorial as part of the summative assessment.

Unit 4. Journalistic Interviews, Oral History, and Storytelling

Students will build upon what they worked on in Radio I and examine all facets and phases of live interview engagement: selecting newsworthy topics and representative interlocutors, researching and gathering background information, communicating and coordinating the interview session.

Students will learn how to develop open-ended and comprehensive sets of questions appropriate for the interview context and purpose. Students will learn techniques to build rapport, frame, introduce and ask questions, active-responsive listening, when to ad lib, awareness of body language, how to avoid stalls and to recue / re-direct an interview back on track.

Standards Addressed:

Adv.MA:Pr5 a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
b. Fluently employ creativity and innovation in formulating lines of inquiry and solutions to address complex challenges within and through media arts productions.

Adv.MA:Cn10 a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.
b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.

Essential Question:

What are the most effective techniques for successful preparation and implementation of entertainment, comprehensive news gathering, and in-depth interviews? How do oral histories preserve cultural knowledge?

Student Activities:

Students will research, conduct and edit an oral history with an individual on a particular cultural experience.

Students will research and identify three regional non-profit or civic organizations whose mission is of interest to the student. Students will research the organizations and generate a list of interview questions for each organization. Students will initiate outreach to an appropriate representative of each, inviting an in-class professional presentation, question and answer (Q + A), and subsequently implementing (at least one) live interview. Individual Student's final portfolio will include an individual interview as part of the summative assessment.

Unit 6. Vocal Techniques and the Creation of a Persona

Students will evaluate and describe the role of voice in broadcast journalism and related voiced media forms, including dimensions of context, credibility, and persona. Students will practice and produce various types of scripts, and receive feedback toward establishing their individual strengths and individual zones for vocal range, pitch, and tempo.

Students will identify, describe and practice types of voiced delivery and voice-over styles commonly employed in film or video, features documentaries, or news reports to explain information, sports and entertainment programming, public service announcements, promotion or advertising.

Standards Addressed:

Adv.MA:Cr1 Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

Adv.MA:Cr2 Integrate a sophisticated personal aesthetic and knowledge of systems processes in proposing, forming, and testing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations

Essential Question:

What are the fundamental considerations and requirements for successful application of voice and vocal techniques? What are the qualitative and stylistic dimensions of voice? How does voice and vocal technique serve to advance the particular purpose of any media message and establish a characteristic aesthetic style of the presenter?

Student Activities:

Students will select from suggested journalistic scripts, then practice and record their own voice products in various categories of journalistic style and content with consideration of context, objective, clarity, delivery style, and any special effects or soundtrack enhancement. Individual Student's final portfolio will include a package of individual performances of news and public service announcements and interview as part of the summative assessment.

Unit 5. Scriptwriting / Public Service

Students will examine and understand the role and importance of public service through journalism in the public interest.

Standards Addressed:

Adv.MA:Pr6 Curate, design, and promote the presentation of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.

Adv.MA:Re7 a. Analyze and synthesize the qualities and relationships of the components and the audience impact in a variety of media artworks.

b. Examine diverse media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.

Adv.MA:Re8 Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.

Essential Question:

What is the history and current context of broadcast in the spirit of and serving the public interest?

Student Activities:

Students will research, create and produce a package of (industry standard length) public service announcements.

Students will develop and align the package with reference and regard to missions, professional themes (and contacts) established through previous course projects.

Students will research influential broadcast PSA campaigns in order to analyze the cultural context which informed the PSAs and evaluate the efficacy of the messaging.

Unit 6. Continued work on Studio and Field ENG Recording and Editing

Students practice operating studio board consoles; pot assignments, microphone techniques, (mic/ camera positions) mixing, recording, lighting and technical directing. Students will be similarly introduced and gain competency with field recording equipment, capture and transfer of data to related industry standard editing software (for example: Adobe Audition, Adobe Premier, Pro Tools, TLC, Natural Music, Wide Orbit). Students will outline, recall and demonstrate basics in the principles of recording and equipment/program competency. Students will also learn about the specific roles within a broadcast newsroom, practice working as a production team with specialized roles, and exchange feedback in a professional setting.

Essential Question:

What are the baseline requirements to produce a technically competent in-studio broadcast? What is required to capture sound or image reportage in the field and transfer the media to its broadcast distribution headquarters?

What does effective collaboration and feedback look like in a professional media production context?

Standards Addressed:

Adv.MA:Cr2 Integrate a sophisticated personal aesthetic and knowledge of systems processes in proposing, forming, and testing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations

Adv.MA:Re9 Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

Student Activities:

Students will demonstrate the skills needed to operate appropriate technology to record a package of short form media products created both in production room or studio, and with appropriate ENG recording devices.

Unit 7. Broadcast Video Production:

Students will identify and name the various roles and responsibilities of respective members of a broadcast production team. Students will examine and understand elements of developing and producing a feature, package, or a show, designing sequence, flow and pace. Students will be engaged in analysis, creative collaboration, and design of programming which can win and keep an audience with appropriate interest, variety, and balance.

Standards Addressed:

Adv.MA:Pr4 Synthesize various arts, media arts forms, and academic content into unified media arts productions, such as transdisciplinary productions, that retain artistic fidelity across platforms.

Essential Question:

Which are the elements, roles, responsibilities, and skills required among individuals as members of a broadcast productions team? What are the indicators and attributes of a truly dynamic, well composed, informative, and engaging broadcast program?

Student Activities:

Students will develop, design and produce a series of broadcasts in the production studio (progressive practice, in real time) preparatory for live broadcast, while following a program flow template (timeline or broadcast script). Students evaluate and modify based on detailed formative assessment for each program via an assessment rubric providing comments and suggestions along key dimensions of

describing discrete production elements, individual and team performance. Individual Student's final portfolio will include broadcast team production package products as part of the summative assessment.

Unit 8. Portfolio

Students will compile a complete representation of their work accomplishes in the course work, and a demo (scope of work) appropriate for submission to a journalism field-identified college program or employer application.

Standards Addressed:

Adv.MA:Cn11 a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.

Essential Question:

What body of work, knowledge, and technical skill is required to enter tertiary/ technical training or entry-level workplace broadcast journalism media environment? Describe how your portfolio meets the standards set by the broadcast media. Reflect on the relevancy of your productions and the issues that you had to overcome.

Student Activities:

Students will compile an electronic and binder portfolio of work place related production products representing the full palette of assignments in the coursework.

Students will write a personal statement explaining how their work responds directly to issues of contemporary relevance to global and local issues.

21. Instructional Materials:

Board approved required text:

Broadcast Journalism: Techniques of Radio and Television News, Boyd, Stewart, Focal Press, 2008.

Creating Powerful Radio, Geller, Valerie, Focal Press, 2000.

Supplementary materials:

Websites

NAB Resource Directory, National Association of Broadcasters, <http://www.nab.org>

American Society of Newspaper Editors, American Society of Newspaper Editors, <http://asne.org>

Multimedia

Video News Clips

KQED Perspectives: www.kqed.org

Youth Radio Segments: www.youthradio.org

22. Instructional Methods and/or Strategies

- Direct instruction (lectures, demonstrations, small and large group discussion, selected readings)
- Use of a variety of instructional materials and resources
- Project-based learning
- Embedded assessments
- Collaborative learning opportunities
- Use of community resources including guest speakers
- Student presentations
- Use of technology-based resources such as the Internet
- Hands-on experience
- Group and individual projects
- Live broadcasts on 93.1/KJZ
- Remote Broadcasts

23. Assessment and Evaluation

- Embedded assessments
- Classroom participation, effort, skill mastery and quality of work
- Completion of assignments/ portfolio
- Individual projects/ group projects
- Research papers
- Assessment of live broadcasts & production
- Assessment on copy writing and management of KJZ

24. Grading Policy

Participation	60%
Assessments	20%
Professional Portfolio	20%

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

SECTION C. OPTIONAL INFORMATION

25. Context for offering the course:

26. History of Course Description:

SECONDARY COURSE DESCRIPTION
SECTION A: COURSE CLASSIFICATION

ALAMEDA UNIFIED SCHOOL DISTRICT
 Excellence & Equity For All Students

1. Course Title: Microbiology	6. Prerequisite(s): Introductory General Chemistry
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: 11th and 12th
3. Transcript Title/Abbreviation: Microbiology P (For Educational Services)	8. Elective/Required: Elective as part of Encinal Biotech dual enrollment program
4. Transcript Course Code/Course Number: QBOM (For Educational Services)	9. Subject Area: Biological Science / Life Science
5. CBEDS Code: (For Educational Services) 9358	10. Department: Science
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, year removed from list: _____	
13. Meets the "___D___" requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: <u>Pauline Stahl</u> Title/Position: <u>Teacher</u> Phone: <u>748-4023 x23103</u> Fax: <u>521-4956</u> E-Mail: <u>pstahl@alamedaunified.org</u>	
16. Signatures: Department Chair: <u>[Signature]</u> Principal: <u>[Signature]</u> Acknowledged by Other Principals: <u>[Signature]</u> Educational Services: <u>[Signature]</u>	
16. Date Approved by Board of Education:	

SECTION B. COURSE CONTENT

17. Course Description: Survey of the various microscopic agents of particular importance to humans: Emphasis on microbes involved in infectious diseases, host defenses against disease, elements of infectious chains and means utilized for breaking the chains.
18. Course Goals and/or Major Student Outcomes:
 1. Provide evidence that feedback mechanisms maintain homeostasis.
 2. Explain factors that affect carrying capacity of ecosystems at different scales. Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors.
 3. Understand that complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
 4. Clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
 5. Show how inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
 6. Provide evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
 7. Explain that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
 8. Provide evidence for how natural selection leads to adaptation of populations.
 9. Explain how changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
 10. Distinguish between various disease causing microbes and how to treat them
19. Course Objectives (standards):

Students will be able to:

 1. Cultivate microorganisms in the laboratory
 2. Isolate and identify selected pathogenic organisms
 3. identify structures and functions of bacterial cells
 4. List common bacterial diseases and treatments
 5. Explain and use universal precautions, including aseptic techniques
 6. Prepare bacterial slides and correctly use a microscope
 7. Write clear, well organized lab reports
 8. Describe equilibrium in biological processes
20. Course Outline:
 1. History of microbiology (2%)
 2. classification of microorganisms (4%)
 3. Bacterial cell structure and function (7%)
 4. microbial nutrition and growth (7%)
 5. microbial metabolism (5%)
 6. microbial genetics (8%)
 7. Controlling microbial growth (6%)

8. Viruses (7%)
9. Antimicrobial drugs (7%)
10. Non-specific line of defense (6%)
11. Specific defenses (9%)
12. Immunity and hypersensitivity (4%)
13. Infection, infectious diseases and epidemiology (9%)
14. Microbial diseases of digestive and respiratory systems (3%)
15. Microbial diseases of nervous system and wound infection (3%)

21. Instructional Materials:

Board approved required text:

Microbiology with Diseases by Body System, 5th ed, ISBN: 9780134477206

Recommended-Photographic Atlas for the Microbiology Laboratory, 5th ed, ISBN: 9781617319037

Supplementary materials:

22. Instructional Methods and/or Strategies

Lecture

Lab

Discussion

Experimentation

Multimedia Content

23. Assessment and Evaluation

Quizzes and Tests

Lab Practical

Problem Solving

24. Grading Policy

A-F grades assigned based on skills and content mastery

SECTION C. OPTIONAL INFORMATION

25. Context for offering the course:

This course is offered by Laney College. Students in the Encinal dual enrollment biotech program will take this course and Chem 30A in preparation for a year of biotechnology courses.

26. History of Course Description:

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Jewish American Heritage Month - May

Item Type: Consent

Background: Alameda Unified School District recognizes May as Jewish American Heritage Month and encourages all Alameda families, students, and staff to acknowledge and honor Jewish Americans for their notable accomplishments and outstanding service to the community of Alameda, the State of California, and the nation writ large.

AUSD LCAP Goals: 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #4 - Parental involvement and community engagement are integral to student success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

	Description	Upload Date	Type
□	Proclamation: Jewish American Heritage Month_May 2022	5/4/2022	Cover Memo

PROCLAMATION
Jewish American Heritage Month
May 2022

WHEREAS, for thousands of years, members of Jewish communities have sustained their strong identity and rich traditions while persevering through persecution, enslavement, forced segregation, and the horrors of the Holocaust; and

WHEREAS, since the first Dutch Jew set foot in New Amsterdam in 1654, Jews have been contributing to the culture and history of the United States of America while achieving great success, strengthening the country, and helping shape America through a deep commitment to faith, family, and community; and

WHEREAS, in his second year in office, President George Washington wrote a letter to the Touro Synagogue in Newport, Rhode Island, one of the first Jewish houses of worship in the United States of America, reaffirming the nation's commitment to religious freedom and noting that the government of the United States would give "to bigotry no sanction [and] to persecution no assistance" as he also emphasized that all Americans are entitled to "liberty of conscience and immunities of citizenship"; and

WHEREAS, it was such a belief that drew generations of Jewish immigrants to the United States of America to rebuild their lives, whether that included Jewish families fleeing pogroms or persecution in Europe during the last century, Holocaust survivors, or Jews trapped behind the Iron Curtain; and

WHEREAS, this history has led many Jewish Americans to find common cause with the Civil Rights Movement, and Jewish Americans have continued their strong support for liberty and human dignity thus, uniting to end discrimination in voting, employment, and public accommodation while also supporting equity for women, farmworkers, the disabled, and LGBTQ Americans; and

WHEREAS, Jewish Americans, including those in Alameda, continue to contribute to the nation's progress as scientists, teachers, entrepreneurs, members of the Armed Forces, public servants, private citizens, leaders, parents, and citizens in all walks of life; and

WHEREAS, the Alameda Unified School District has acknowledged and recognized the urgent need to educate students in the community on Jewish history and culture, and in 2017 AUSD established the Jewish Education Round Table to foster understanding and respect; and

WHEREAS, anyone interested in learning more about the heritage and contributions of Jewish Americans as well as other resources should visit www.JewishHeritageMonth.gov and the AUSD Jewish Education Round Table at AlamedaJERT.org;

NOW, THEREFORE, BE IT PROCLAIMED that Jewish American Heritage Month is the time when the rich history of Jewish Americans is celebrated and their contributions to this nation are honored, and thus the Alameda Unified School District Board of Education hereby recognizes May as Jewish American Heritage Month and encourages all Alameda families, students, and staff to acknowledge and honor Jewish Americans for their notable accomplishments and outstanding service to the community of Alameda, the State of California, and the nation writ large.

PASSED AND ADOPTED by the following votes this 26th day of April, 2022.

AYES:_____MEMBERS:_____

NOES:_____MEMBERS:_____

ABSENT:_____MEMBERS:_____

Jennifer Williams, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Employee Appreciation Month - May

Item Type: Consent

Background: May is Employee Appreciation Month. The Board of Education adopts this proclamation to honor the employees of Alameda Unified School District during the month of May for their outstanding performance, accomplishments, hard work, and dedication to the students of AUSD.

This year's dates to recognize:

- | | |
|-------------------|---------------------------------------|
| · May 1, 2022 | School Principals Day |
| · May 2-6, 2022 | National Teacher Appreciation Week |
| · May 11, 2022 | California Day of the Teacher |
| · May 15-21, 2022 | Classified Employee Appreciation Week |

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
☐ Employee Appreciation Proclamation	5/4/2022	Backup Material

PROCLAMATION
Employee Appreciation Month
May 2022

WHEREAS, the employees of the Alameda Unified School District provide valuable services for the educational welfare of children, youth, and adults; and

WHEREAS, education of students is vital to the nation and to the citizens of Alameda who take pride in the achievements of their students; and

WHEREAS, the district's dedicated employees provide support and strive for excellence in all areas relative to education; and

WHEREAS, the Board of Education wishes to pay tribute to those dedicated individuals who instruct, support, and inspire students in the educational process, in and out of the classroom; and

WHEREAS, the following days of special employee observance will be honored:

- | | | |
|---|-----------------|---------------------------------------|
| • | May 1, 2022 | School Principals Day |
| • | May 2-6, 2022 | National Teacher Appreciation Week |
| • | May 11, 2022 | California Day of the Teacher |
| • | May 15-21, 2022 | Classified Employee Appreciation Week |

NOW, THEREFORE, BE IT PROCLAIMED, that the Alameda Unified School District Board of Education recognizes May as Employee Appreciation Month and encourages all Alamedans to join us in offering our gratitude and deepest appreciation for those who educate, support, and guide today's learners into becoming tomorrow's leaders.

PASSED AND ADOPTED by the following vote this 10th day of May 2022:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Jennifer Williams, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____

Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Girls Inc. of the Island City Appreciation Day - May 10, 2022

Item Type: Consent

Background: Girls Inc. of the Island City shares AUSD's values with regard to appreciating diversity, championing equity, and preparing young people through service learning for empowered and joyful lives. Alameda families have benefited greatly from Alameda Island Kids before and after school programs offered by Girls Inc. of the Island City.

Today, the Alameda Unified School District hereby recognizes the first Board of Education meeting in May each year as "Girls Inc. of the Island City Appreciation Day" and thanks Girls Inc. of the Island City for their outstanding service to the students of AUSD and Alameda writ large.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

	Description	Upload Date	Type
□	Proclamation: Girls Inc. of the Island City Appreciation Day 5.10.22	5/4/2022	Cover Memo

PROCLAMATION
Girls Inc. of the Island City Appreciation Day
May 10, 2022

WHEREAS, Girls Inc. of the Island City has been a powerful resource for young women since 1964; and

WHEREAS, Girls Inc. of the Island City has provided youth development services geared specifically for girls as the Alameda affiliate of the national nonprofit organization Girls Inc.; and

WHEREAS, Girls Inc. of the Island City serves over 500 girls aged 6-18 each and every year; and

WHEREAS, because of their leadership over decades, tens of thousands of youth have benefited from research-based curricula and trained mentors to equip them with academic skills, physical fitness activities, financial literacy, and exploration of careers in science, technology, engineering, and math; and

WHEREAS, Girls Inc. of the Island City provides free programs in AUSD schools and at their center as well as access to girls and their families on a sliding scale with the partnership of community-based organizations, thus delivering their powerful programs to hundreds of youth who represent the diversity of Alameda; and

WHEREAS, Alameda Unified School District has directly benefited for years because of our partnership with Girls Inc. of the Island City, including the ability for AUSD students to participate in cutting edge programs on AUSD campuses that have served as pilot sites for Girls Inc. National; and

WHEREAS, Alameda Unified School District and the families we serve have benefited greatly from Alameda Island Kids before-school and after-school programs offered by Girls Inc. of the Island City, important enrichment programs that serve both boys and girls in most of our elementary schools; and

WHEREAS, Girls Inc. of the Island City shares AUSD's values with regard to appreciating diversity, championing equity, and preparing young people through service learning for empowered and joyful lives;

NOW, THEREFORE, BE IT PROCLAIMED that the Alameda Unified School District hereby recognizes the first Board of Education meeting in May each year as "Girls Inc. of the Island City Appreciation Day" and thanks Girls Inc. of the Island City for their outstanding service to the students of AUSD and Alameda writ large.

PASSED AND ADOPTED by the following votes this 10th day of May, 2022.

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Jennifer Williams, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Harvey Milk Day - May 22, 2022

Item Type: Consent

Background: On October 11, 2009, Governor Arnold Schwarzenegger signed SB 572 declaring May 22nd as "Harvey Milk Day," a special day of recognition in California making him only the second person in state history - in addition to conservationist John Muir - to gain such a designation. Tonight we honor Harvey Milk's legacy as a civil rights organizer.

AUSD LCAP Goals: 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #4 - Parental involvement and community engagement are integral to student success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

	Description	Upload Date	Type
▣	Proclamation: Harvey Milk Day_May 22, 2022	5/4/2022	Cover Memo

PROCLAMATION

Harvey Milk Day

May 22, 2022

WHEREAS, by signing SB572 on October 11, 2009, Governor Arnold Schwarzenegger officially instituted May 22nd as Harvey Milk Day; and

WHEREAS, Harvey Milk was born on May 22, 1930; and

WHEREAS, in 1972 Harvey Milk and his partner Scott Smith moved to San Francisco, California, and in 1977 Harvey was elected to Board of Supervisors of the City and County of San Francisco – the first time in the history of the United States an openly gay man was elected to prominent political office; and

WHEREAS, during his term on the Board of Supervisors, Harvey Milk sponsored and successfully passed a gay rights ordinance and was instrumental in defeating Proposition 6 – commonly known as the Briggs Initiative – which would have banned gays and lesbians from teaching in the public schools of this state; and

WHEREAS, Harvey Milk’s life and political career embody the rise of the lesbian, gay, bisexual, and transgender (LGBT) civil rights movement in California, across the nation, and throughout the world; and

WHEREAS, Harvey Milk’s legacy as a civil rights leader is still felt today, with his life and social contributions having left an indelible mark on the history of our nation with special meaning for the people of California; and

WHEREAS, The Harvey Milk Foundation, founded in 2009, encourages local, regional, national, and global organizations to embody and utilize Harvey Milk’s story, his style, and his collaborative relationship building approach; and

WHEREAS, since 2010 the Alameda Unified School District has participated in Alameda’s Annual Harvey Milk Day celebration and has helped institutionalize the event in our schools and our community;

NOW, THEREFORE, BE IT PROCLAIMED that the Alameda Unified School District Board of Education hereby recognizes May 22nd as Harvey Milk Day and encourages all public schools and educational institutions to observe this day and to conduct suitable commemorative exercises that remember the life of Harvey Milk, recognize his accomplishments, and familiarize pupils with the contributions he made to this state.

PASSED AND ADOPTED by the following votes this 10th day of May, 2022.

AYES:_____MEMBERS:_____

NOES:_____MEMBERS:_____

ABSENT:_____MEMBERS:_____

Jennifer Williams, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Ratification of Contracts Executed Pursuant to Board Policy 3300

Item Type: Consent

Background: On January 11, 2022, for FY 2021-2022 the Board of Education delegated authority to enter into contracts on behalf of the Alameda Unified School District and to purchase supplies, materials, apparatus, equipment, and services up to the amounts specified in Public Contract Code 20111 and Education Code section 17604 to the Superintendent of Schools, Assistant Superintendent of Educational Services (formerly Chief Student Services Officer), Assistant Superintendent of Business Services (formerly Chief Business Officer), and Assistant Superintendent of Human Resources (formerly Chief Human Resources Officer), and Purchasing Manager.

Resolution Number 2021-2022.33 further limited the delegation to expenditures of less than \$99,100 and required that the Board of Education ratify the contracts within sixty (60) days of incurring the expense.

The following contracts are presented for ratification:

1. (Fund 01) Contract for Repairs, Maintenance or Small Construction Projects between AUSD and ACTenviro, Inc. for a total price of \$25,421.41.
2. (Fund 01) Contract for Repairs, Maintenance or Small Construction Projects between AUSD and Otis Elevator for a total price not to exceed \$60,000.00.
3. (Fund 01) Professional Services Agreement between AUSD and ACTenviro, Inc. for a total not to exceed \$36,030.00.
4. (Fund 01) Contract for Repairs, Maintenance or Small Construction Projects between AUSD and BrightView Landscape Development, Inc. for a total price of \$58,900.00.
5. (Fund 01) Amendment No. 4 to Professional Services Agreement between AUSD and The Stepping Stones Group for an increase of \$4,320.00 and an amended PSA value of \$815,298.00.
6. (Fund 01) Amendment No. 3 to ASES Memorandum of Understanding between AUSD and Bay Area Community Resources for an increase of \$53,049.00 and an amended MOU value of \$205,173.59.
7. (Funds 25, 01) Professional Services Agreement between AUSD and Orbach, Huff & Hendersen LLP for varying hourly rates with a total not to exceed \$50,000.00.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ ACTenviro, Inc.	5/3/2022	Backup Material
☐ Otis Elevator	5/3/2022	Backup Material
☐ ACTenviro, Inc.	5/3/2022	Backup Material
☐ BrightView Landscape Development	5/3/2022	Backup Material
☐ Stepping Stones Group	5/3/2022	Backup Material
☐ Bay Area Community Resources	5/3/2022	Backup Material
☐ Orbach, Huff & Henderson LLP	5/3/2022	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Revision of the 2021 Five-Year Developer Fee Findings Report

Item Type: Action

Background: At their January 12, 2021 meeting, the Board adopted the 2019-2020 Annual Developer Fee Report and the Five-Year Developer Fee Findings Report.

The five-year report provides a detailed analysis of the district's overall use of these fees. Its purpose is to illustrate to what extent the fees collected for development is necessary for meeting the district's facility program needs. Tonight staff is asking the Board to approve the revised five-year report. As required by Govt. Code section 66001(d), the report required listing developer fees in Fund 25 that remain unexpended, whether committed or uncommitted. This revision will update that information as presented in 2021 and add an additional project.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 25 Capital Facilities – Developer Fees Fund

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

	Description	Upload Date	Type
□	Five-Year Developer Fee Findings Report_revised	5/3/2022	Backup Material

DEVELOPER FEE REPORT
FISCAL YEAR ENDING JUNE 30, 2020

Background:

A school district collecting developer fees is required to make available to the public information on the status of developer fee collections and expenditures and to make periodic findings with respect to that portion of the account or fund remaining unexpended, whether committed or uncommitted, in accordance with Sections 66006(b)(1) and 66001(d)(1) of the Government Code.

The Alameda Unified School District ("District") has combined its reporting obligations into this single report.

Findings:

In adopting and approving this Developer Fee Report, the Governing Board of the Alameda Unified School District confirms, determines, and finds that:

1. It reviewed the information in this Report at its regularly scheduled meeting of January 12, 2021, and which information was made available to the public not less than 15 days before this date.
2. Notice of this meeting, including the address where the information in this Report may be reviewed, was mailed at least 15 days prior, to any interested party who filed a written request.
3. The information and findings set forth in Table 4, hereof, are with respect to that portion of Fund 25 remaining unexpended, whether committed or uncommitted, and are only made for moneys in possession of the District and not with respect to letters of credit, bonds, or other instruments taken to secure payment of the fee at a future date.
4. The information in this Report is being made available to the public within 180 days of the close of the 2019-2020 fiscal year, ending June 30, 2020.

ANNUAL DEVELOPER FEE REPORT

As required by Government Code section 66006(b), this portion of the report provides the public with the following information:

A. A brief description of the type of fee in the account or fund:

The District's capital facilities account ("Fund 25") contains the following types of fee:

TABLE 1

TYPE OF FEE	FEE RATE EFFECTIVE 04/27/2018*	DATE OF LAST COLLECTION	FEE RATE EFFECTIVE 04/27/20**	DATE OF LAST COLLECTION
Level 1 – Residential	\$3.79 / sq. ft.	04/30/2020	\$4.08 / sq. ft.	06/30/2020
Level 1 – Commercial/ Industrial	\$0.61 / sq. ft.	04/30/2020	\$0.66 / sq. ft.	06/30/2020

* Resolution No. 2017-2018.46 adopted by the Board on February, 27, 2018 authorized the fee increase and approved the maximum Level 1 statutory fee rates of \$3.79 and \$0.61 per square foot, for residential and commercial/industrial respectively, as justified by the Review of Fee Justification Documentation, dated January 29, 2018, prepared by Schoolworks, Inc.

** Resolution No. 2019-2020.33 adopted by the Board on February, 25 2020 authorized the fee increase and approved the maximum Level 1 statutory fee rates of \$4.08 and \$0.66 per square foot for residential and commercial/industrial respectively, as justified by the Review of Fee Justification Documentation, dated January 22, 2020, prepared by Schoolworks, Inc.

B. The amount of the fee:

See Table 1, above.

C. The beginning and ending balance of the account:

1. The beginning balance on July 1, 2019 was \$3,150,566.
2. The ending balance on June 30, 2020 was \$5,226,293.

D. The amount of the fees collected and the interest earned during the annual reporting period:

TABLE 2

TYPE OF FEE	AMOUNT COLLECTED
Level 1 – Residential	\$405,756.95
Level 1 – Commercial/Industrial	1,990,420.72
Interest Earnings	137,187.75
TOTAL	\$2,533,365.42

- E. Identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees, during the reporting period:**

TABLE 3		
PROJECT NAME	AMOUNT OF FEES EXPENDED	% OF THE PROJECT FUNDED WITH FEES
Bay Farm Elementary School – Lease for portables and rental for power poles	\$9,642.29	100%
Otis Elementary School – Lease for portables and new toilet room addition	319,020.43	100%
Wood Middle School – Lease for portables	18,705.00	100%
Arthur Anderson Community Learning Center - Lease for portables	42,276.00	100%
District – 3% administrative fee collection	67,995.00	100%
TOTAL	\$457,638.72	

- F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) of subdivision (a) of Section 66001, and the public improvement remains incomplete:**

There are no current incomplete projects that utilize these fees. However, the District intends to use the developer fees in Fund 25 to fund additions to existing schools and portable replacement projects.

- G. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan:**

There were no interfund borrowings or loans made in this fiscal year.

- H. The amount of refunds made pursuant to subdivision (e) of Section 66001 and any allocations pursuant to subdivision (f) of Section 66001.**

No refunds were made in this fiscal year, and no refunds are required under applicable law.

END OF ANNUAL DEVELOPER FEE REPORT

FIVE-YEAR DEVELOPER FEE REPORT

As required by Government Code section 66001(d), this portion of the report makes the required five (5)-year findings with respect to developer fees in Fund 25 that remain unexpended, whether committed or uncommitted:

A. Identify the purpose to which the fee is to be put:

See Table 4, Column A, below.

B. Demonstrate a reasonable relationship between the fee and the purpose for which it is charged:

See Table 4, Column B, below.

C. Identify all sources and amounts of funding anticipated to complete financing incomplete planned capital improvements identified in the District's fee justification study, if any:

See Table 4, Columns C1 and C2, below.

D. Designate the approximate dates on which the funding referred to in subparagraph (c) is expected to be deposited into the appropriate account or fund:

See Table 4, Column D, below

TABLE 4				
COLUMN A: PROJECTS	COLUMN B: REASONABLE RELATIONSHIP TO FEE	COLUMN C1: SOURCES OF FUNDING	COLUMN C2: AMOUNTS OF FUNDING	COLUMN D: DATE(S) FUNDS WILL BE DEPOSITED
Bay Farm - expansion of additional School Facilities	To accommodate the additional students that will be generated by new development	1) Developer Fees 2) AUSD Facilities Bonds	\$7,000,000	1) Developer Fees have been partially collected. Full collection by December 2027 2) Bond funds have been partially collected. Future proceeds dependent on passage of future facilities bonds.
Wood Middle - expansion of additional School Facilities	To accommodate the additional students that will be generated by new development	1) Developer Fees 2) AUSD Facilities Bonds	\$7,000,000	1) Developer Fees have been partially collected. Full collection by December 2027 2) Bond funds have been partially collected. Future proceeds dependent on passage of future facilities bonds.
Otis –portable classroom	To provide adequate space for students from new developments	Developer Fees	\$35,400	All funds have been collected
Wood Middle School – portable classroom	To provide adequate space for students from new developments	Developer Fees	\$100,000	All funds have been collected
Otis –portable classroom	To provide adequate space for students from new developments	Developer Fees	\$211,380	All funds have been collected

Any member of the public may request detailed information regarding developer fees by contacting the District's Chief Business Official.

END OF REPORT

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Discuss and Review AUSD's Equity Policy (15 Mins/Information)
Item Type:	Information
Background:	<p>Board President Jennifer Williams brings forth a draft Equity Policy in order to be able to have the full Board weigh in and share their thoughts for what AUSD's Equity Policy should say.</p> <p>Currently, AUSD does not have one specific Board Policy on Equity. The attached draft policy brings three separate policies under the same equity umbrella (BP 100 - Philosophy; BP 200 - Goals for the District, and BP 400 - Comprehensive Plans).</p> <p>The Board will discuss this proposed policy tonight, and will take action at a subsequent meeting.</p>
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.
Fund Codes:	
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:	Jennifer Williams, Board President

ATTACHMENTS:

	Description	Upload Date	Type
▣	Proposed Board Policy on Equity (Clean Copy)	5/4/2022	Backup Material
▣	Proposed Board Policy on Equity (Redlined w/Changes)	5/4/2022	Backup Material

Board Policy Statement On Equity

◀ [Previous](#) | [Next](#) ▶

This Equity Policy Statement expresses the Board of Education's commitment to equity, excellence, and the achievement for an inclusive learning environment for all students.

Equity Policy Statement:

We believe that equity is a set of actions that results in educational excellence not determined by differences based on race, color, ancestry, nationality, national origin, immigration status, economic status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Equity is not the same as equality, Whereas equality provides the same resources throughout the system on a per capita basis, equity demands the allocation of resources based on need and support for each student's success.

Therefore, in order to achieve equity in serving out students, AUSD will factor in student needs when making decisions regarding resource allocations.

◀ [Previous](#) | [Next](#) ▶

The Governing Board believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

(cf. [0000](#) - Vision)

(cf. [0100](#) - Philosophy)

(cf. [0200](#) - Goals for the School District)

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the district shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students.

The Board shall make decisions with a deliberate awareness of impediments to learning faced by students of all different characteristics including race, color, ancestry, nationality, national origin, immigration status, economic status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. To ensure that equity is the intentional result of district decisions, the Board shall consider whether its decisions address the needs of all student communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

(cf. [6173](#) - Education for Homeless Children)

(cf. [6173.1](#) - Education for Foster Youth)

(cf. [6174](#) - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. [9000](#) - Role of the Board)

(cf. [9310](#) - Board Policies)

The Board and the Superintendent or designee shall develop and implement policies and strategies to promote equity in district programs and activities, through measures such as the following:

1. Routinely assessing student needs based on data disaggregated by race, color, ancestry, nationality, national origin, immigration status, economic status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics, in order to enable equity-focused policy, planning, and resource development decisions

(cf. [0400](#) - Comprehensive Plans)

(cf. [0460](#) - Local Control and Accountability Plan)

(cf. [6162.5](#) - Student Assessment)

2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

(cf. [0440](#) - District Technology Plan)

(cf. [3100](#) - Budget)

(cf. [4113](#) - Assignment)

(cf. [7110](#) - Facilities Master Plan)

3. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities

(cf. 6141.4 - International Baccalaureate Program)

(cf. [6141.5](#) - Advanced Placement)

(cf. [6143](#) - Courses of Study)

(cf. [6145](#) - Extracurricular and Cocurricular Activities)

(cf. 6152.1 - Placement in Mathematics Courses)

4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students

(cf. [5137](#) - Positive School Climate)

5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups

(cf. [6141](#) - Curriculum Development and Evaluation)

(cf. [6161.1](#) - Selection and Evaluation of Instructional Materials)

6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need

(cf. [1400](#) - Relations Between Other Governmental Agencies and the Schools)

(cf. [6164.2](#) - Guidance/Counseling Services)

(cf. [6164.5](#) - Student Success Teams)

(cf. [6179](#) - Supplemental Instruction)

7. Promoting the employment and retention of a diverse staff that reflects the student demographics of the community

8. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators

(cf. [0500](#) - Accountability)

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on access to district programs and achievement goals for specific student populations in need of services.

Legal Reference:

EDUCATION CODE

200-262.4 Educational equity

52077 Local control and accountability plan

60040 Selection of instructional materials

GOVERNMENT CODE

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS

Meeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for Student Success, 2017

The School Board Role in Creating the Conditions for Student Achievement, 2017

African-American Students in Focus: Closing Opportunity and Achievement Gaps for African-American Students, 2016

African-American Students in Focus: Demographics and Achievement of California's African-American Students, 2016

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Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, 2016

Climate for Achievement Governance Brief Series, 2015

Math Misplacement, 2015

CENTER FOR URBAN EDUCATION PUBLICATIONS

Protocol for Assessing Equity-Mindedness in State Policy, 2017

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Center for Urban Education: <https://cue.usc.edu>

Safe Schools Coalition: <http://www.casafeschools.org>

Policy ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: October 9, 2018 Alameda, California

Board Policy Statement On Equity

This Equity Policy Statement expresses the Board of Education's commitment to equity, excellence, and the achievement for an inclusive learning environment for all students.

Equity Policy Statement:

We believe that equity is a set of actions that results in educational excellence not determined by differences ~~of race, sex, or economic status~~ based on race, color, ancestry, nationality, national origin, immigration status, economic status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Equity is not the same as equality, whereas equality provides the same resources throughout the system on a per capita basis, equity demands the allocation of resources based on need and support for each student's success.

Therefore, in order to achieve equity in serving out students, AUSD will factor in student needs when making decisions regarding resource allocations.

Alameda City USD | BP 0415 Philosophy, Goals, Objectives and Comprehensive Plans Equity

The Governing Board believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

(cf. [0000](#) - Vision)

(cf. [0100](#) - Philosophy)

(cf. [0200](#) - Goals for the School District)

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

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The Board shall make decisions with a deliberate awareness of impediments to learning faced by students of all different characteristics including race, color, ancestry, nationality, national origin, immigration status, economic status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. ~~of color and/or diverse cultural linguistic, or socio-economic backgrounds.~~ To ensure that equity is the intentional result of district decisions, the Board shall consider whether its decisions address the needs of all student communities' ~~students from racial, ethnic, and indigent communities~~ and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

(cf. [6173](#) - Education for Homeless Children)

(cf. [6173.1](#) - Education for Foster Youth)

(cf. [6174](#) - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. [9000](#) - Role of the Board)

(cf. [9310](#) - Board Policies)

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(cf. [0400](#) - Comprehensive Plans)

(cf. [0460](#) - Local Control and Accountability Plan)

(cf. [6162.5](#) - Student Assessment)

2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

(cf. [0440](#) - District Technology Plan)

(cf. [3100](#) - Budget)

(cf. [4113](#) - Assignment)

(cf. [7110](#) - Facilities Master Plan)

3. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities

(cf. 6141.4 - International Baccalaureate Program)

(cf. [6141.5](#) - Advanced Placement)

(cf. [6143](#) - Courses of Study)

(cf. [6145](#) - Extracurricular and Cocurricular Activities)

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4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students

(cf. [5137](#) - Positive School Climate)

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(cf. [1400](#) - Relations Between Other Governmental Agencies and the Schools)

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(cf. [6179](#) - Supplemental Instruction)

7. Promoting the employment and retention of a diverse staff that reflects the student demographics of the community

8. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators

(cf. [0500](#) - Accountability)

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on access to district programs and achievement goals for specific student populations in need of services.

Legal Reference:

EDUCATION CODE

200-262.4 Educational equity

52077 Local control and accountability plan

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1681-1688 Discrimination based on sex or blindness, Title IX

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2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

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Protocol for Assessing Equity-Mindedness in State Policy, 2017

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Center for Urban Education: <https://cue.usc.edu>

Safe Schools Coalition: <http://www.casafeschools.org>

Policy ALAMEDA UNIFIED SCHOOL DISTRICT

adopted: October 9, 2018 Alameda, California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: AUSD's Report on Findings of Nea Community Learning Center's Material Revision Request (10 Mins/Information)

Item Type: Information

Background: On March 22, Nea Community Learning Center submitted a request for Material Revision to the Alameda Unified School District's (AUSD) Board of Education.

Community Learning Center Schools currently operates Alameda Community Learning Center (ACLC) for grades 6-12 and Nea Community Learning Center (Nea) for grades K-12. Nea intends to phase out their high school program over a three-year period beginning in 2022-2023 and graduating out their last high school cohort in 2025. Nea will shift from serving K-12th grades to TK-8th grades beginning in 2022-2023.

On April 26th, Nea staff made a presentation to the Board in support of their request for Material Revision. The Board was also be informed of AUSD's review process and criteria.

Tonight, staff will report their findings of the review conducted and offer their recommendation. This item will be brought back for Board approval on May 24, 2022.

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.| 4. Ensure that all students have access to basic services.

Fund Codes:

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.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ATTACHMENTS:

	Description	Upload Date	Type
▣	Presentaitons: AUSD's Finding of Nea's Material Revision Review_5.10.22	5/4/2022	Cover Memo
▣	Staff Report: Nea Material Revision_5.10.22	5/4/2022	Cover Memo



AUSD's Findings of Nea Community Learning Center's Material Revision Request

Kirsten Zazo
Assistant Superintendent of Educational Services
May 10, 2022

Background

On March 22, Nea Community Learning Center (Nea) submitted a request for Material Revision of its charter petition to the Alameda Unified School District's (AUSD) Board of Education.

Nea currently operates a K-12 program. Community Learning Center intends to merge Nea's 9-12 program with ACLC 9-12 and close the Nea 9-12 program over the next 3 years.

On April 26, The Community Learning Center made a presentation to the Board of Education in support of their petition. AUSD staff has presented the review process and criteria that would be used in reviewing the petition.

Rationale for Proposed Material Revision

Through the Charter Renewal process in November of 2018, AUSD requested Nea to review the progress of the high school program and create a plan for restructuring with the team recommending one of the following:

- Charter revision to create separate charters for Nea Upper and Lower Villages
- Merging Nea 9-12 with ACLC 9-12
- Closing Nea 9-12

During the 2019 charter renewal visit for ACLC the AUSD visiting team recommended considering a combination of Nea's 9-12 program and ACLC's 9-12 program.

In addition to reviewing the feedback from the charter renewal teams, CLCS reviewed financial projections, enrollment trends, in addition to the consequences of the three-year COVID-19 pandemic. The CLCS Board of Directors recognized that operating two small high schools in a single location is unsustainable and took action to submit a material revision to combine Nea's 9-12 program with ACLC's 9-12 program.

Criteria for AUSD's Review Process

The Charter Schools Act of 1992 establishes the standards and criteria by which material revisions are governed. In order to recommend the approval of a material revision to the AUSD Board of Education (District Board), AUSD staff must determine that the charter school has met the relevant Education Code (EC) requirements. For clarity, these requirements have been organized into the following five material revision criteria listed below.

- Criteria I: Has the Charter School Presented a Sound Educational Program?
- Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?
- Criteria III: Is the Petition Reasonably Comprehensive?
- Criteria IV: Is the Charter School Demonstrably Likely to Serve the Interests of the Entire Community in Which the School is Proposing to Locate?
- Criteria V: Is the School District Positioned to Absorb the Fiscal Impact of the Proposed Charter School?

Only criteria relevant to the proposed material revision will be assessed.

Specific Elements of Proposed Material Revision

Element/Section	Description of Change
Entire Charter	<ul style="list-style-type: none">• Applicable legal updates since the charter was last approved
Element 1	<ul style="list-style-type: none">• Updated enrollment projections to reflect a span of grades TK-8• Added descriptions of the educational program for the elementary school program
Elements 2 and 3	<ul style="list-style-type: none">• Added summary of goals and actions of elementary school program
Element 4	<ul style="list-style-type: none">• Updated leadership structure descriptions to reflect merged program and added new organizational chart
Element 5	<ul style="list-style-type: none">• Added employee qualifications to reflect updated leadership structures
Element 8	<ul style="list-style-type: none">• Updated admission preferences to account for merged program
Budget Documents	<ul style="list-style-type: none">• Updated Multi-year Projections to reflect updated enrollment projections for grades TK-8

Findings of Fact

District staff believes the closure of Nea's 9-12 grade program and combining it with ACLC's 9-12 program would offer the following benefits:

- Would still afford students the opportunity to have continuity/consistency in their K-8 school program and provide for a seamless transition to the high school program since they will continue to exist on the same campus .
- Improve collaboration and programmatic consistency TK – Eighth grade.
- Create more class options for students in grades 9-12
- Provide fiscal stability

For purposes of the material revision request, District staff reviewed a revised version of Nea's School Charter which describes the decrease in grade levels over the next 3 years and any impacts it would have on the current program. Specifically, the revised charter petition includes updates regarding the anticipated student enrollment projections, modifications to the admissions procedures to account for the elimination of grade levels, updated financial documents, and legal updates to various sections to address recent amendments to the law.

Recommendation

District staff has determined that Nea's revised petition, as submitted, includes comprehensive updates that meet the requirements of Education Code sections 47605 and 47607. In addition, District staff find that the material revision request to merge Nea's 9-12 program with ACLC 9-12 and close the Nea 9-12 program over the next 3 years will provide a sound educational benefit to students.

Based on the information and findings presented above, as well as the support for merging Nea's 9-12 program with ACLC 9-12 and closing the Nea 9-12 program over the next 3 years among teachers, parents, and students, district staff recommend that the Board take action to **grant** the material revision request submitted by Nea Community Learning Center.

AUSD's Findings of Nea's Material Revision Review

Board Discussion

ALAMEDA UNIFIED SCHOOL DISTRICT

Staff Report of Findings and Recommendation on Material Revision Request Submitted by the Nea Community Learning Center Charter School

Posted: May 10, 2022

The following provides a summary of the Alameda Unified School District's ("District") staff report, proposed findings of fact, and recommendation concerning the material revision request submitted by the Nea Community Learning Center herein forth referred to as "Nea".

Introduction

Nea operates as an independent charter school of the District that serves students in Kindergarten through 12th grades. Nea is currently operating under a five year charter term, which expires in June of 2026.

Nea is shaped by its commitment to project-based learning and strives to be an organization that provides an educational model that empowers all students to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members of a democratic society.

On March 22, 2022 Nea submitted a written request for a material revision proposing to eliminate grades 9-12 over the course of the next 3 years.

On April 26th, the District's Board of Trustees ("Board") held a public hearing to determine the level of support for the material revision request by District teachers, other District employees, and parents/guardians. During the hearing, one (1) member of the public spoke in support of the charter school. There were no members of the public who opposed the material revision request.

On May 24, 2021, the Board will take action to either grant or deny the request.

As discussed in further detail below, District staff has conducted a comprehensive review of Nea's material revision request and the corresponding proposed revisions to its charter to reflect merging Nea's 9-12 program with ACLC 9-12 and closing the Nea 9-12 program over the next 3 years and additional legal updates. Based on that review, District staff recommends that the Board **grant** the material revision request.

Legal Requirements for Material Revision Requests

Assembly Bill 1505 imposed new requirements for a charter school seeking to add one or more grade levels following the approval of its charter petition. Specifically, Education Code section 47605(a)(4) now provides the following:

After receiving approval of its petition, a charter school that proposes to expand operations to one or more additional sites or grade levels shall request a material revision to its charter and shall notify the chartering authority of those additional locations or grade levels. The chartering authority shall consider whether to approve those additional locations or grade levels at an open, public meeting. If the additional locations or grade levels are approved pursuant to the standards and criteria described in subdivision (c), they shall be a material revision to the charter school's charter.

Pursuant to Education Code section 47607, material revisions are governed by the same standards and criteria applicable to petitions to establish charter schools. Material revisions must include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

Findings of Fact

District staff supports the elimination of Nea's 9-12 program and combining the enrollment as part of ACLC. Nea has been a very successful and popular school alternative for students since its inception. Families and students have found value in the educational programs offered by Nea and ACLC, all of which meet the rigor of the California State Standards and Common Core State Standards and provide student-centered project based instruction.

District staff believes the elimination of grades 9-12 at Nea would offer the following benefits:

- Would still afford students the opportunity to have continuity/consistency in their K-8 school program and provide for a seamless transition to the high school program since they will continue to exist on the same campus .
- Improve collaboration and programmatic consistency TK – Eighth grade at Nea.
- Create more class options for 9th -12th grade students with increased enrollment at ACLC.
- Provide fiscal stability

For purposes of the material revision request, District staff reviewed a revised version of Nea's charter which describes the elimination of grades 9th-12th grade and any impacts it would have on the current program. Specifically, the revised charter petition includes updates regarding the anticipated student enrollment projections, modifications to the admissions procedures to account for the expansion of grade levels, updated financial documents, and legal updates to various sections to address recent amendments to the law.

District staff has determined that Nea's revised petition, as submitted, includes comprehensive updates that meet the requirements of Education Code sections 47605 and 47607. In addition, District staff find that the material revision request to merge Nea's 9-12 program with ACLC 9-12 and close the Nea 9-12 program over the next 3 years will provide a sound educational benefit to students.

Recommendation

Based on the information and findings presented above, as well as the support for the elimination of grades 9-12 at Nea among teachers, parents, and students, District staff recommends that the Board of Trustees take action to **grant** the material revision request submitted by Nea.

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: 2022-2023 Budget & LCAP Adoption Process: Review of Categorical Programs and Parcel Tax Funds (20 Mins/Information)

Item Type: Information

Background: The District's Categorical Programs provide various school services that the Federal or State government specially fund. The legislators created Federal and State Categorical Programs to serve the special needs of students that are not covered by general fund regular education programs. All categorical funding that schools receive will, in addition, be accounted for in their Single Plan for Student Achievement.

Tonight's presentation will cover Categorical Programs, local Parcel Tax programs, and usage of one-time pandemic-related funds allocated to the District.

Public Hearings on the Comprehensive Budget proposal and the LCAP are scheduled on June 14, 2022. The 2022-2023 Budget and LCAP will be presented to the Board for adoption on June 28, 2022.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

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

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
❏ Presentation	5/6/2022	Presentation

2022-2023 Budget & LCAP Adoption Process

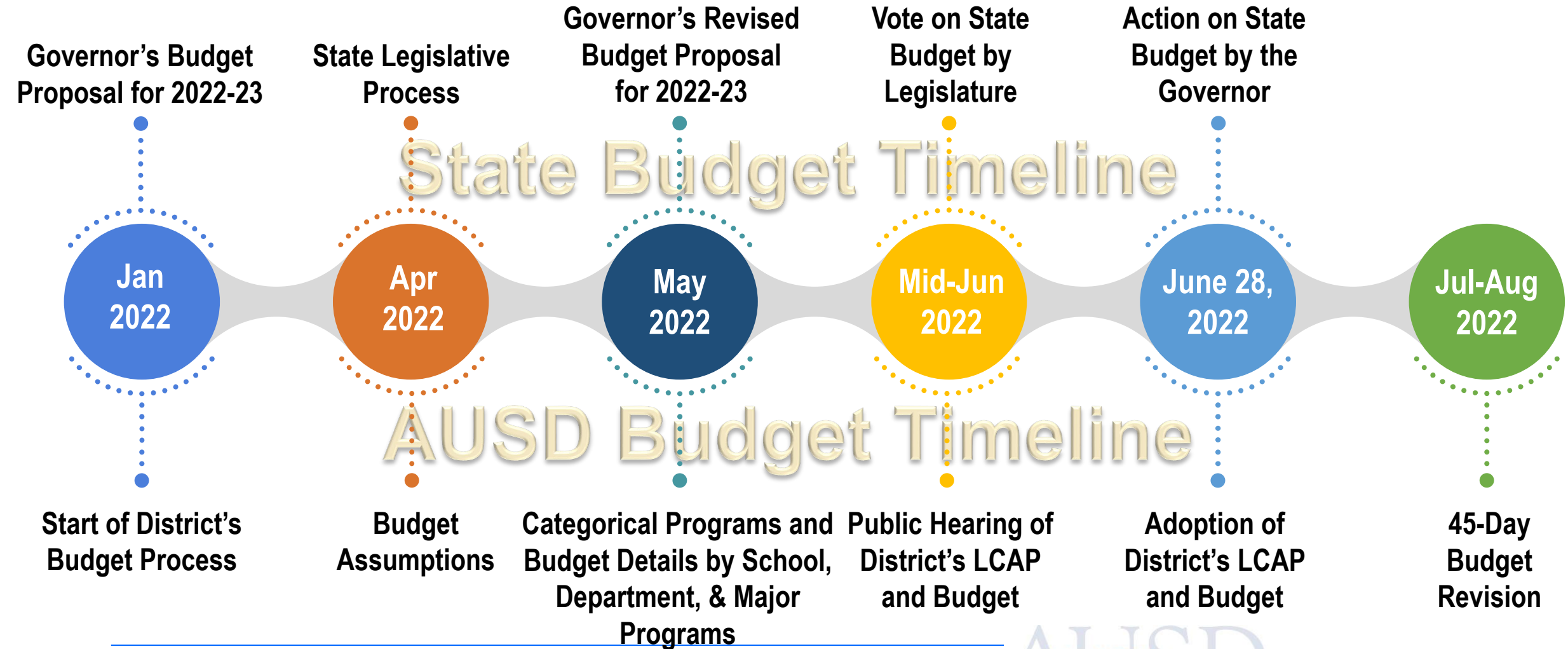
Review of Categorical Programs and Parcel Tax Funds

May 10, 2022

Agenda

- Timeline
- Budget assumptions
- Categorical programs
- Parcel taxes
- Pandemic related funds

Timeline



Multiyear Assumptions for Budgeting

Categories	2021-22	2022-23	2023-24	2024-25
	Second Interim	Projected	Projected	Projected
District Enrollment	8,707	8,533	8,362	8,195
ADA - Actual/Projected	8,298	8,127	7,973	7,823
Actual ADA %age	95.3%	95.2%	95.3%	95.5%
Funded ADA-Actual/Projected	8,976	8,127	8,122	7,968
Funded ADA %age	103.1%	95.2%	97.1%	97.2%
Unduplicated EL/FRPM Count	2,448	2,399	2351	2304
Unduplicated EL/FRPM %age	28.1%	28.1%	28.1%	28.1%
COLA	5.07%	5.33%	3.61%	3.64%
State Teacher's Retirement Sys.	16.92%	19.10%	19.10%	19.10%
Public Employee Retirement Sys.	22.91%	25.37%	27.10%	27.70%
Unemployment Insurance	0.56%	0.56%	0.56%	0.26%
Other Post Employment Benefits	0.48%	1.53%	1.53%	1.53%
Deferred Maintenance Budget	\$500K	\$500K	\$500K	\$3M

Categorical Allocations - Background

- Categorical programs are also known as “Restricted” programs
- Federal and State categorical programs were created by the legislators to serve the special needs of students that are not covered by the general fund regular education programs
- Each categorical program comes with its own program intent, rules, regulations, and exemplary practices
- All categorical funds that schools received and allocated locally will additionally account for budgeting through the Single Plan for Student Achievement (SPSA)

Categorical Allocations - Major Programs

Programs	Award 2020-21	Award 2021-22	Projected Award 2022-23
Title I, Low Income & Neglected	\$ 946,804	\$ 951,172	\$ 903,635
Title II, Teacher Quality	\$ 198,143	\$ 201,022	\$ 194,992
Title III, Limited English Proficiency	\$ 134,420	\$ 126,477	\$ 94,770
Career Technical Education Grants	\$ 421,938	\$ 361,941	\$ -
Extended Learning Opportunity Program (ELOP)		\$ 1,042,626	\$ 1,042,626
Restricted Lottery	\$ 511,612	\$ 609,310	\$ 549,055
After School (ASES)	\$ 648,454	\$ 743,129	\$ 743,129
A-G Block Grant		\$ 344,812	
Universal TK Planning Grant		\$ 198,626	
Educator Effectiveness Block Grant		\$ 2,134,793	\$ -
Local Solutions	\$ 305,000	\$ 276,396	\$ 330,000
Special Education	\$ 9,194,452	\$ 11,261,506	\$ 10,834,709
Total	\$ 12,360,823	\$ 18,251,810	\$ 14,692,916

Title I

- Largest Federal program in California, aside from Special Education
- AUSD qualifies for Title I based on the number of students who qualify for free or reduced-priced meals
- Students who receive services are those who show an academic need
- AUSD must follow the Federal government's prescribed distribution formula and set aside funds for mandated services. Remaining funds are distributed among school sites
- Funds can be used in a variety of ways as long as they provide supplemental support
- Principals develop preliminary budgets in collaboration with School Site Councils (SSC)
- AUSD estimates it will receive approximately \$903,635 in Title I funding

Title I Allocations

Programs	Ruby Elementary	Love Elementary	Paden Elementary	Wood Middle	Centralized	Toal Amount
Parent Involvement	\$ -	\$ -	\$ -	\$ -	\$ 7,956	\$ 7,956
Site Allocations	152,496	114,108	69,195	91,298	-	427,097
Instructional Coaches	108,603	106,698	115,943	33,995	2,074	367,313
Services for Homeless					3,000	3,000
Prof. Development - Teaching & Learning					34,366	34,366
Indirect Cost					63,903	63,903
Total	\$ 261,099	\$ 220,806	\$ 185,138	\$ 125,293	\$ 111,299	\$ 903,635

Title I Ruby Bridges Elementary

Description	Amount	Comments
Certificated Salaries	\$ 130,222	0.8FTE Instructional Coach, 0.4FTE Teacher
Classified Salaries	72,282	1.6 FTE Paraprofessional, Student Support, Family Liaison
Statutory Benefits	58,595	
Books & Materials		
Services		
Total	\$ 261,099	

Title I Love Elementary

Description	Amount	Comments
Certificated Salaries	\$ 127,283	0.8FTE Instructional Coach & 0.4FTE Teacher
Classified Salaries	38,170	1.1FTE Paraprofessional and Family Liaison
Statutory Benefits	55,353	
Books & Materials	-	
Services	-	
Total	\$ 220,806	

Title I Paden Elementary

Description	Amount	Comments
Certificated Salaries	\$ 92,630	0.8FTE Instructional Coach
Classified Salaries	49,122	1.1 FTE Paraprofessional and Family Liaison
Statutory Benefits	43,386	
Books & Materials	-	
Services	-	
Total	\$ 185,138	

Title I Wood Middle

Description	Amount	Comments
Certificated Salaries	\$ 69,156	0.25FTE teacher& 1,225 teacher hourly
Classified Salaries	27,375	.6 FTE paraprofessional
Statutory Benefits	28,762	
Books & Materials	-	
Services	-	
Total	\$ 125,293	

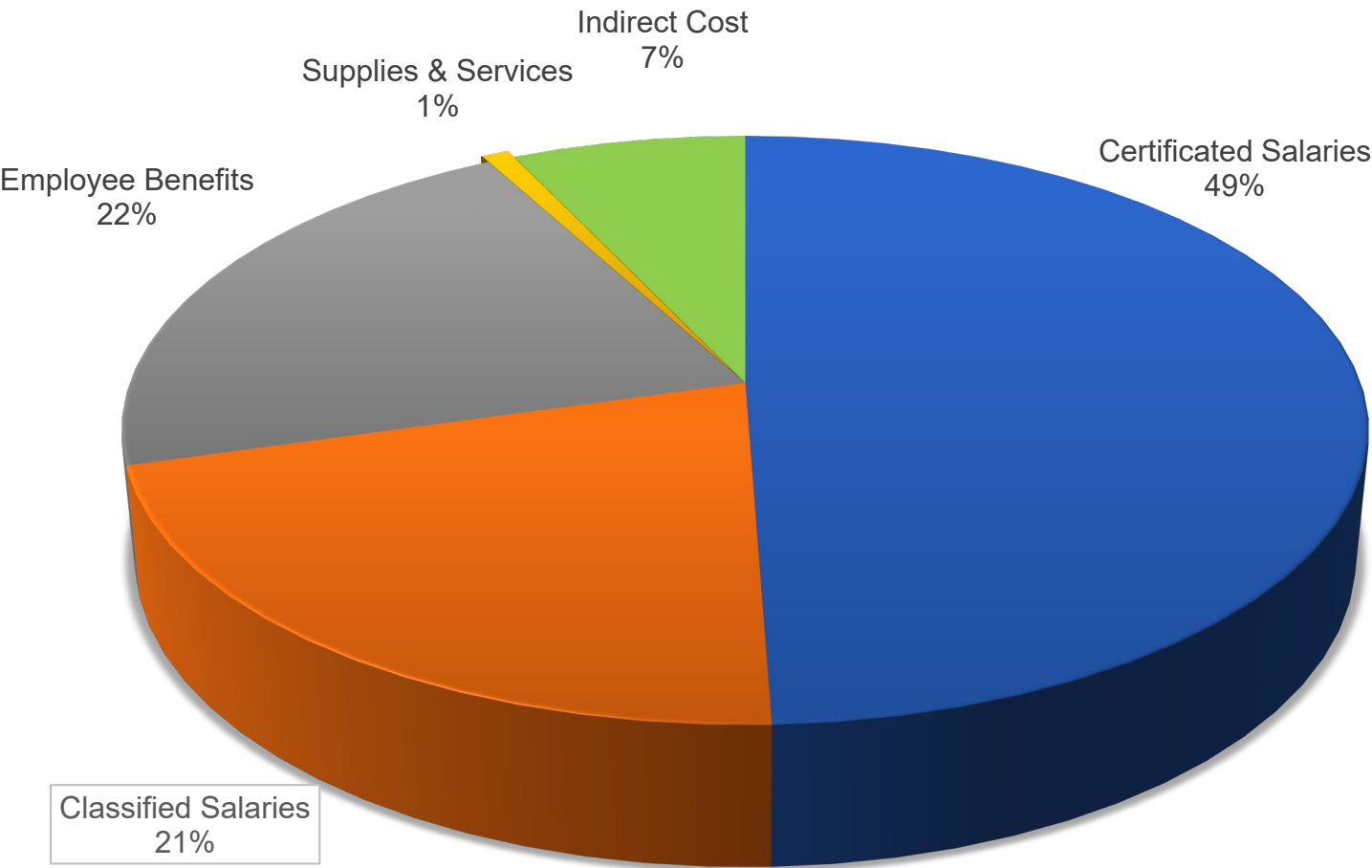
In Lieu of Title I*, Encinal Jr. & Sr. High

Description	Amount	Comments
Certificated Salaries	\$ 41,029	0.4 FTE Counselor
Classified Salaries	45,134	1 FTE Parent Liaison
Statutory Benefits	28,574	
Books & Materials	5,742	
Services		
Total	\$ 120,479	

*Funds in lieu of Title I are part of Unrestricted General Fund

Title I - Summary

Description	Budget (Amount)
Certificated Salaries	\$ 446,612
Classified Salaries	190,949
Employee Benefits	194,671
Supplies	4,500
Services	3,000
Indirect Cost	63,903
	\$ 903,635



Title II, Teacher Quality (TQ)

- The purpose of Title II, Teacher Quality, is to increase the academic achievement of all students by helping schools and districts to:
 - Improve teacher and principal quality through professional development and other activities, including reduced class sizes; and
 - Can be used to recruit, hire, and retain highly qualified teachers and principals in academic subjects or schools where there are shortages (i.e., teachers for special needs students or math and science teachers)
- Funds are for all Alameda students and must be made available to private schools with Alameda students
- AUSD estimates it will receive a total of \$194,992 in Title II, TQ, allocation

Title II, Teacher Quality (TQ)

Description	Amount	Comments
Certificated Salaries	\$ 123,877	0.73FTE Instructional Coach and teacher hourly (975 hours)
Statutory Benefits	33,326	
Books & Materials	-	
Private Schools	24,000	
Indirect Cost	13,789	
Total	\$ 194,992	

Title III, Limited English Proficiency (LEP)

- The purpose of the Title III LEP Student Program is to ensure that all Limited English Proficient (LEP) students, referred to as English Learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students
- Funds must be used for the following supplementary services as part of the language instruction program for LEP students:
 - English language development instruction
 - Enhanced instruction in the core academic subjects
 - High-quality professional development for teachers and other staff
- AUSD estimates it will receive a total of \$94,770 in Title III, Limited English Proficiency, allocation

Title III, Limited English Proficiency (LEP)

Description	Amount	Comments
Certificated Salaries	\$ 18,817	Teacher hourly (537 hours)
Classified Salaries	-	
Statutory Benefits	4,852	
Services	61,400	Lexia, English 3D, Imagine Learning
Transfer to Private Schools	3,000	
Indirect Cost	6,701	
Total	\$ 94,770	

Career Technical Education Grants

- Career Technical Education Grant Programs are state education, economic, and workforce development initiatives with the goal of providing students in kindergarten and grades 1-12 with the knowledge and skills necessary to transition to employment and post secondary education
- Funds sections at Island High, Encinal Jr. & Sr. and Alameda High
- Approximately \$375,000 in multiyear grant that will carry forward from 2021-22 to 2022-23

Career Technical Education Grants

Program	FTE	Amount
Engineering @ Island	0.20	\$ 21,730
Digital Film @ Encinal	0.20	21,730
Biotech @ Alameda High	0.88	45,636
Hourly/Stipend		63,500
Services		65,309
CTE Coordinator	0.80	130,776
Indirect Cost		26,319
Total	2.08	\$ 375,000

Lottery (Restricted)

- Fifty percent (50%) of growth in lottery funds for education over the 1997-98 base year are allocated to LEAs (and community colleges) for the purchase of instructional materials
- "Instructional materials" are defined in Education Code Section 60010 (h) as "all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes"
- AUSD estimates it will receive a total of \$549,055 in Restricted Lottery allocation. Indirect cost is not allowed. The unrestricted part of Lottery funds is part of Unrestricted General Fund
- All funds will be spent on maintaining textbooks.

After School Education & Safety (ASES)

- Provides funding for academic and enrichment activities as constructive alternatives for kindergarten through grade nine students in before- and after-school programs
- Before- and after-school programs consist of two components:
 - An educational and literacy component to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history, social science, or science; and
 - An educational enrichment component, which may include but is not limited to recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests
- AUSD estimates it will receive a total of \$743,129 in ASES allocation

After School Education and Safety

Description	Amount	Comments
Classified Salaries	\$ 72,041	0.5FTE Coordinator
Statutory Benefits	31,050	
Supplies	-	
Services	629,758	Includes \$129K for Academy of Alameda Middle School
Indirect Cost	10,280	
Total	\$ 743,129	

Expanded Learning Opportunity Program (ELOP)

- Provides funding for after school and summer school enrichment programs for transitional kindergarten (TK) through sixth grade
- Expanded learning opportunity program shall include all of the following:
 - No less than nine hours of combined instructional time and expanded learning opportunities per instructional day
 - 30 days, nine hours each day, of in-person expanded learning opportunities during intersessional periods and summer break
- AUSD estimates it will receive a total of \$1,042,626 in ELOP allocation
 - Governor's January proposal includes an increase to approximately \$3 million per year
- Audit requirements starting 2023-24

Local Solutions Grant

- To implement locally-identified solutions that address a local need for special education teachers
- \$1.3M in one-time funds to be spent by June 30, 2023
 - Estimated expenditures of \$330,000 in FY 2022-23
- AUSD's Plan:
 - Identify, recruit, and prepare new special education teachers
 - Assist classified personnel to work towards becoming a teacher
 - Induction for special education teachers
 - Prepare mentors to support new special education teachers

Local Solutions Grant

Description	Amount	Comments
Certificated Salaries	\$ 215,905	2.3 FTE Teachers on Special Assignment
Statutory Benefits	72,595	
Services	25,000	
Indirect Cost	16,500	
Total	\$ 330,000	

Educator Effectiveness Block Grant

- Funding to provide school districts to provide professional learning for teachers, administrators, paraprofessionals, and classified staff to promote educator equity, quality, and effectiveness
- One-time award of \$2,134,793 in FY 2021-22
 - Expenditure plan approved by the Board on December 14, 2021
 - Must spend by June 30, 2026
 - Estimated expenditures of \$355,346 in FY 2022-23
- AUSD's plan:
 - Coaching and mentoring of staff serving in an instructional setting and beginning teacher induction that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning

Educator Effectiveness Block Grant

Description	Amount
Teacher on Special Assignment (1 FTE)	\$ 148,591
Hourly Salary for New Hire Support & PAR	45,000
Workshops	35,000
Teacher & Admin Induction and Coaching	100,005
Indirect Cost	26,750
Total	\$ 355,346

A-G Block Grant

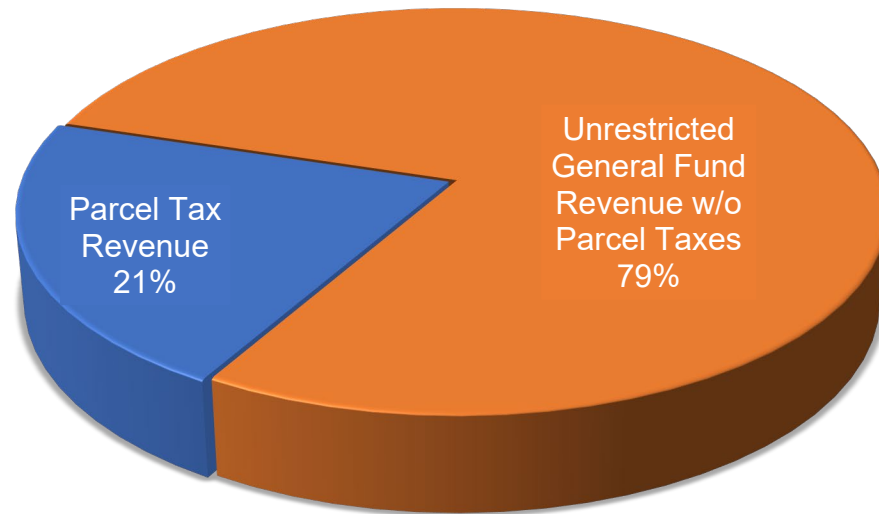
- Increase student access to A-G courses, and provide support for successful completion of the A-G course requirements
- One-time award of \$344,812 in FY 2021-22
 - Expenditure plan approved by the Board on March 22, 2022
 - Must spend by June 30, 2026
 - Estimated expenditures of \$86,203 in FY 2022-23
- AUSD's plan:
 - Identify students who are not meeting A-G requirements from Spring semester 2020 to present
 - Offer opportunities to retake A-G courses by expanding Cyber High and Edmentum offerings
 - Create Four-Year Academic Plans for all students in grade 9-12 to track A-G completion.
 - Sophomore counseling at Alameda High and Encinal, where each sophomore will meet with their Counselor 1:1 and obtain a personalized A-G graduation plan

A-G Block Grant

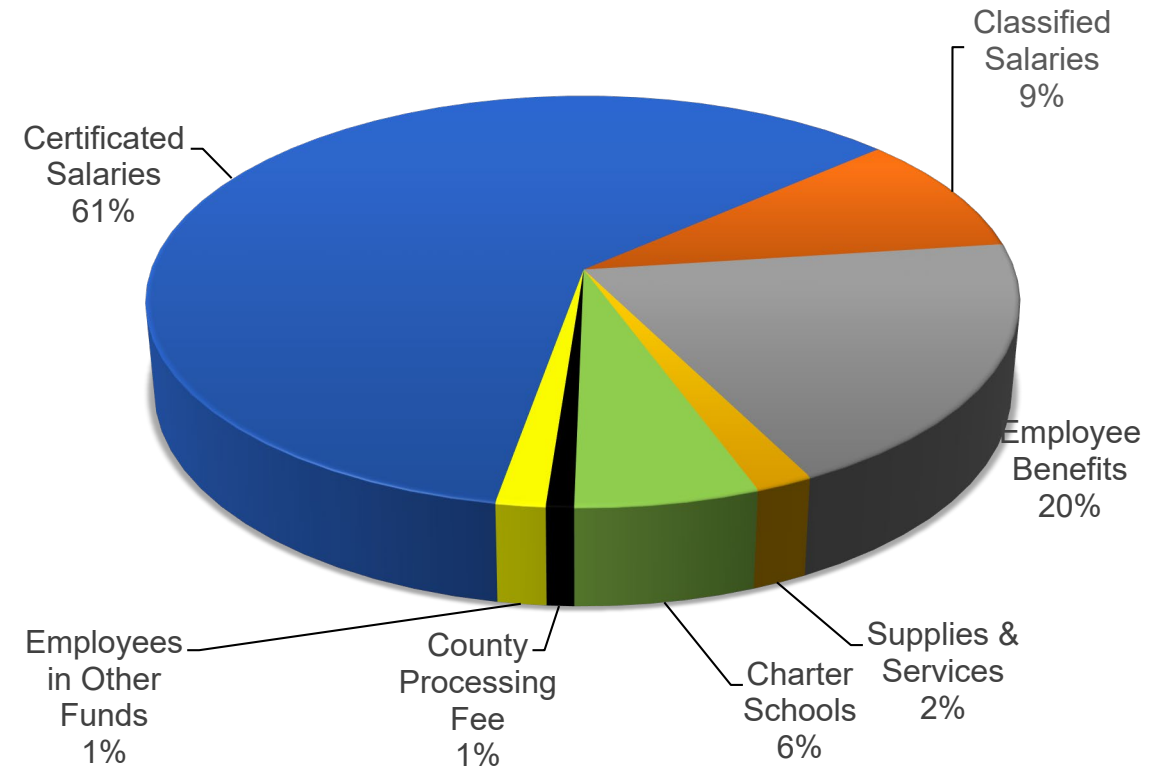
Description	Amount
AP Exam Set-Aside	\$ 16,640
Edmentum (Online Learning Software)	12,518
Scior (Counseling Management Software)	15,000
Cyber High	35,950
Indirect Cost	6,095
Total	\$ 86,203

Parcel Taxes

Unrestricted General Fund Revenue



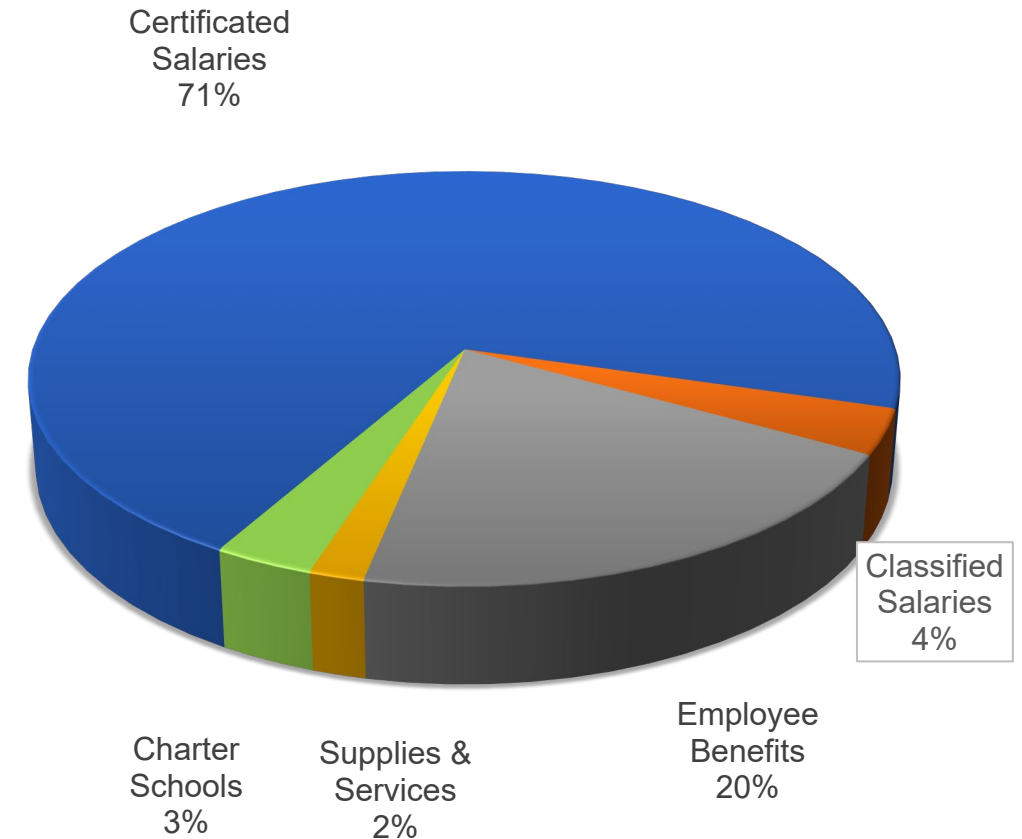
Parcel Tax Expenditures – By Category



Parcel Tax – Measure B1

- Approved in 2016
- Effective 2018-19 through 2024-25

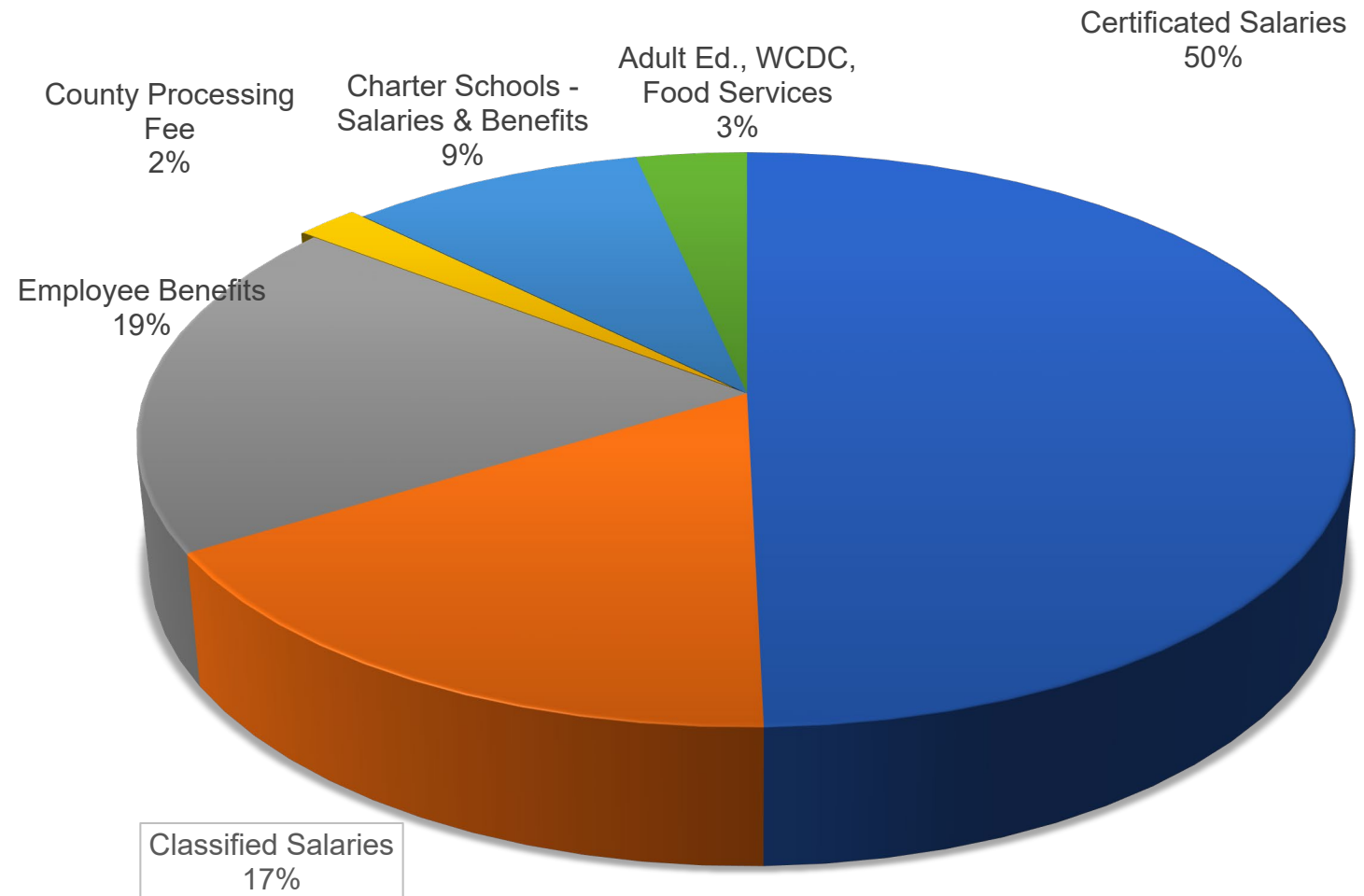
PTAX #	Description	Approved Percentage Range	Budget (Amount)	Budget (%)
1	Small Class Sizes in K-3	14% to 15%	\$ 1,798,000	14.25%
2	Neighborhood Elementary Schools	7% to 8%	915,000	7.25%
3	Secondary School Choice Initiative	7%-8%	936,254	7.42%
4	Programs to Close the Achievement Gap	13% to 14%	1,672,000	13.25%
5	High School Athletics Program	4%	505,000	4.00%
6	Enrichment Program	9-10%	1,164,945	9.23%
7	Attract and Retain Excellent Teachers	30-31%	3,817,000	30.25%
8	Counseling and Student Support	6%	756,820	6.00%
9	Alameda Charter Students	3-4%	422,881	3.35%
10	Technology	5%	631,542	5.00%
11	Adult Education	0%		0.00%
		Sub-Total	12,619,442	
12	Accountability and Fiscal Transparency		184,264	
		Total	\$ 12,803,706	



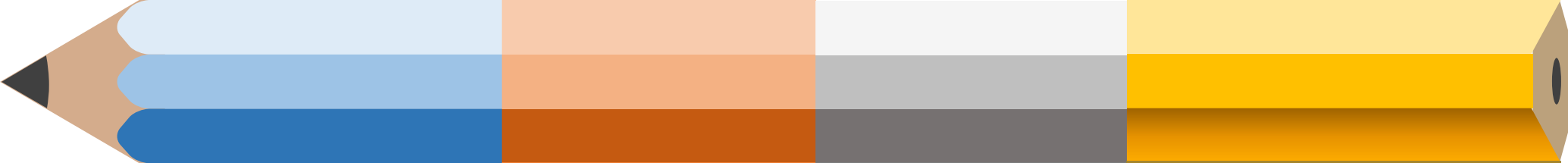
Parcel Tax – Measure A

- Approved in 2020
- Effective 2020-21 through 2026-27

Description	Budget (Amount)
Certificated Salaries	\$ 5,388,945
Classified Salaries	1,804,047
Employee Benefits	2,092,492
County Processing Fee	212,408
Charter Schools - Salaries & Benefits	999,157
Adult Education	95,557
WCDC	134,774
Food Services	144,629
Capital Facilities	6,843
	\$ 10,878,852



Pandemic Funds – Expenditure Buckets



<u>Learning Loss</u>	<u>Mental Health Support</u>	<u>Operations</u>	<u>Classroom Improvements</u>
<ul style="list-style-type: none">• Summer School• After-School Programs• Acceleration Programs• Counseling	<ul style="list-style-type: none">• Mental health assessments, services, and Crisis Intervention• Restorative practices• Additional counseling staff	<ul style="list-style-type: none">• Technology• PPE*• Cleaning & Disinfecting• Food Services• Activities necessary to maintain continuity of services	<ul style="list-style-type: none">• HVAC Upgrades• Furniture for Social Distancing

* Personal protective equipment

COVID Fund – One-Time Expenditures

Description	2020-21	2021-22	2022-23	2023-24
Discretionary Funds for School Sites		\$ 931,982		
Academic Counseling		\$ 271,487	\$ 384,000	\$ 384,000
Program Manager - Assessment		\$ 138,808	\$ 160,000	\$ 160,000
TSA Special Education - Elementary		\$ 120,000	\$ 120,000	\$ 120,000
Mental Health Services		\$ 300,000	\$ 300,184	
Nurse (1 FTE)		\$ 210,000		
Paraprofessionals		\$ 578,608		
Additional Special Education Services		\$ 1,100,000		
Assistant to Community Affairs Manager		\$ 86,851	\$ 86,851	
Equity & Inclusion Coordinator		\$ 94,519	\$ 103,970	
Parent Engagement		\$ 55,500		
Leadership Development		\$ 64,831		
Summer School	\$ 1,708	\$ 52,325		
Total Expenditures	\$ 1,708	\$ 4,004,911	\$ 1,155,005	\$ 664,000

COVID Fund – One-Time Expenditures

Description	2020-21	2021-22	2022-23	2023-24
Sub-total from previous page	\$ 1,708	\$ 4,004,911	\$ 1,155,005	\$ 664,000
Classroom Supplies Replenishment	\$ 53,364	\$ 2,000		
Technology - Chromebooks	\$ 64,031	\$ 363,008		
Outdoor Furniture for Schools	\$ 38,481	\$ 176,856		
Furniture to create physical distancing		\$ 1,276,484		
PPE (Sanitizer/Disinfectant)	\$ 156,595	\$ 198,885	\$ 300,000	
HVAC Replacement		\$ 3,347,590	\$ 1,555,592	
HVAC Upgrades - District-wide	\$ 585,449	\$ 140,000	\$ 120,000	\$ 120,000
Air Purifiers	\$ 599,045			
Food Services	\$ 400,000			
One-time Payment to Employees		\$ 1,459,651		
Supplies for Employees to Work from Home	\$ 38,073			
COVID Testing & Screening	\$ 40,680	\$ 57,544		
Total Expenditures	\$ 1,977,426	\$ 11,026,929	\$ 3,130,597	\$ 784,000

Temporary Positions Funded Using COVID One-Time Funds

Employees Funded by One-Time COVID funds	2021-22 (FTE)	2022-23 (FTE)	2023-24 (FTE)
Academic Counselors (Wood, Lincoln, Alameda High)	3	3	3
Program Manager - Assessment	1	1	1
Program Manager - Mental Health	1		
Teacher on Special Assignment - Learning Loss	1	1	1
Education Equity/Family Engagement Coordinator*	1	1	
Psychologist	1		
Digital Communication Specialist	1	1	
Paraprofessionals	10		
Total	19	7	5

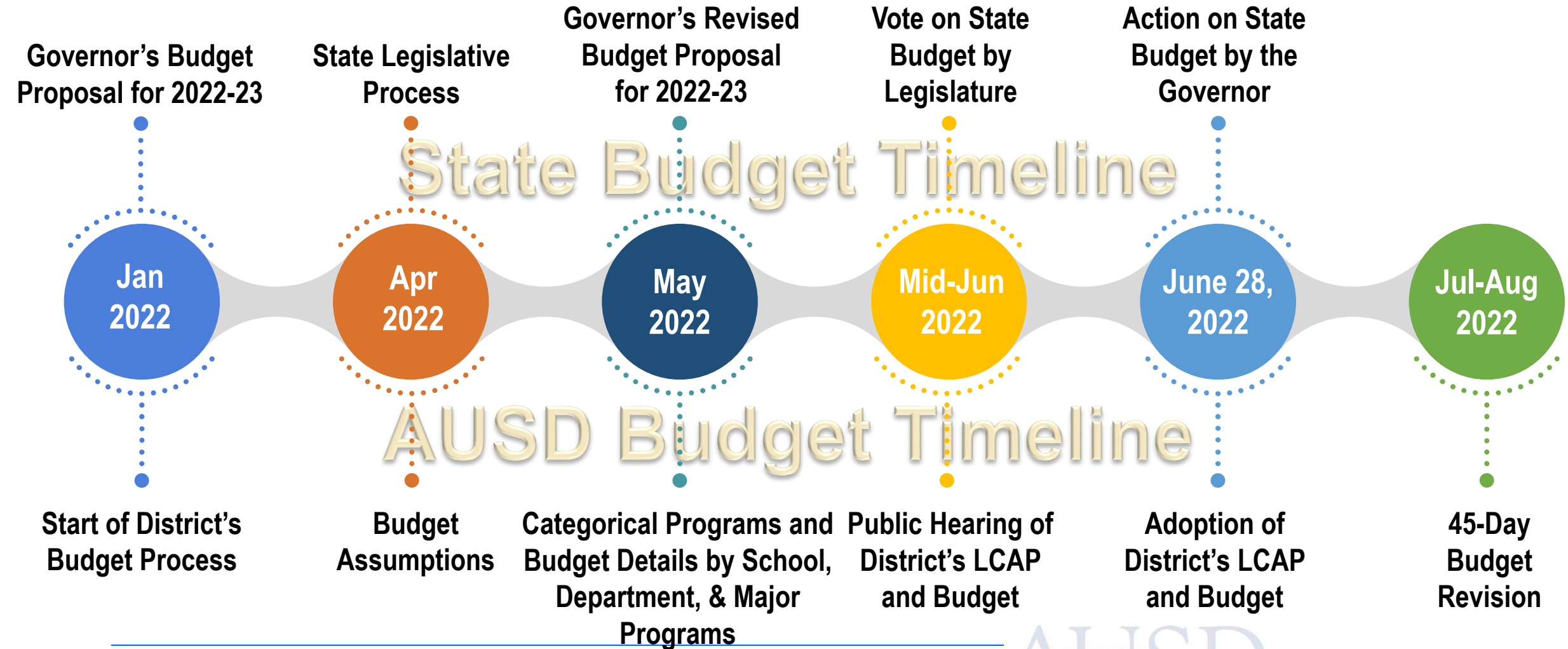
Employees Funded by One-time Site Discretionary COVID Funds	Site	2021-22 (FTE)
Teacher	Franklin	0.10
Teacher	Maya Lin	0.40
Student Support Provider	Ruby Bridges	0.13
Paraprofessional	Wood	0.30
Parent Liaison	Encinal	1.00
Teacher	ASTI	0.20
Student Support Provider	ASTI	0.13
Total		2.25

*Transfers to LCFF Supplemental Funds

Ending Fund Balance and Reserve Funds

- Senate Bill 751 (2017) limits school district's local reserves to 10% of expenditures when the state reserve reaches 3% of the K-12 Prop 98 funding
 - Projected to apply to ending fund balance at the end of FY 2022-23
 - 2022-23 budget proposal will include a resolution identifying future commitments, such as:
 - Supplemental grant carryover
 - Deficit spending mitigation measures
 - Declining enrollment mitigation
 - Funds needed in a future year to cover increase in pension contributions
 - Contingency planning for a potential liability
- Expect expenditure transfers to give one-time boost to ending fund balance
 - COVID related funds

Timeline



Board Discussion

Acronyms

AB	Assembly Bill	CPI	Consumer Price Index	LEA	Local Educational Agency
ACA	Affordable Care Act	CTE	Career Technical Education	LRE	Least Restrictive Environment
ADA	Average Daily Attendance	DOF	Department of Finance	MAA	Medi-Cal Administrative Activities
AP	Advanced Placement	DSA	Division of the State Architect	MOU	Memorandum of Understanding
API	Academic Performance Index	EC	Education Code	MTSS	Multi-Tiered Systems of Support
AYP	Adequate Yearly Progress	EL	English Learner	MYP	Multiyear Projection
BTSA	Beginning Teacher Support and Assessment	EPA	Education Protection Account	OPEB	Other Postemployment Benefits
CAASPP	California Assessment of Student Performance and Progress	ERAF	Education Revenue Augmentation Fund	OPSC	Office of Public School Construction
CALPADS	California Longitudinal Pupil Achievement Data System	ESL	English as a Second Language	P-1	First Principal (Apportionment)
CalPERS	California Public Employees Retirement System	ESSA	Every Student Succeeds Act	P-2	Second Principal (Apportionment)
CalSTRS	California State Teachers Retirement System	ESY	Extended School Year	PAR	Peer Assistance and Review
CALTIDES	California Longitudinal Teacher Integrated Data Education System	FAPE	Free and Appropriate Public Education	PD	Professional Development
CARS	Consolidated Application and Reporting System	FCMAT	Fiscal Crisis & Management Assistance Team	PI	Program Improvement
CASEMIS	California Special Education Management Information System	FERPA	Family Educational Rights and Privacy Act	PTA	Parent Teachers Association
CBA	Collective Bargaining Agreement	FRPM	Free and Reduced-Price Meals	RDA	Redevelopment Agency
CBEDS	California Basic Educational Data System	FTE	Full-Time Equivalent	SACS	Standardized Account Code Structure
CCSS	Common Core State Standards	GAAP	Generally Accepted Accounting Principles	SBE	State Board of Education
CDE	California Department of Education	GASB	Governmental Accounting Standards Board	SDC	Special Day Class
CELDT	California English Language Development Test	IEP	Individualized Education Program	SELPA	Special Education Local Plan Area
CNIPS	Child Nutrition Information Payment System	LAO	Legislative Analyst's Office	SPSA	Single Plan for Student Achievement
COE	County Office of Education	LCAP	Local Control and Accountability Plan	TK	Transitional Kindergarten
COLA	Cost-of-Living Adjustment	LCFF	Local Control Funding Formula	TRANS	Tax and Revenue Anticipation Notes
COP	Certificate of Participation			UPP	Unduplicated Pupil Percentage

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution 2021-2022.53 Regarding Non-Reemployment of Certificated Employees (5 Mins/Action)

Item Type: Action

Background: It has been determined that 0.20 full-time equivalent services of the District be reduced and an equivalent number of certificated staff be non-reemployed for the ensuing 2022-2023 school year.

The employee listed in Exhibit A in the attachment shall be non-reemployed, or their work year/work day reduced, effective for the 2022-2023 school year. This action shall be effective on June 30, 2022.

AUSD LCAP Goals: 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): n/a

Recommendation: Approve as submitted.

AUSD Guiding Principle: #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

ATTACHMENTS:

Description	Upload Date	Type
☐ Certificated Layoff Resolution	5/4/2022	Resolution Letter

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

May 10, 2022

Resolution No. 2021-2022.53

Resolution Regarding Non-Reemployment of Certificated Employees

WHEREAS, on March 8, 2022 the Governing Board of the Alameda Unified School District adopted Resolution No. 2021-2022.44 to decrease certificated staff due to a reduction or elimination in particular kinds of services; and

WHEREAS, notice of non-reemployment was given to the affected employees on or before March 15, 2022; and

WHEREAS, the affected employees waived their right to a hearing and/or failed to timely request a hearing; and

WHEREAS, it was determined that 0.20 full-time equivalent services of the District be reduced and an equivalent number of certificated staff be non-reemployed for the ensuing 2022-2023 school year.

NOW, BE IT RESOLVED, that the employees listed in Exhibit A shall be non-reemployed, or their work year/work day reduced, effective for the 2022-2023 school year. This action shall be effective on June 30, 2022.

NOW, BE IT FURTHER RESOLVED, that the District Superintendent or his designee is hereby authorized to give notice on behalf of this Board as required by Education Code sections 44949 and 44955 to the employees listed in Exhibit A unless otherwise by said employees.

PASSED AND ADOPTED by the following vote this 10th day of May 2022:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Jennifer Williams, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____

Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

Exhibit A

*Certificated Individuals Impacted by Reduction in Force
(Notice required)*

Frances Ruiz

0.20 FTE

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Resolution No. 2021-2022.54 Declaration of Intent to Grant an Easement to the City of Alameda (5 Mins/Action)
Item Type:	Action
Background:	<p>The City of Alameda, ("City") in collaboration with Caltrans, is seeking a perpetual permanent easement and right of way ("easement") from AUSD to build a sidewalk and bikeway on a portion of the Encinal Jr. & Sr. High School property while constructing a roundabout at Central Avenue and Third Street.</p> <p>The easement will improve safety for the community, students, and staff at Encinal Jr. & Sr. High School.</p> <p>Education Code requires a two-step process for granting easements. Step one is the approval of the attached Resolution 2021-2022.54 Declaration of Intent to Grant an Easement to the City of Alameda.</p> <p>Should the Board approve Resolution No. 2021-2022.54, a second Board Resolution granting the easement will be presented as a public hearing to the Board of Education at its May 24, 2022 meeting. The community will be advised of the Board's intent to grant the easement through a published notice</p>
AUSD LCAP Goals:	4. Ensure that all students have access to basic services.
Fund Codes:	
Fiscal Analysis	
Amount (Savings) (Cost):	N/A
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#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:	Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
❑ Resolution No. 2021-2022.54	5/9/2022	Resolution Letter
❑ Easement	5/4/2022	Backup Material
❑ Exhibits A and B	5/4/2022	Exhibit
❑ Project Drawing	5/4/2022	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

May 10, 2022

Resolution No. 2021-2022.54

**Declaration of Intent to Grant an Easement to
the City of Alameda**

WHEREAS, the Alameda Unified School District (“District”) owns real property located at 300 Central Avenue, Alameda, California 94501 (Assessor’s Parcel Numbers 74-1312-1), commonly known as Encinal Jr. & Sr. High School (“Encinal JSHS Property”); and

WHEREAS, the City of Alameda (“City”) in coordination with Caltrans seek to enter a portion of the Encinal JSHS property (“Easement Area”), where necessary for the purpose of building a sidewalk and bikeway, while constructing a roundabout at Central Avenue and Third Street; and

WHEREAS, in order to construct the sidewalk and bikeway, the City requests that the District grant a perpetual permanent easement and right of way (“Easement”) in the Easement Area; and

WHEREAS, the proposed Easement, which includes the description and location of the area of the Easement, is set forth in Exhibits “A” and “B” attached hereto and incorporated herein by this reference; and

WHEREAS, the District does not need the Easement Area for classroom buildings or educational purposes; and

WHEREAS, the District understands the Easement will improve safety for the community, students, and staff of the District,

WHEREAS, the District may grant the Easement if, after adoption of this Resolution of Intent and publication of notice, the District’s Governing Board adopts, in a regular open meeting (“Public Hearing”), by a two-thirds vote of all its members, a resolution authorizing and directing the Superintendent, or Superintendent’s designee, to execute and deliver the Easement; and

WHEREAS, notice of the Governing Board’s intent to grant the Easement (“Notice”) shall be given pursuant to Education Code section 17558 by posting copies of this Resolution of Intent signed by the members of the Governing Board, or majority thereof, in three (3) public places in the District not less than ten (10) days before the date of the Public Hearing, and by publishing the Notice once not less than five (5) days before the date of the Public Hearing in a newspaper of general circulation, published in the District, if there is one, or if there is no such newspaper published in the District, then in a newspaper published in the county in which the District or any part thereof is situated and having a general circulation in the District; and

WHEREAS, the Public Hearing shall be held on May 24, 2022, at 6:30 p.m., or as soon thereafter as the matter may be heard. The District’s Governing Board shall hold this meeting virtually consistent with its regular practice and in accordance with Statewide guidance and the District’s COVID-19 prevention precautions.

NOW THEREFORE, BE IT RESOLVED, that the District's Governing Board hereby finds, determines, declares, orders and resolves as follows:

Section 1. The foregoing recitals are true and correct.

Section 2. The portion of the real property upon which the Easement is to be located is not needed for school classroom buildings or educational purposes.

Section 3. The District intends to grant and convey the Easement.

Section 4. The Superintendent and Superintendent's designee is hereby authorized to provide public notice as required by Education Code section 17558.

Section 5. The District's Governing Board directs that a Public Hearing to consider authorizing the grant and conveyance of the Easement from the District to the City of Alameda in accordance with the Easement attached hereto as Exhibits "A" and "B," is scheduled at its regular place of meeting for a public hearing on May 24, 2022, at 6:30 p.m., or as soon thereafter as the matter may be heard. The District's Governing Board shall hold this meeting virtually consistent with its regular practice and in accordance with Statewide guidance and the District's COVID-19 prevention precautions. Information regarding accessing the virtual meeting will be available at the District's website at <https://www.alameda.k12.ca.us/agendasminutes>.

PASSED AND ADOPTED by the following vote this 10th day of May, 2022:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Jennifer Williams, President
Board of Education
Alameda Unified School District

ATTEST:

By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District

**RECORDING REQUESTED BY
AND WHEN RECORDED MAIL TO:**

City of Alameda
2263 Santa Clara Avenue
Room 280
Alameda, CA 94501
ATTN: City Attorney

APN: 074-1312-001-00

(Space Above For Recorder's Use Only)

EXEMPT FROM RECORDING FEES PER GOVERNMENT CODE SECTION 27383

GRANT OF EASEMENT

FOR VALUABLE CONSIDERATION, the receipt and sufficiency of which is hereby acknowledged, the **ALAMEDA UNIFIED SCHOOL DISTRICT**, ("Grantor") does hereby grant to the **CITY OF ALAMEDA**, a municipal corporation, its successors and assigns ("Grantee"), a perpetual permanent easement and right of way ("Easement") for **Public Road Purposes**, and those appurtenances and uses commonly associated therewith, including but not limited to a sidewalk, two-way bikeway, and landscaped bioretention area, through, in, on, over, above, under and across that certain portion of Grantor's real property situated in the City of Alameda, County of Alameda, State of California, more particularly described in **Exhibit A** and depicted in **Exhibit B**, both of which are attached hereto and made a part hereof by this reference.

SEE LEGAL DESCRIPTION MARKED EXHIBIT "A" AND A SKETCH
THEREOF MARKED EXHIBIT "B", ATTACHED HERETO AND
INCORPORATED HEREIN BY REFERENCE.

The rights granted herein include the following: (a) the right of ingress and egress, from the Easement herein described across land of Grantor for all purposes useful or convenient in connection with or incidental to the exercise of the rights herein granted at locations which shall not interfere with Grantor's reasonable use of its remainder property; (b) the right to construct, reconstruct, repair, replace, operate and maintain said facilities and the right to enter upon, pass re-pass, over, along, and beside said easement and right-of-way; and the (c) the right to deposit tools, implements and material there on, (d) The rights granted herein are for the benefit of Grantee, its officers, agents, employees, successors or assigns, or by any contractor, its agents or employees, engaged by Grantee, its successors or assigns, whenever and wherever necessary for the purposes above set forth.

Grantor shall not plant any trees or bushes within or erect, construct or install any fence, wall, irrigation or any other type of structure, improvement, or private utilities over, across or upon

said easement and right-of-way without first obtaining written permission from Grantee, which shall not be unreasonably withheld. Grantor shall keep the easement area clear from any obstacles that will make the area un-accessible.

The conveyance of the Easement is made for the benefit of all parties who have or may acquire any right, title, or interest in any part of the above described real property. This conveyance is binding on Grantor, its heirs, assigns or successors in interest.

IN WITNESS WHEREOF, the parties hereto by their duly authorized representatives have executed and delivered this Grant of Easement effective as of the date recorded.

**“GRANTOR”
ALAMEDA UNIFIED SCHOOL DISTRICT**

By: _____

Name: _____

Title: _____

Date: _____

**SIGNATURES MUST BE NOTARIZED
(PLEASE ATTACH CALIFORNIA NOTARY ACKNOWLEDGMENT)**

MARCH 28, 2022

EXHIBIT "A"
LEGAL DESCRIPTION

REAL PROPERTY IN THE CITY OF ALAMEDA, COUNTY OF ALAMEDA, STATE OF CALIFORNIA.

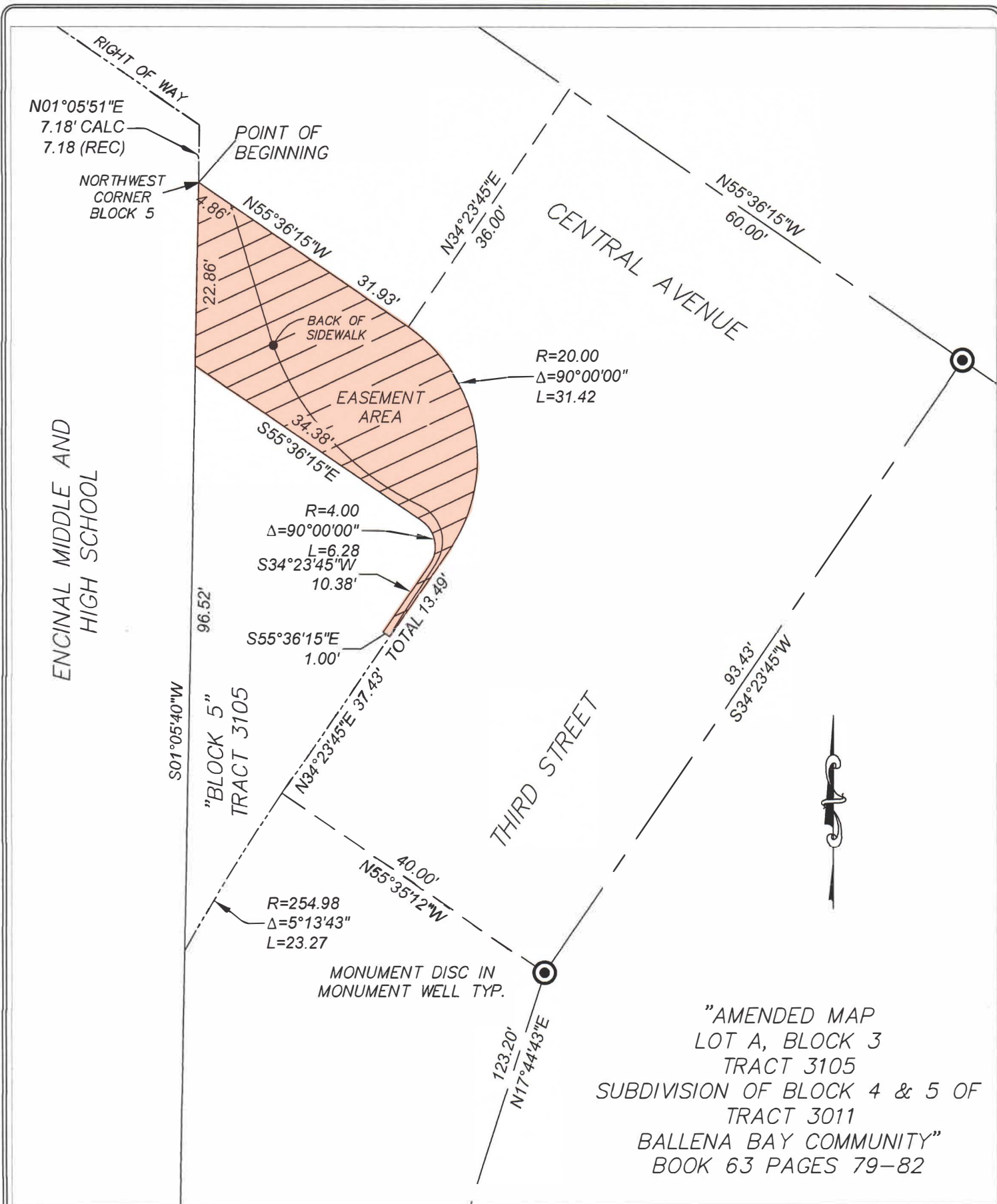
AN EASEMENT OVER A PORTION OF BLOCK 5 AS SHOWN ON THE "AMENDED MAP LOT A, BLOCK 3 TRACT 3105 SUBDIVISION OF BLOCKS 4 & 5 OF TRACT 3011 BALLENA BAY COMMUNITY" BOOK 63 PAGES 79 THROUGH 82 ALAMEDA COUNTY RECORDS DESCRIBED AS FOLLOWS:

BEGINNING AT THE NORTHWEST CORNER OF SAID PARCEL "BLOCK 5" THENCE ALONG THE WESTERN LINE OF "BLOCK 5" SOUTH $01^{\circ}05'40''$ WEST 22.86 FEET; THENCE LEAVING SAID WESTERN LINE SOUTH $55^{\circ}36'15''$ EAST TO A TANGENT CURV TO THE RIGHT WITH A RADIUS OF 4.00 FEET, A CENTRAL ANGLE OF $90^{\circ}00'00''$ AND AN ARC LENGTH OF 6.28 FEET; THENCE SOUTH $34^{\circ}23'45''$ 10.38 FEET; THENCE SOUTH $55^{\circ}36'15''$ EAST 1.00 FOOT TO THE EASTERN LINE OD "BLOCK 5"; THENCE ALONG THE EASTERN AND NORTHERN LINES OF "BLOCK 5" NORTH $34^{\circ}23'45''$ EAST 13.49 FEET; THENCE ALONG A TANGENT CURVE TO THE LEFT WITH A RADIUS OF 20.00 FEET, A CENTRAL ANGLE OF $90^{\circ}00'00''$ AND AN ARC LENGTH OF 31.42 FEET, THENCE NORTH $55^{\circ}36'15''$ WEST 31.93 FEET TO THE POINT OF BEGINNING.

CONTAINING 804.2 SQ. FT.

END OF DESRIPTION





PLS SURVEYS, INC.
LAND SURVEYORS
2220 Livingston Street, Suite 202
Oakland, California 94606-5203
510.261.0900 FAX 510.261.3303
e-mail: jmb.pls2@gmail.com

EXHIBIT B
**AN EASEMENT FOR A SIDEWALK WIDENING
AND OTHER IMPROVEMENTS ASSOCIATED WITH
THE CENTRAL AVENUE SAFETY
IMPROVEMENTS PROJECT**

ALAMEDA

CALIFORNIA

SCALE 1" = 15'

DATE 04/06/2022

BY JMB

JOB NO. 22089-EASE

MARCH 28, 2022

EXHIBIT "A"
LEGAL DESCRIPTION

REAL PROPERTY IN THE CITY OF ALAMEDA, COUNTY OF ALAMEDA, STATE OF CALIFORNIA.

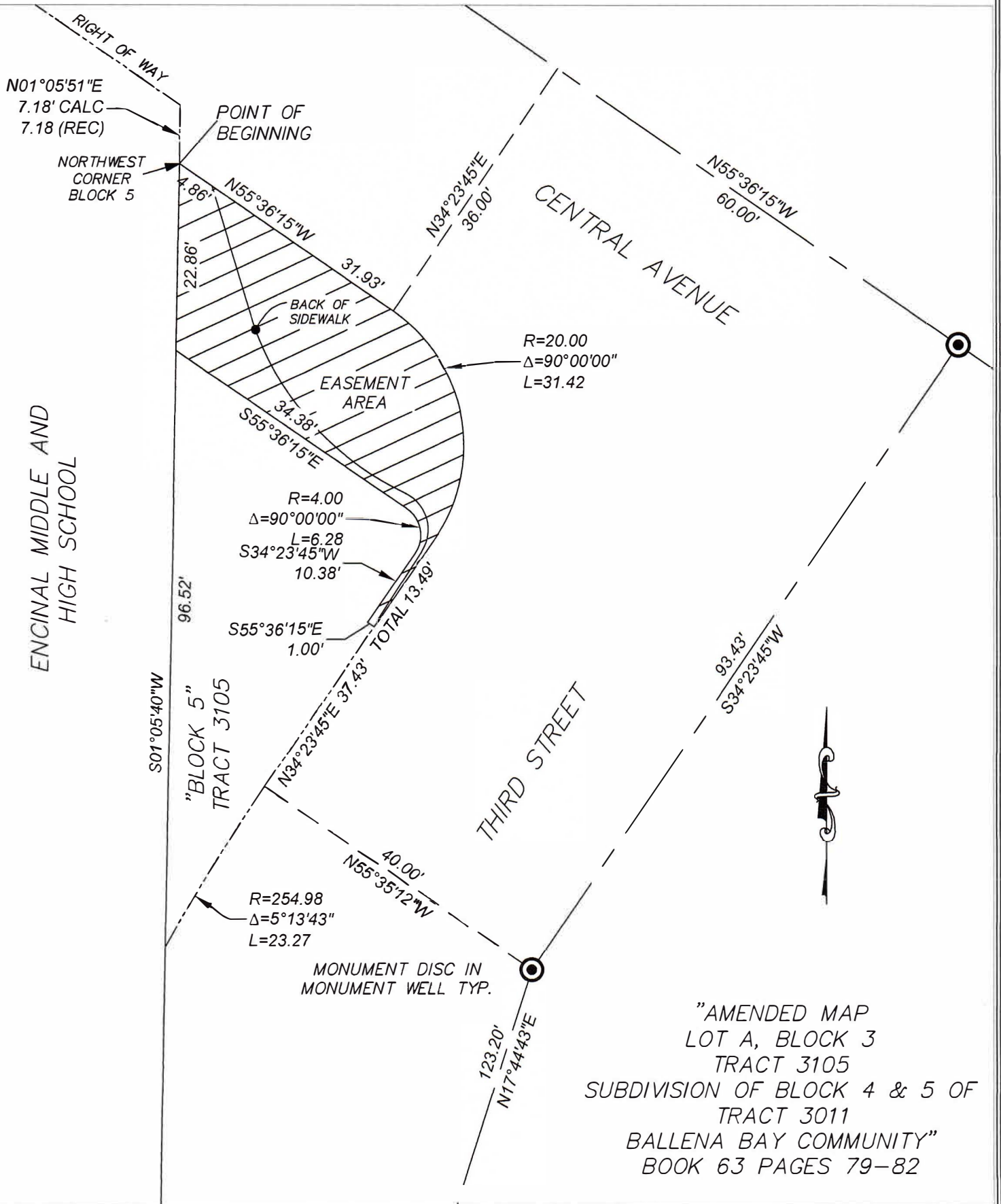
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CONTAINING 804.2 SQ. FT.

END OF DESRIPTION





PLS SURVEYS, INC.
LAND SURVEYORS
2220 Livingston Street, Suite 202
Oakland, California 94606-5203
510.261.0900 FAX 510.261.3303
e-mail: jmb.pls2@gmail.com

EXHIBIT B
**AN EASEMENT FOR A SIDEWALK WIDENING
AND OTHER IMPROVEMENTS ASSOCIATED WITH
THE CENTRAL AVENUE SAFETY
IMPROVEMENTS PROJECT**

ALAMEDA

CALIFORNIA

SCALE	1" = 15'
DATE	04/06/2022
BY	JMB
JOB NO.	22089-EASE

